

Pupil premium strategy statement

St Vincent de Paul Catholic Primary School



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	443
Proportion (%) of pupil premium eligible pupils	9.3 % (41/443)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 to August 2025
Date this statement was published	8 th December 2022
Date on which it will be reviewed	10 th July 2023
Statement authorised by	Jon White
Pupil premium lead	Alexandra Whitty
Governor / Trustee lead	Mary Hewitson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,000
Recovery premium funding allocation this academic year	£6,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£12,300 Pupil Premium only <i>Little Wandle Phonics resources and training across the school.</i>
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£77,300

Part A: Pupil premium strategy plan

Statement of intent

Part A: Pupil premium strategy plan Statement of intent

School Vision

To be a place of faith, love and learning, where individuals collaborate to be the best that they can be, recognising the learning struggle and aiming for excellence in personal, academic and professional spheres. Rooted in our Catholic faith, we provide a curriculum that is relevant, coherent and intended to develop the skills and knowledge that will enable pupils to engage fully with life in a diverse society.

Aims of the School

- To create a living, Christian community of pupils, staff, parents, governors and parish where the teaching and values of Christ are at the heart of all our activities
- To sustain the Catholic life of the school through religious teaching, through experiences of prayer and Worship and through the Christian values which permeate the school
- To provide a secure, caring and welcoming environment for the children, parents, staff and visitors
- To offer our children the best possible education so that they may develop their aptitudes, abilities and interests to the best of their abilities within a stimulating learning environment
- To promote excellence
- To foster self-confidence and to motivate our children to take pride and pleasure in their work
- To encourage in our children a sense of responsibility for the community and for the world in which they live
- To help our children acquire the knowledge and skills that will eventually enable them to lead full lives in our society

To celebrate and reward success in all areas of our children's development

The key principle of our strategy is to provide an inclusive and equitable environment which empowers all children to thrive.

Our ultimate objective is to eliminate gaps in attainment and experience for all our learners to enable them to succeed irrespective of their background or the challenges they face.

We know that barriers to learning are as individual as the children themselves, so our strategy aims to provide a range of targeted support for disadvantaged pupils so that they achieve their full potential and make optimum progress, including those who are already high attainers. The plans outlined in this statement also take account of the varied challenges faced by vulnerable

pupils, such as those who have a social worker and young carers, and are intended to support their needs, regardless of whether they are disadvantaged or not.

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

A picture illustrating the concepts of equality, equity and justice. Courtesy of [Courtesy Advancing Equity and Inclusion: A Guide for Municipalities](#), by City for All Women Initiative (CAWI), Ottawa

We use our pupil premium funding to enhance the quality of classroom learning through providing high quality resources, additional staff who work alongside teachers, providing support to children in lessons, through intervention strategies delivered one to one and in small groups. By providing this support we can narrow gaps in attainment for disadvantaged pupils and provide high quality, responsive teaching and maximise feedback to inform next steps. Early intervention is key and language screening in EYFS is fundamental to identifying communication barriers which impede access to the curriculum and individual's engagement with their learning. Exposure to a wide range of high quality and diverse reading materials promotes a passion for reading which, in turn, continues language and communication development.

We work closely with our most disadvantaged families to identify and support the welfare needs of many pupils, including where punctuality and regular attendance may be challenging. Some of our funding is used to provide external support from a School Family Worker when there are domestic and/ or behavioural challenges which may impact upon learning. Funding may also provide access to activities and enrichment opportunities to develop a wider range of skills and provide rich and varied learning experiences for identified individuals.

Challenges

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

Challenge number	Detail of challenge
1 Phonics and Early Reading	Assessments, data and observations show that 37% of PP pupils are working below Age Related Expectations in reading. This negatively impacts their development as readers and in turn has an impact on developing a love of reading and reading for pleasure in later years.
2. Writing	Children's physical writing and stamina for writing has been affected across the school including that of PP children. A trend seen nationally since the pandemic.
3. Maths	Data indicates that 34 % of PP pupils are working below age related expectations and that maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. The return to the classroom post COVID and face to face learning is being re-established to better suit the learning needs of all children.
4 EYFS	Some PP pupils have lower levels of self-regulation, reading, vocabulary skills and understanding below that of others of their age group. This impacts on children's attainment and progress as they move on up through the school.
5 Cultural Capital	Financial constraints on some families means that sporting and cultural opportunities are very restricted. Funding will provide children with extra-curricular opportunities, trips, visits and music lessons that would otherwise not be accessible.
6. Social and emotional including mental health	Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Pupils basic emotional and social needs have also suffered because of the pandemic and some individuals are not able to make accelerated progress without much nurturing and support. Parents are needing additional support enabling them to support their children out of school.
7. Welfare	Some of our families are living in poverty and have rising debts. There is an increasing number of families who are often in need of food, uniform, access to health and other services and have a lack of learning resources at home (including ICT).
8. wellbeing and behaviour	Since the pandemic we are seeing an increasing number of children that are needing support with their behaviour and wellbeing. The STEPS therapeutic approach to behaviour has been adopted across the school. The focus is on the individual, supporting them in learning the importance of pro social behaviours and self-regulation. An area that needs further embedding and teaching across the whole school community in order to support all our children, in particular those struggling with additional pressures that PP children and families may face.

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
<p>Challenge 1, 2, 3 and 4</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching. High quality teaching, resources and training will ensure children make progress and standards are raised in key areas.</p>	<ul style="list-style-type: none"> ● Staff know their PP children and are aware of the barriers they may face and plan with this in mind. ● Increased percentage in the number of pupils achieving the expected standard in Phonics, Reading, Writing and Maths ● Increased percentage in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. <p>Class teachers demonstrate a high level of knowledge and understanding of children's individual needs at PPMs</p> <ul style="list-style-type: none"> ● A focus on early reading strategies in EYFS and KS1 increase reading attainment and reading for pleasure ● Good quality, age appropriate, updated, diverse book stocks across all year groups and available to all children. ● Access to ebooks so children have access online or as a physical copy ● Daily Maths 'fluency' sessions build stronger foundations in understanding numbers in EYFS and KS1 ● Essential Maths and the use of the concrete, pictorial and abstract approach to Mathematics teaching is embedded and consistent across the school. ● Mathematical manipulatives are used to support children's learning ● All teaching staff have received training to effectively deliver the Little Wandle Phonics scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check. ● Children are given high quality teaching and support which supports children in being able

	<p>to communicate and improve their language and social skills.</p> <ul style="list-style-type: none"> ● Handwriting policy is clear and consistently used throughout the school. ● Children and teachers take pride in their work and handwriting, raising standards in handwriting and presentation. ● EYFS have a clear learning purpose both inside and outside ● EYFS have a clear phonics, reading and Maths curriculum to ensure strong foundations are built ● EYFS staff interact with children to promote learning and move learning on
<p>Challenge 4, 5, 6,7 and 8: For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<ul style="list-style-type: none"> ● Pupils experience wider opportunities and participate in trips and visits ● Lack of funding does not impact negatively on a PP child's access to extra-curricular activities ● Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations, positive attitudes to learning, ability to share feelings and regulate emotions. ● A free place at Morning Breakfast Club is provided for PP children who are in need. ● After-school club is offered free to PP children, providing them with wider opportunities thereby enhancing their personal development. ● Trips, workshops and visits are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children. ● Music tuition is offered to PP children and instruments supplied
<p>Challenge 1,2,3 and 7 To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families</p>	<ul style="list-style-type: none"> ● Accurate and timely identification and careful monitoring of PP children ● support plans and bespoke provision in class enables all children to make progress ● SENCO proactively engages with outside agencies to provide additional support and

	<p>advice where appropriate re: mental health and well-being.</p> <ul style="list-style-type: none"> ● SLT and staff identify families who are in need of additional support and work with agencies to ensure they access help ● School further develops its communication via accessible website with regular Twitter feeds, updated website and an open door policy ● Pupils are provided with resources that they may need at home to complete home learning ● Technology is supplied to children who may need access to equipment at home ● Home learning revision books are supplied to PP children
<p>Challenge 6 and 8: To address wellbeing and behaviour needs of pupils who are most at risk of developing negative attitudes towards learning and display anti-social behaviour</p>	<ul style="list-style-type: none"> ● Swift and effective therapeutic intervention to analyse behaviours and promote pro—social choices. ● STEPS approach securely embedded and training updated including educational consequences. ● Staff deployment to support behaviour, mental health and emotional needs where necessary ● Promote children’s emotional and mental health wellbeing through an effective and relevant PSHEC curriculum and school wide systems that enable them to be resilient when they encounter problems and challenges. ● Continued professional development for all staff in relation to quality first teaching, learning theory and strategies. ● SENCO time in supporting families as and when necessary ● Family support worker supporting those in need. ● Timely identification and response to well-being and family welfare needs.

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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff development to support pupils in all aspects of the curriculum through responsive teaching, and additional adult support in class</p>	<p>Based on evidence provided by the EEF, quality first teaching remains as one of our key priorities to achieving success for our disadvantaged children (EEF Guide to the Effective Use of Pupil Premium). Through skilled deployment of an additional adult, the teacher is more able to assess and respond to individual's learning and plan for the next teaching, In order to do this good teaching includes a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. Examples of good practice in quality first teaching</p> <ul style="list-style-type: none"> • Explicit teaching. • Scaffolding • Flexible Grouping • Effective diagnostic assessment to identify gaps <p>(EEF DIAGNOSTIC ASSESSMENT Evidence insights 2021) Feedback in particular has very high impact for low cost (mainly related to training and staff time. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals. EEF Toolkit Feedback <i>"There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work."</i> See also https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback and the Whole School feedback Policy</p>	<p>1,2,3,4,6,7 and 8</p>
<p>Ensure all staff access Little Wandle Phonics training and resources.</p>	<p>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has 'very extensive' evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training</p>	<p>1, 4</p>
<p><i>Ensure all children have access to high quality reading materials</i></p>	<p>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in the Guidance Report</p>	<p>1,4 and 7</p>

	Improving Literacy in Key Stage 2. Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.	
Enhancement of our maths teaching and curriculum planning in line with DfE guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and number fluency training).	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics	3 and 4
Purchasing of maths resources to support the teaching of Maths	NCETM states that physical manipulatives should play a central role in maths teaching. Not just for young pupils, and also not just for those who can't understand something. They can always be of help to build or deepen understanding of a mathematical concept.	3,4 and 8

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

Budgeted cost: £8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure children are provided with support as and when needed. This may consist of school staff or specialist staffing (external therapist), 1:1 or as a small group	National evidence (EEF) suggests that 1:1 tuition will have most impact on helping children to catch-up with learning lost during the pandemic. <i>"There is extensive and consistent evidence of the impact of in-tensive small group and one-to-one support. Significantly, this tutoring seems most impactful for younger pupils, particularly when the additional support is offered in school or when focused on reading"</i> (Journal of Educational Psychology, 92 (4), pp. 605–619; One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	1,2,3,4,6,7,8

	<p>comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Speech, language and communication interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions School data shows that early interventions are the most successful and when response is swift and based upon up-to-date assessment. Where language needs have been assessed and addressed through significant levels of staff support, it has led to much improved standards of attainment in phonics. Interventions delivered by skilled practitioners who have regularly updated training have greater impact.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of therapeutic behaviours training and courses to support children's wellbeing	Extensive evidence links 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): Improving social and emotional wellbeing	6, 7 and 8
Provision of Family Support Worker who provides a wide range of support to vulnerable families, improving standards of behaviour, attendance and parental engagement	This provides support for social and emotional needs experienced because of external barriers to learning such as family separation, domestic violence, temporary housing, etc. There is a history of successful interventions through leaders employing the expertise of the Family Support worker to target a wide range of individual family issues, sometimes escalating to more targeted services where necessary. Interventions are highly personalised to the situation, and may include enrolment on parenting courses, links to other services or support groups as well as 1:1 problem solving or counselling sessions. (See	6,7 and 8

	Parental engagement toolkit, EEF 2020 – evidence of impact)	
Funding of extra-curricular and enrichment opportunities Music tuition, Choi Kwang do, trip and visits	Analysis of individual needs by SLT supports and monitors the progress of the disadvantaged pupils throughout their school career, highlights particular areas to support personal development, including self-esteem and resilience. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	5, 6, 7 and 8

Total budgeted cost: £ 64,700

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, phonics check results and our own internal assessments.

End of KS 1 Disadvantaged pupils working at or above

Disadvantaged working above expected standards

	Reading			Writing			Maths		
	2018 Pre-pandemic	2019	2022	2018 Pre-pandemic	2019	2022	2018 Pre-pandemic	2019	2022
St Vincent de Paul	100 16.7		83.3 16.7	33.3 16.7		66.7 0	66.7 33.3		66.7 16.7
Stevenage	61.2 9.3		42.8 7.8	51.9 9.3		29.2 3.1	63.7 16.5		38.5 4.7
Herts	60.5 7.8		44.5 8.6	51.7 7.8		33.2 2.5	58.8 11.5		42.7 5.4
England	No data		51.3 8.3	No data		41.0 3.1	No data		51.7 6.8

Overall 51% of the 2022 disadvantaged pupils were working at or above in reading, writing, maths and science standards.

End of KS2 Disadvantaged pupils working at or above

Disadvantaged working above expected standards

	2018 Pre-pandemic	2019	2022	2018 Pre-pandemic	2019	2022	2018 Pre-pandemic	2019	2022
	Reading			Writing			Maths		
St Vincent de Paul		57.1 42.9	66.7 16.7		71.4 14.3	55.6 11.1		71.4	66.7 22.2
Stevenage	63.0 14.7	54.4 11.8	52.1 7.8	65.3 7.6	59.8 12.6	45.0 3.9	60.5 10.5	55.9 11.0	39.5 6.9
Herts	64.9 17.5	60.5 15.0	59.6 8.6	63.7 10.9	62.8 11.5	49.1 5.7	59.4 11.4	61.0 13.0	50.7 9.2
England	64.3 17.8	62.1 16.9	62.2 8.3	67.4 11.3	55.3 11.3	41.0 6.1	63.8 13.7	67.3 15.6	56.3 11.7

Phonics 2022

	Working At (WA)	Working Below (WB)	Disapplied	Absent
School	64%	27%	5%	3%
National	82%	16%	2%	0%

(2 / 8) 25% Pupil Premium children passed the Y1 phonics test. (June 2022)

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level although these comparisons are to be considered with caution due to the affects of the pandemic. We also looked at these comparisons using pre-pandemic scores for 2019. Our data shows that a higher proportion of our disadvantaged pupils achieve age-related expectations or better compared to those at national and regional levels in both KS1 and KS2.

Attainment – Pupil premium children who have reached age related expectations of above by the end of July 2022

	Reading		Writing		Maths	
Year 1	1 (8)	13%	2 (8)	25%	1 (8)	12%
Year 2	5 (6)	83.3%	4 (6)	66.7%	4 (6)	66.7%
Year 3	7 (9)	77.8 %	7 (9)	77.8%	7 (9)	77.8%
Year 4	3 (3)	100%	3 (3)	100%	2 (3)	66.7%
Year 5	2 (7)	28.6%	2 (7)	28.6%	3 (7)	42.9%
Year 6	6 (9)	66.7 %	5 (9)	55.6%	5 (9)	55.6%
All	24 (42)	57.1%	23 (42)	54.8%	22 (42)	52.4%

Our phonics and end of year data highlights the need for Speech and Language, Phonics and Early Reading to be prioritised within the School Development Plan and a key challenge in this year’s Pupil Premium Strategy.

Our review on the impact of our intervention strategies over the last few years supports the expenditure that ensures a teaching assistant for every class. This is invaluable in providing interventions, in class support and additional feedback to inform next teaching steps. Consistency in staffing has enabled children to develop stronger relationships with staff and support them in their emotional well being. We are now re evaluating our curriculum to ensure the teaching, resources, small group teaching and content supports our most vulnerable learners

The Family Support worker and SLT has continued to support key families in improving attendance.

Close monitoring has highlighted the impact of the Learning Pit across the school in providing children with the skills to support them in their learning and in the wider world.

Our observations and assessments demonstrated that pupil behaviour and low-level disruption has increased since the pandemic, particularly in KS1. Targeted support is in place to minimise the disruption to learning, including increased staffing levels.

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.

Programme	Provider
Word Wizard and Magica Spell	SPLD trained, In house delivery
GCP Materials	DSPL
Nessie Music Therapy	DSPL
Nessie Art Therapy	DSPL
Lego Therapy	In house
Blank Level Questioning	In house
Time To Talk	In house
My Time	In house
Sensory Circuits	In house