

**ST ETHELBERT’S CATHOLIC**

**PRIMARY SCHOOL AND NURSERY**

**Pupil Premium Strategy Statement 2021**

**Date of Review: December 2021**

**Date of Next Review:**

# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | St Ethelbert’s |
| Number of pupils in school | 429 |
| Proportion (%) of pupil premium eligible pupils | 7% (29 pupils- Sept 2021) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022  2022-2023  2023-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Fiona Maynard, Head teacher |
| Pupil premium lead | Jo Rodrigues,  Deputy Head teacher |
| Governor / Trustee lead | Margaret Matthews |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £71,285 |
| Recovery premium funding allocation this academic year | £6,815 (£145 per pupil) |
| 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 | **£78,100** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 Safeguarding and Pupil Well-being Officer 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.

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| Challenge number | Detail of challenge |
| 1 | Narrowing the attainment gap across reading, writing and maths between pupil premium and non-pupil premium children.  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. |
| 2 | Ensuring previously high attaining pupil premium pupils make accelerated progress and attain the highest possible levels. |
| 3 | Many of the pupil premium children do not have the rich and varied experiences that non-pupil premium children seem to have therefore their knowledge of the world is limited.  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. |
| 4 | 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.  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. |

## 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.

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| Intended outcome | Success criteria |
| 1 -Pupils make at least expected progress in reading, writing and maths | * The difference between PP and non-PP pupils reducing year upon year * School outcomes in 2023/24 at EYFS, KS1 and KS2 at least in line with national figures * The attainment gap between girls and boys reduced by the end of the key stages |
| 2 - High achieving pupils achieve greater depth in reading, writing and maths | Those achieving greater depth at baseline will maintain greater depth at the end of the year |
| 3 - Pupil premium pupils enjoy the wide range of enrichment activities we have on offer at St Ethelbert’s | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils * PP children have opportunities for leadership roles across the school * 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 |
| 4 - Pupils are supported socially and emotionally at St Ethelbert’s | Sustained high levels of wellbeing from 2023/24 demonstrated by:   * 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 * Every member of staff will be a mentor to a disadvantaged pupil in order to offer personalised support * Peer mentor scheme to run again where children are trained to support each other * teacher observations * monitoring of ELSA support to identify impact |

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: £18,100

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Teaching: Ongoing*  *CPD to improve teaching in writing (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 has time out of class to help embed effective teaching of writing.  The EEF Guide to the Pupil Premium - Autumn 2021  <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf> | 1  2 |
| *Quality first teaching for all pupils* | + EEF guide to pupil premium – tiered approach – teaching is the top priority:  The EEF Guide to the Pupil Premium - Autumn 2021  <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>  + Training and supporting highly qualified teachers to deliver targeted support, including giving specific feedback, where needed.  Feedback;  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 1  2 |

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

Budgeted cost: £25,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Reading, Writing and Maths interventions* | + 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  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  EEF Toolkit  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1  2 |
| *1:1 pupil tutoring* | 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.  One to One tuition:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 1  2 |
| *1:1 pupil conferencing* | Teachers released during the school day to spend quality 1 -1 time with PP pupils focusing on their areas for development | 1  2 |
| *1:1 pupil progress meetings with teachers and AHT/ DH/ HT* | 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 |
| *Purchase web based programs to be used in school at home:*  *Reading Eggs,*  *Purple Mash*  *Mathletics*  *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.  EEF Toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019> | 1  2  3 |

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

Budgeted cost: £ 35,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Engaging with families* | Using Seesaw platform to share communication, targets and achievements.  EEF Toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 1  2  4 |
| *Exciting trips/ visits planned to enhance the curriculum and provide experiences missed due to Covid/ financial problems* | Children who are exposed to these have an enhanced knowledge and understanding of the world.  Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. | 3 |
| *Breakfast Club/ After School Sports Clubs to be subsidised* | 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. | 3 |
| *Leadership roles offered to disadvantaged children* | All children to be recognised and represented in roles throughout the school, for example, faith ambassadors, prefects and house captains, developing confidence/ leadership skills | 3  4 |
| *Staff mentors to PP children- meet at least weekly* | Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance | 4 |
| *Safeguarding and Pupil Wellbeing Officer 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* | 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. This includes supporting attendance and punctuality where needed.  EEF Toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  EEF Toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  DfE’s Improving School Attendance;  https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 4 |
| *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 | 4 |

**Total budgeted cost: £** *78,100*

# 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 2020 to 2021 academic year. The pupil premium strategy plan for this academic year had been considerably affected by the pandemic. However, there was monitoring of the teaching and learning taking place and CPD for both teachers and support staff provided remotely. Upon return to school, monitoring evidenced the quality of teaching and outcomes across the year have improved, although the impact of the pandemic can clearly be seen.

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| **PP Progress**:  **Small group and 1:1 tuition:** In year data shows that disadvantaged pupils made expected progress, and in some cases accelerated progress, in reading, writing and maths.  **Laptops purchased** for vulnerable pupils so that access to online learning could take place. They could join live Teams’ lessons and also complete work set on the online platform Seesaw.  **PP Attainment:** In year data shows that disadvantaged pupils attained higher in reading compared to all pupils  In year data shows that disadvantaged pupils attain broadly the same as all pupils in maths compared to all pupils.  End of KS1 (based on 4 pupils): Internal data shows disadvantaged pupils attained higher than all pupils in reading, writing and maths.  End of KS2: Internal data shows disadvantaged pupils attained broadly the same as all pupils in reading, writing and maths   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Year group** | **Reading** | **Reading GD** | **Writing** | **Writing GD** | **Maths** | **Maths GD** | **RE** | **RE GD** | | Year 1 | 44% | 11% | 33% | 0% | 56% | 0% | 78% | 0% | | Year 2 | 83% | 67% | 72% | 33% | 67% | 33% | 86% | 38% | | Year 3 | 50% | 25% | 50% | 35% | 50% | 25% | 50% | 0% | | Year 4 | 83% | 33% | 67% | 17% | 83% | 17% | 80% | 20% | | Year 5 | 86% | 14% | 86% | 14% | 71% | 14% | 66% | 16% | |
| **Other Focused areas from last year-**  **Mentoring Scheme:**  Additional teaching and learning opportunities provided through learning mentors. Due to COVID restrictions pupils were assigned a mentor teacher who was in their ‘bubble’. This led to increased confidence, motivation and growth mind-set.  **Reading Interventions/ Purchase of books:**  Improved reading data and pleasure of reading. LSA’s completed a reading baseline which they compared to the beginning of the programme to the end. All pupils who participated in the reading interventions had an improvement in their baseline data.  **Attendance:**  Attendance of disadvantaged pupils is broadly in line with all pupils  **Extra- Curricular Clubs/ Breakfast Club:**  Promoted healthy lifestyle for disadvantaged pupils through exercise. Provided a range of opportunities and equal access for disadvantaged pupils to attend an after school club/ breakfast club- limited due to Covid (Autumn Term only).  **Resources in Classroom**:  All staff had a visualizer that they used during lockdown. This supported online learning for disadvantaged pupils as it enabled the teachers to model during their input. Pupils benefitted as it was as near to classroom practice as possible. Teachers regularly model concepts in class; they were able to use the visualizer to do this during online learning. |

## 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*

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| Programme | Provider |
| Reading Eggs | 3P Learning |
| Mathletics | 3P Learning |
| Times table Rock Stars | TTRS |
| Purple Mash | 2 Simple |