

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Scholastica's Catholic Primary School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 22/23 23/24
Date this statement was published	5 th October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sandra Brierley
Pupil premium lead	Sandra Brierley
Governor / Trustee lead	Royer Vidal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 152 350
Recovery premium funding allocation this academic year	£ 8197
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 160 547

Part A: Pupil premium strategy plan

Statement of intent

Our vision for education is to ensure that every child is ready for the next stage of their development. We offer a broad, balanced and creative curriculum so that when they leave us at the end of Year 6, they will feel confident, responsible and competent members of society, ready for Secondary School.

We recognise that supporting the well-being and mental health of our children is equally as important as raising attainment, therefore all our priorities are centred around meeting the needs of the whole child.

It is vital for children to have high self-esteem and confidence before they are ready to learn. As a school, we aim for all our children to leave the school as confident individuals, successful learners and responsible citizens.

Through our Mission Statement 'Living, Loving and Learning through Christ', we:

- provide a safe environment where children are inspired to achieve their true potential.
- learn how to love Jesus and each other. We follow His example by showing kindness and respect to everyone We see potential in all.
- educate and nurture all to meet the demands of the changing world with Love, Peace and Respect.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor attendance and lateness are areas of challenge that the school is focused on for our Pupil Premium children.
2	Parental expectations, engagement with school engagement and commitment to engaging with their child's education.
3	Trauma and other mental health issues in the family or linked to COVID-19 pandemic have led to many of our pupil premium children to experience poor emotional wellbeing and resilience.
4	High number of children entering Reception below the expected level in most areas of the curriculum
5	Lack of exposure to high quality language, both spoken and written.
6	Reduced access to rich experiences outside of school that can build cultural capital of our pupil premium pupils.
7	Covid lockdowns have caused the PPG/Non-PPG gap to widen.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
As a result of school closures linked to the COVID-19 pandemic, the gap between PPG and Non-PPG children has widened. By the end of 2021-22, we wish to narrow the gap so that it is in line with pre-pandemic attainment and progress.	Provided there are no further breaks in education, school data from 2019-2022 will show that progress and attainment of PPG pupils will be in line with that on their Non-PPG peers. Where pupil data is not available (Reception, Year 1) data since joining the school will show at least good progress.
To ensure the percentage of PPG pupils meeting the expected standard in reading, writing and maths at the end of KS2 is in line with National expectations.	Provided there are no further breaks in education, data for Y6 PPG cohort will be at least in line, if not exceed, national average.
To ensure more PPG achieve the greater depth standard in reading, writing and maths at the end of KS1 and KS2.	Provided there are no further breaks in education, there will be an increase in number of PPG pupils achieving GDS at the end of KS1 and KS2 compared to pre-pandemic outcomes.
To improve the social and emotional skills of the children including Wellbeing, Mental Health and Resilience to support their learning.	Children and parents tell us they feel happy and safe within school Children and families have access to support for their mental health and well-being. School systems ensure that those needing additional support are identified quickly and support is delivered in a timely fashion.
Provide all children with a wide and varied curriculum to ensure each child's full potential is reached in all areas.	All children experience a curriculum linked trip or visit every term (at least).
Provide all EYFS children with a secure and good start to language acquisition and reading.	Children are screened on entry and those needing additional support are identified quickly. Research based language acquisition and intervention strategies to reach as many children as possible Phonics Screening Check scores reflect that almost all children can decode text effectively by the end of KS1.
To improve attendance and punctuality of disadvantaged pupils	Persistent absentees are supported to improve their attendance and the rate of persistent absentees consistently drops. Attendance school-wide is promoted and continues to steadily rise post-pandemic.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 53, 783

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for all teachers	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	4, 5 and 7
Further development of lesson studies including focus on marking, feedback and assessment to ensure Quality First Teaching	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://lessonstudy.co.uk/wp-content/uploads/2011/05/Improving-Practice-and-Progression-through-Lesson-Study1.pdf https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	5
Effective teaching of phonics in KS1 and EYFS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	7
Developing reading comprehension and reading for meaning skills	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	5 and 7
Mastery Approach for the teaching of mathematics Teaching for Mathematics	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 54, 622

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tutoring	https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	7
Lexia Reading Intervention	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	7
Number Sense Math intervention	https://numbersensematics.com/media/2328/beam-counting-to-strategy.pdf	4
NELI	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Speech and Language Therapist and Educational Psychology time	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4, 5 and 7
Attendance Welfare Officer support	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1
Therapeutic Support through RUN	https://www.r-u-n.co.uk/contact	2 and 3

Total budgeted cost: £ 157 900

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Academic Year 2021-22

Outcomes in 2022 have highlighted the significant impact of work with children from disadvantaged backgrounds across the school. There is an in-school gap between disadvantaged children and their peers which historically narrows as children progress through the school. The impact of the pandemic and school closures has meant that the gap did increase since 2019 in year 6 in writing and maths and EYFS in all subjects, but is narrowing in Phonics and Key Stage 1.

EYFS

Group	% achieved GLD school	% achieved GLD Hackney
Reception All	30%	71%
FSM (15)	33%	67%
Not FSM (14)	29%	75%

In EYFS, the children achieving a good level of development is below the Hackney and National averages for all children and children who are FSM. The cohort entered well below Age Expected levels. Quality first teaching and the additional targeted support has had a positive impact on the progress children have made in all areas of learning and this will continue into year 1. EYFS will continue to be a focus area to ensure % of children who achieve GLD is inline with Hackney.

Year 1 phonics

Group	% achieved threshold school	% achieved threshold Hackney
Year 1 ALL	86%	82%
FSM (21)	86%	77%
Not FSM (7)	86%	86%

Phonics screen check is above Hackney for all children and those who are FSM. Targeted small group and 1:1 phonics has ensured that more children from disadvantaged backgrounds pass the phonics screening check. Early identification of need through SEND referral process will ensure that this gap is further narrowed in the next academic year.

Key Stage 1

Group	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+
Year 2 ALL	68%	68%	68%	64%	11%	4%	11%	4%
FSM (16)	75%	75%	75%	68%	19%	6%	13%	6%
Not FSM (12)	58%	58%	58%	58%	0%	0%	8%	0%

High quality CPD, planning support and lesson studies has ensured that the gap between PPG and Not PPG has closed so that now disadvantaged children are outperforming non disadvantaged children in Reading, Writing and Maths. This has been supplemented with targeted additional groups with Lexia, one to one tutoring, and a number sense intervention in maths. This work will continue with this year to ensure that children receive targeted support they need to maintain this achievement.

Key Stage 2

Group	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+	Reading GDS	Writing GDS	Maths GDS	RWM GDS
Year 6 ALL	89%	71%	71%	68%	32%	7%	7%	7%
FSM (18)	89%	61%	61%	61%	33%	0%	0%	0%
Not FSM (10)	90%	90%	90%	80%	30%	20%	20%	10%

In Key Stage 2, narrowing the gap was more challenging due to the missed learning opportunities owing to the pandemic. However due to the targeted support in Reading the gap closed by 16% so that there was only a 1% gap between Disadvantaged and Not Disadvantaged children. Writing and maths were a greater challenge and will continue to be a focus as well as supporting more children to reach the greater depth standard in those subjects.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Daily Supported Reading	Hackney Education
Destination Reader	Hackney Education
Power English	Pearson
Nuffield Early Language Intervention	NELI
Lexia Core 5 Reading	Lexia