

# Pupil premium strategy statement – St Ethelbert’s Catholic Primary School and Nursery

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	9% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Fiona Maynard, Head teacher
Pupil premium lead	Jo Rodrigues, Deputy Head teacher
Governor / Trustee lead	Margaret Matthews

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,285
Recovery premium funding allocation this academic year	£6,232
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£77,517</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all children (disadvantaged or not) to make at least expected progress from their starting points.
- To support our children's health, wellbeing and physical fitness to enable them to access learning at an appropriate level.
- For all pupils (disadvantaged or not) to engage in, and be represented, in all aspects of school life equally.

We aim to do this through:

- High-quality teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Ensuring that teaching and learning opportunities meet the needs of all pupils, including challenging disadvantaged pupils in the work that they're set
- Ensuring that we act early to intervene at the point need is identified and provide appropriate provision for pupils who belong to vulnerable groups
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Facilitating a wide range of enrichment experiences which will positively impact on the pupils' academic achievement, physical fitness and well-being.
- Providing pastoral support to the children. We have identified (through assessment of need) that the main challenges experienced by our most disadvantaged pupils include SEMH needs (particularly anxiety), complex family situations and safeguarding concerns. We have a Pastoral Lead who provides pastoral support to pupils and their families, including punctuality and attendance, as well as dealing with safeguarding concerns and multi-agency issues. Due to our pupils' increasing SEMH needs, we also have 2 part-time Emotional Learning Support Assistants (ELSA) who provide bespoke support to identified pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Narrowing the attainment gap across reading, writing and maths between pupil premium and non-pupil premium children.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in gaps in knowledge leading to some pupils falling further behind age-related expectations, especially in writing and maths.</p>
2	<p>Ensuring previously high attaining pupil premium pupils make accelerated progress and attain the highest possible levels.</p>
3	<p>Pupils have limited experiences beyond their home life and immediate community. Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities for these pupils, especially during school closure. These challenges particularly affect disadvantaged pupils, including their wellbeing, physical fitness and attainment.</p>
4	<p>The pupil premium children have a range of pastoral needs which impact on their academic progress. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly during school closure.</p> <p>Teacher referrals for support have increased during the pandemic. 38 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, with 25 (10 of whom are disadvantaged) receiving small group or 1:1 interventions.</p>

## 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
1 -Pupils make at least expected progress in reading, writing and maths	<ul style="list-style-type: none"> <li>• The difference between PP and non-PP pupils reducing year upon year</li> <li>• School outcomes in 2023/24 at EYFS, KS1 and KS2 at least in line with national figures</li> <li>• The attainment gap between girls and boys reduced by the end of the key stages</li> </ul>

<p>2 - High achieving pupils achieve greater depth in reading, writing and maths</p>	<p>Those achieving greater depth at baseline will maintain greater depth at the end of the year</p>
<p>3 - Pupil premium pupils enjoy the wide range of enrichment activities we have on offer at St Ethelbert's</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• PP children have opportunities for leadership roles across the school</li> </ul> <p>Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential trips and experiences that were missed due to Covid</p>
<p>4 - Pupils are supported socially and emotionally at St Ethelbert's</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice reporting that they feel happy, safe and valued in school and understand who to go to if they are concerned or worried</li> <li>• Every member of staff will be a mentor to a disadvantaged pupil, meet with them regularly and provide support/alleviate barriers.</li> <li>• Peer mentor scheme to run again where children are trained to support each other</li> <li>• Identified children are invited to ELSA sessions, Nurture, Art and Lego Therapy sessions with support staff. These will be monitored to identify impact.</li> </ul>

## 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: £ 17,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching : Ongoing CPD to improve teaching in writing and maths (linked to SDP)</i></p>	<p>+ 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</p> <p>+ English Lead has time out of class to help embed effective teaching of writing.</p> <p>+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 including the use of CPA</p> <p>+ Maths Lead has time out of class to help embed effective teaching of Maths.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612217/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.org.uk/publications/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p> <p>The EEF Guide to the Pupil Premium - Autumn 2021  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	<p>1 2</p>
<p><i>Quality first teaching for all pupils</i></p>	<p>+ EEF guide to pupil premium – tiered approach – teaching is the top priority:</p> <p>The EEF Guide to the Pupil Premium - Autumn 2021  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>+ Training and supporting highly qualified teachers to deliver targeted support, including giving specific feedback, where needed.</p>	<p>1 2</p>

	Feedback; <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading, Writing and Maths interventions</i>	+ 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  + Higher attainment in reading indicates better life chances  EEF Teaching and Learning Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  EEF Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1 2
<i>1:1 pupil conferencing</i>	Teachers released during the school day to spend quality 1 -1 time with PP pupils focusing on their areas for development	1 2
<i>1:1 pupil tutoring</i>	Teachers/ HLTA's 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.  One to One tuition: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1 2
<i>1:1 pupil progress meetings with teachers and AHT/ DH/ HT</i>	Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. There is a collective responsibility for PP children's progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 2 3 4

<i>Purchase web based programs to be used in school at home:</i> <i>Reading Eggs,</i> <i>Purple Mash</i> <i>Mathletics</i> <i>TTRS</i>	<p>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.</p> <p>EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</a></p>	1 2 3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Engaging with families</i>	<p>Using Seesaw platform to share communication, targets and achievements.</p> <p>EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1 2 4
<i>Exciting trips/ visits planned to enhance the curriculum</i>	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	3
<i>Breakfast Club/ After School Sports Clubs to be subsidised</i>	<p>Supporting the wellbeing of disadvantaged pupils and families ensuring pupils are ready to learn through having breakfast and socialising with their peers - developing life and social skills.</p>	3
<i>Leadership roles offered to disadvantaged children</i>	<p>All children to be recognised and represented in roles throughout the school, for example, faith ambassadors, prefects and house captains, developing confidence/ leadership skills</p>	3 4

<i>Staff mentors to PP children</i>	Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance	4
<i>Pastoral Lead employed to reach out to those families who need extra support through: Home visits Signposting for support Attending TAF, CIN, CP meetings Attendance Officer in place to support families and improve attendance</i>	<p>Dedicated person in the role, who builds a relationship of trust and support with the parents, leading to improved relationships with school and improved home lives for the whole family.</p> <p>This includes supporting attendance and punctuality where needed.</p> <p>EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>DfE's Improving School Attendance;  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>Improving parental engagement by using the Anna Freud Multi-Family Groups to support more effective collaboration with parents</p>	4
<i>Provision of ELSA by 2 trained professionals</i>  <i>Senior Mental Health Lead to be trained</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>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</p>	4
<i>6 2 7 Transfer Support for Children</i>	Effective transition between schools is vital for continuing a child's education and improving the mental well-being of children. Children will engage in small groups as well as whole class workshops to support transition to secondary school.	4
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 77,517**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data and our own internal assessments.

KS1 SATs data shows disadvantaged pupils achieved in line with all pupils in maths but lower than peers in reading and writing. PP attainment is higher than peers across all subjects in Year 3. In Years 4 and 5, internal data shows disadvantaged pupils achieved lower than peers in reading, writing and maths. In year 6, PP attainment is in line with peers in reading but lower in writing and maths. 25% of PP pupils made accelerated progress to achieve higher standards in all subjects from Advent 2021 to Pentecost 2022.

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. The 25% of PP pupils who made accelerated progress had extra one-to-one support. This will be rolled out further in 2022/2023.

*"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 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)*

Another success was our Easter School. 35 pupils from Year 6 attended our Easter Booster School and worked across 5 groups to practise SAT style questions.

The variety of wider strategies in this PP strategy have increased confidence, motivation and growth mind-set in our pupils as shown by parent and pupil voice: *"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)

*"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)

Time taken to build relationships with disadvantaged families has led to improved relationships with school and improved home lives for the whole family. Increased parental engagement over the last year has led to the attendance of disadvantaged pupils being broadly in line with all pupils and the number of families still being supported by our Safeguarding and Pastoral Lead decreasing.

These results mean that we are on course to achieve some of the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. In order to achieve all of the Intended Outcomes, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. This includes funding more 1:1 tutoring as this had the largest impact on results, a sharper focus on CPD for staff in Maths in order to further improve maths attainment and a Senior Mental Health Lead to be trained to run a program which supports pupils' mental health and well-being.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Reading Eggs	3P Learning
Mathletics	3P Learning
Times table Rock Stars	TTRS
Purple Mash	2 Simple