

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

Detail	Data
School name	St Winefride's
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	Funding statement 24% 2021-2218%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	
Pupil premium lead	Catherine Murphy
Governor / Trustee lead	Rebecca Patman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,497
Recovery premium funding allocation this academic year	£4,797
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	£49,294

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that disadvantaged pupils make at least the same progress as non-disadvantaged pupils and that they attain the same expected standards. Our strategy aims to eliminate, or at least diminish, the barriers to achievement that some children experience in their lives.

Our ethos is one of inclusion and that means we support families financially so that children can take part in wider opportunities offered by the school and in the community.

We know that many disadvantaged pupils sometimes have to cope with difficult life circumstances. Our school community supports by giving individual help when needed through our Emotional Literacy Support Assistant and the equalities, anti-bullying and behaviour policies which underpin the ethos of the school.

Our strategy is primarily focussed on Quality First Teaching for all pupils. To that end, we have used funds to secure a teacher in every year group and avoid the disruption caused by yearly mixing up of children into cross-year or key stage classes.

Our curriculum is carefully planned so that learning builds on existing learning year on year and our leaders monitor this very carefully.

Alongside this we know that children have gaps in their knowledge and so we use targeted support and interventions to help close these gaps. Some children have been especially effected by the Covid pandemic, perhaps due to extended periods at home, or because they have changed schools. By carefully assessing children's learning, we can find these gaps and put in additional tuition, either one-to one, or in very small groups.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils as a group did significantly less well than non-disadvantaged pupils in 2021. There were some exceptions to this eg y2. Reading – after years of closing the gap this widened during 2020-21.

2	New to school in 2020-21, including children with prolonged absence (including homes schooling) from school during the pandemic resulting in significant gaps in learning.
3	Lack of resilience, independence and learning strategies eg dependence on adult support, well being and engagement with learning
4	Low attendance from some families, this was particularly difficult to address due to the concerns that parents expressed during the pandemic.
5	Low levels of language ability as pupils come into school, compared to previous years.

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
<i>Add or delete rows as needed</i>	
Improve the attainment and progress of disadvantaged pupils	Disadvantaged pupils make at least expected progress in Reading, Writing & Maths
Improve attendance for disadvantaged pupils 2020-21 92.9% 95.6 for non-disadvantaged pupils	Disadvantage pupils to have at least the same attendance as non-disadvantaged pupils.
Children have greater resilience, increased confidence about their learning and are supported to overcome barriers	Teachers report good attitudes to learning and increased resilience in the face of challenge. Children with specific barriers including, emotional or learning are supported.
Children take part in all aspects of school life	50% of disadvantaged pupils will take part in after school activities including sports and games.
Improve early language skills	Increased numbers into pre-school to ensure more disadvantaged pupils are 'school ready' for entry into F2

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: £20,000

Activity	Evidence that supports this approach EEF references impact in months	Challenge number(s) addressed
<p>Employ an additional teacher to ensure one teacher per year group.</p> <ul style="list-style-type: none"> • Feedback to pupils • Embedding Dyslexia Supportive Strategies as standard • Structured well-sequenced curriculum • Reducing class size (EEF +2 – but this is found to be more effective with younger aged children) • Reading comprehension strategies 	<p>Avoid mixed year groups with accompanying difficulties in curriculum organisation and parental engagement</p> <p>Implementation and/or embedding of Quality First Teaching strategies:</p> <ul style="list-style-type: none"> • EEF +6 fewer children in the class giving more time for quality teacher feedback– • This benefits all pupils including those without Dyslexia • Focus on what children learn and can remember. This is more effective with one year group in one class instead of mixed aged classes • EEF +2 (but this is found to be more effective with younger aged children) • EEF +6 including teaching of vocabulary 	<p>1,2</p>
<p>CPD</p>	<p>Continuing the focus on supporting pupils with SEND such as: Dyslexia, ASD & ADHD</p>	<p>1,3</p>

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

Budgeted cost: £ 16,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		
Individual tuition to address gaps in learning from 2020-21	Individualised Learning EEF +4	1,2
TA across KS2 to deliver targeted interventions across KS2.	Small group tuition (EEF+4) to deliver pre-teaching or embedding of learning TA interventions +4	1,2,3
Additional phonics teaching for those making insufficient progress	EEF +5 Additional phonics with phase-targetted teaching in addition to the daily whole class phonics lesson	1,2,3
CGP books for Y5 & Y6 to support homework and blended learning if needed	Used in school but primarily used for home learning. This avoids the issues of digital poverty and is popular with parents	1,2,3
Introduce NELI (Nuffield Early-Language intervention) into EYFS	Oral Language Interventions EEF +6	1,2,3
1:1 Tuition	EEF +5	1,2,3
Education Endowment Fund EEF research into effective ways of supporting children's learning, numbers indicate months gained.		

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
ELSA to support behaviour, attendance and well-being	Building strong relationships with families and supporting good	3,4,5

	attendance. Helping children to overcome barriers to learning	
Continue with Routes to Resilience to completely embed; establish stronger links with Catholic ethos and virtues Explicit teaching of learning skills	Meta-cognition & Self Regulation EEF +7 Teaching children learning strategies and to be aware of their feelings and how to express themselves appropriately. Having a common language to describe learning, character and behaviour	3
Supporting children's behaviour by tackling low-level poor behaviour and building a strong culture of good behaviour. Supporting individual children with bespoke behaviour plans	Behaviour Interventions +4	1,2,3,4,5
Supporting children and families: Uniform allowance Funding to support after school activities and clubs Financial support for trips	Supporting children with wellbeing, physical fitness and access to the wider curriculum	3,5
100% funding of breakfast Club to disadvantaged pupils	Supporting attendance by providing breakfast	4

Total budgeted cost: £ 49,300

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.

Intended Outcomes from 2020-21

- 1. To raise the percentage of PP pupils achieving expected progress in writing .** Attainment & Progress of PP/Non-PP pupils from teacher assessment July 2021

Attainment (ARE+)	Disadvantaged (34)	Non disadvantaged	Commentary
Reading	55.9%	75.8%	Writing was below for both groups. This was reflected across the school.
Writing	47.1%	60.4%	
Maths	52.9%	65.9%	

Progress (6 points plus)	Disadvantaged (34)	Non disadvantaged	Commentary
Reading	64.7%	83.5%	Writing was below for both groups. This was reflected across the school although the gap was wider between non-PP and PP children.
Writing	61.8%	80.2%	
Maths	67.6%	81.3%	

This was not achieved despite additional efforts to support PP pupils with home and blended learning including provision of laptops, IT support, exercise books and paper copies of work. Additional phone calls were made to all disadvantaged pupils over and above the class teacher calls.

It should be noted that 36% (4/11) of pupils eligible for PP had significant Special Educational Needs or Disabilities which impacted on both their attainment and progress from KS1. 18% (2/11) of PP pupils joined St Winefride's in Year 6.

- 2. Confidence in problem solving strategies in maths to improve.** Attainment and progress results show that they are lagging behind non-disadvantaged pupils.
- 3. Increased confidence, resilience and attitude to work and school.** We began to use the Routes to Resilience programme and teachers report greater independence. We shall continue this work as we have seen improvement in this area.

4. **Increase capacity to support pupils with online learning.** This was achieved with the purchase of 10 laptops from PP and 7 laptops received from the DFE. Pupils were well supported with devices and support from staff. Parents regularly brought in laptops for ‘trouble-shooting’. Remote learning support given by teachers was excellent and was made up of a mixture of live and pre-recorded lessons. Additional paper-based resources were also prepared for pupils on request.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)