



*“Our mission statement: Learning, achieving and growing together with Jesus”*

## Pupil Premium Funding at St. Ethelbert’s Catholic Primary School and Nursery 2021-22

### 1. What is the pupil premium?

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment of these groups.

### Principles

- In making provision for disadvantaged pupils, we acknowledge that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all children who are disadvantaged are registered for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

***The amount of pupil premium funding the school received for 2021-22 was: £78,100 which includes £6,815 Covid-19 recovery premium funding***

### 2. Allocation of Pupil Premium Funding in 2021-22 and the impact

In 2021-22 pupil premium funding was used to fund or partly fund:

Intervention and cost	Description	Impact (Internal data – May 2022)
<b>Quality First Teaching/ CPD £12,600</b>	<p>Training and supporting highly qualified teachers to deliver targeted support through CPD program</p> <p>Long term plans were adapted in order to fill gaps in learning due to Covid-19 pandemic, as well as build on prior learning.</p>	<p><u>KS1 (Year 2)</u> SATs data shows disadvantaged pupils achieved in line with all pupils in maths but lower than all pupils in reading and writing</p> <p><u>KS2</u> Year 3- Internal data shows disadvantaged pupils achieved higher than all pupils in reading, writing and maths including at Greater Depth Year 4, 5 and 6- Internal data shows disadvantaged pupils achieved lower than all pupils in reading, writing and maths. However, all Pupil Premium pupils maintained their level of attainment in Reading, Writing and Maths from Advent 2021 to Lent 2022 with most improving their PIRA and PUMA test scores.</p>

		<p>25% of PP pupils made outstanding progress to achieve higher standards from Advent 2021 to Lent 2022.</p> <p>It is expected that further progress will have been made from Lent to Pentecost 2022.</p>
<p><b>Targeted Academic Support:</b></p> <p>*Small group and 1:1 tuition.</p> <p>* 1:1 tuition.</p> <p><b>£25,000</b></p>	<p>+ Establish small group interventions for disadvantaged pupils a) falling behind age-related expectations b) not maintaining greater depth in order to provide quality personalised support for the children</p> <p>+ HLTA reading interventions before school to support targeted pupils of all abilities in KS1</p> <p>+Teachers to provide high quality 1-1 sessions which build on the child's previous experiences and develops their areas of need in after school sessions. This will include those working at Greater Depth as well as those working below age related expectations.</p> <p>+Booster school during Easter holidays to support Year 6 pupils</p>	<p>Our PP progress tracker shows that working one-to-one with an adult (either in an intervention or tutoring) has had the greatest impact on the pupils' achievements. All of the 25% who made outstanding progress had extra one-to-one support.</p> <p>"I am more confident in maths now. My teacher is proud of me because I am persevering in Maths- even when it is difficult. The extra maths group I have in the mornings has really helped me to improve. The work is getting harder but it is a challenge for me and I enjoy it" (Year 4 pupil)</p> <p>HLTA's completed a reading baseline which they will compare to the end of the program in July. They already report improved fluency as well as increased confidence and enthusiasm for reading.</p> <p>35 pupils from Year 6 attended our Easter Booster School and worked across 5 groups to practice SAT style questions</p>
<p>Laptops</p> <p><b>£5,000</b></p>	<p>Laptops purchased for vulnerable pupils so that access to online learning could take place</p>	<p>Pupils were able to access online learning. They could join live Teams' lessons where needed and also complete work set on the online platform Seesaw.</p>
<p>Pupil Premium Mentoring scheme</p> <p>Providing resources for use at home</p> <p><b>£500</b></p>	<p>Additional teaching and learning opportunities provided through learning mentors</p> <p>Books purchased for use at home to build vocabulary and promote the love of reading</p>	<p>Increased confidence, motivation and growth mind-set.</p> <p>"My mentor is always so positive! I can talk to her about anything. She makes me feel better. I can also talk to her about any worries I have about my school work and she tells me about new strategies and how to improve my work." (Year 5 pupil)</p> <p>"My teacher mentor is great. She talks to me and she helps me to get stuff off my chest. I can get stressed and then I get annoyed by people. She helps me to calm down." (Year 6 pupil)</p> <p>Improved reading scores and pleasure of reading.</p>

	Stationery packs provided for all PP pupils to use at home	Pupils able to complete tasks set at home, including entering competitions set by teachers.  "I love my new pens and pencils from school. I love colouring and drawing, and now I can take part in the competitions at school. I would love to win a prize!" (Year 3 pupil)									
<b>Wider Strategies:</b> <b>£35,000</b>  Pastoral support for targeted pupils	Dedicated safeguarding officer, who builds a relationship of trust and support with the parents  Welfare and Family Support Officer/Safeguarding and Pupil Well-being Officer to work with pupils and families in order to support them with pastoral needs, including punctuality and attendance	Time taken to build relationships with disadvantaged families has led to improved relationships with school and improved home lives for the whole family.  Attendance of disadvantaged pupils is broadly in line with all pupils (1 PP pupil has very low attendance)  <b>Whole School</b> <table border="1"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>30</td> <td>88.10</td> </tr> <tr> <td>Not Pupil Premium</td> <td>428</td> <td>91.60</td> </tr> </tbody> </table>		Pupils in group	Attendances	Pupil Premium	30	88.10	Not Pupil Premium	428	91.60
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Purchase web based programs to be used in school at home: Reading Eggs, TTRS	EEF toolkit states the importance of parental engagement as well as using digital technology. There is clear evidence that technology approaches are beneficial for reading, writing and maths practice.	Children's timetables and phonic knowledge improved as a result of regular use of TTRS/ Reading Eggs as shown by their improved scores. Children have made up to 12 points progress on their Multiplication Check after practising on TTRS at home and in school.									
Extra- Curricular Sports Clubs/ Trips  Lunchtime Sports Coach	After school clubs: All pupils eligible for the pupil premium had access to a free after-school club each term Subsidising school trips/extra-curricular activities	Promote healthy lifestyle for disadvantaged pupils through exercise. Provide a range of opportunities and equal access for disadvantaged pupils to attend an after school club  Approx. 4 PP pupils attended after school clubs each half term									
Breakfast club subsidy	Supporting the wellbeing of disadvantaged pupils and families ensuring pupils are ready to learn through having breakfast and socialising with their peers	Parents can be assured that their child has an adequate breakfast. Parents know that their child will be at school promptly and ready to learn.									
6 2 7 Transfer Support for Children to run workshops in summer term	Effective transition between schools is vital for continuing a child's education and improving the mental well-being of children	Workshops took place in June and July 2022 to help the children to prepare for secondary school. They were very successful at providing an insight into secondary schools for our pupils as well as discussing pupils' feelings about moving on.									

### 3. The Pupil Premium in 2022-23

***The amount of pupil premium funding the school will receive in 2022-23 is £71,000 (estimated). The planned use of the pupil premium is to continue to fund or partly fund:***

***Focused CPD for all staff to improve teaching in writing and maths (linked to SDP):***

- All relevant staff will receive CPD training on Herts 4 Learning writing scheme to ensure teaching of writing is well planned and well delivered across the school
- English Lead will have time out of class to help embed effective teaching of writing.
- All relevant staff will receive CPD training on White Rose maths scheme to ensure teaching of maths is well planned and well delivered across the school
- Maths Lead will have time out of class to help embed effective teaching of maths

***Targeted academic support:***

- Teachers released during the school day to spend quality 1 -1 time with PP pupils focusing on their areas for development (pupil conferencing)
- To roll out HLTA reading interventions to KS2 as well as KS1
- Early intervention in EYFS and Year 1 to support disadvantaged pupils through oral language interventions- 'Time to talk' program
- Booster schools and one to one tuition to improve the progress and attainment of pupils who are underachieving in literacy and maths.

***Wider Strategies:***

- Time allocated during pupil progress meetings to monitor progress, evaluating the impact of targeted interventions for disadvantaged pupils/groups
- Disadvantaged pupils each have an adult mentor within their year group to support personal development through personalised support

#### **Areas for development in 2022-23**

- The school remains committed to closing the attainment gap between disadvantaged pupils and their peers.
- To ensure that previously high attaining Pupil Premium pupils make accelerated progress and attain the highest possible levels
- To ensure that disadvantaged pupils who are boys achieve at least expected standard in writing and reading at the end of KS1 and KS2
- To give disadvantaged pupils a broad range of life experiences; to give them opportunities for leadership roles as well as participation in enrichment activities
- We will continue to use targeted interventions, including 1:1 tuition and booster schools to ensure that these pupils remain on track to achieve their individual targets.
- Safeguarding and Pupil Wellbeing Officer, and Welfare and Family Support Officer to work with pupils and families in order to support them with pastoral needs, including punctuality and attendance
- Utilising a DfE grant, a member of SLT will be trained as a senior mental health lead to lead a program which supports pupils' mental health and well-being
- Improving parental engagement by using the Anna Freud Multi- Family Groups to support more effective collaboration with parents

*For more information on the Pupil Premium, please visit:*

*<http://www.education.gov.uk/schools/pupilsupport/premium>*