

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	154
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Catherine Murphy
Pupil premium lead	Catherine Murphy
Governor / Trustee lead	Rebecca Patman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,592
Recovery premium funding allocation this academic year	£5,184
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	£46,776

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. 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, although they make positive progress by the end of KS2: Reading +0.2 Writing +0.8 and Maths +1.9, attainment remains variable through school.
2	Some disadvantaged children also have additional learning and/or emotional needs. Some have also turbulent family circumstances as well as additional needs.

3	Lack of resilience, independence and learning strategies eg dependence on adult support, well-being and engagement with learning, particularly those pupils with additional learning needs. For younger pupils, they were disadvantaged by not having the full experience of pre-school and so they have lacked socialisation and play opportunities before attending school.
4	Low attendance from some families, data shows that 50% of persistent absentee pupils are also disadvantaged. Although much work has been done to support families during and after the pandemic, regular habits of coming to school on time are not yet fully established with all pupils.
5	Low levels of language ability as pupils come into school, compared to previous years, possibly due to limited pre-school experience due to covid.

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 are in line with non-disadvantaged pupils in respect of expected progress in Reading, Writing & Maths Attainment in writing to be particularly raised
Improve attendance for disadvantaged pupils by reducing by 50% the number of pupils with persistent absence	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. Includes resilience in writing
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: £30,000

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 	1
Early Years Teaching & Learning	<ul style="list-style-type: none"> • Quality First teaching • Depth and breadth of experiences for pupils • Quality resources 	
CPD	Continuing the focus on supporting pupils with SEND such as: Dyslexia, ASD & ADHD	1,2,3

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

Budgeted cost: £ 8,634

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	1,2,3
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 as part of Little Wandle phonics programme	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

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

Budgeted cost: £ 8,142

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 attendance. Helping children to overcome barriers to learning	3,4,5
Continue with Routes to Resilience to completely embed; establish stronger links with Catholic ethos and virtues	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	3

Explicit teaching of learning skills	language to describe learning, character and behaviour	
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 Some funding to support after school activities and clubs Some 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: £ 46,776

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.

This table shows the percentage of pupils achieving the expected standard at the end of KS1 and KS2

Y6 Expected + Standard			Y2 Expected + Standard		
Reading	PP	86%	PP	100%	
	Not PP	73%	Not PP	63%	
Writing	PP	71%	PP	60%	
	Not PP	77%	Not PP	74%	
Maths	PP	86%	PP	80%	
	Not PP	77%	Not PP	79%	

Phonics screening check Y1	PP	60%
	Non PP	96%

Additional tuition was aimed at achieving fluent readers in Y2 and supporting maths in Y6, the table above shows that this part of the strategy was successful.

There was still a lingering legacy of Covid seen in the lower attainment of disadvantaged pupils in writing, particularly to be able to write at length. Although progress for writing for all pupils at the end of KS2 was in the top 20% nationally.

Having a teacher in all year groups supported all children's learning and avoided the need for mixed aged classes.

Pupils and their families were directly supported with financial help in respect of breakfast club, trips and uniform.

Increase participation in school sports (including disadvantaged pupils) resulted in us achieving the School Games Mark (Gold).

Emotional Support through the ELSA programme supported all pupils including disadvantaged.

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

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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