

Pupil premium strategy statement – Three Year Strategy 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 – updated September 2024

Detail	Data
School name	St Winefride's
Number of pupils in school	156 152
Proportion (%) of pupil premium eligible pupils	17.9% 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	October 2022
Date on which it will be reviewed (next)	September 2025
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	£41,615
Recovery premium funding allocation this academic year	n/a
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	£41,615

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 the very least diminish, the barriers to achievement that some children experience in their lives. Our school improvement plans always include consideration for disadvantaged and vulnerable, including those pupils with Special Needs or Disabilities (SEND).

We know that there sometimes disadvantaged pupils also have SEND and we work hard to identify, and then adapt, our provision for individual pupils according to their needs. We work with a range of external agencies including mental health support, education psychology, admissions & inclusion and autism outreach.

Our ethos and our mission is one of inclusion and that means we can provide some financial support so that children can take part in wider opportunities offered by the school and in the community. These include music and sporting activities in school and outside of school as well as some support for residential trips.

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 (ELSA). The equalities, anti-bullying and behaviour policies which underpin the ethos of the school and are part of our Catholic values. The personal development curriculum is important to teach pupils how to self-regulate, understand the world around them and develop into rounded, compassionate young people. We aim to equip all pupils with the confidence, and knowledge to make good and positive choices as they grow up. This includes navigating the modern world, including the online world.

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.

Sept 2024 update:

Our original strategy focussed on using the majority of the PP funding to pay for an class teacher to avoid mixed aged classes. However, for 2024-25 this has become unavoidable due to changes in staffing and there is a mixed class in Y5/6. PP funding is now used to provide teaching assistant support for this class and others in the school.

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 this do not always reach the same levels of attainment as non-PP pupils. This could be because of a number of socio-economic reasons such as parent and carer education, home circumstances or other family need.
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 many 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.
6	Lack of wider cultural experiences

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.
Pupils have rich and wide cultural education and experiences.	All pupils including disadvantaged attain the same as non-disadvantaged in subjects such as Latin, music and art. All pupils have opportunities to take part in extra cultural experiences.
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 24-25

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: £15,615

Activity	Evidence that supports this approach EEF references impact in months	Challenge number(s) addressed
<ul style="list-style-type: none"> Funding for teaching assistant support for Y5/6 Feedback to pupils and checks for understanding Structured well-sequenced curriculum Using Knowledge organisers for homework so that all pupils can remember more regardless of home circumstances Embedding Dyslexia Supportive Strategies as standard – supporting reading & writing Reading comprehension strategies use of Big Cat fluency books for early 	<p>Additional support to mitigate large class size and mixed year group. Splitting of classes in maths.</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 pupils learn, understand and can remember. EEF +6 including teaching of vocabulary 	1
<p>Early Years Teaching & Learning:</p> <ul style="list-style-type: none"> Quality First teaching focussing on developing of early language – quality of interactions with adults. Play and exploration-based activities 	EEF EYFS Toolkit +7	1,3,5

<ul style="list-style-type: none"> • Depth and breadth of experiences for pupils including outdoor (Forest School) approaches • Consistent behaviour strategies leading to self-regulation • Parental engagement & education particularly around language development and early reading 	+3 +5	
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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		
TAs 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-targeted teaching in addition to the daily whole class phonics lesson as part of Little Wandle phonics programme	1,2,3
CGP books for Y6 to support SATS preparation	Used in school but primarily used for home learning. This avoids the issues of digital poverty and is popular with parents	1,2,3
Additional maths book (White Rose) for those pupils working out of year group	Dyslexia – friendly approach eg avoiding unnecessary copying out work.	1,2,3

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

Budgeted cost: £ 15,000

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
Review behaviour curriculum to ensure a strong culture of behaviour across school: <ul style="list-style-type: none"> establish new Values and completely Explicit teaching of behaviour for learning skills: Habits of attention & discussion	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. Consistent behaviour strategies and expectations from pre-school to y6.	3,4
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, including residential and Warning Zone (y6)	Supporting children with wellbeing, physical fitness and access to the wider curriculum	3,5,6
100% funding of breakfast Club to disadvantaged pupils	Supporting attendance by providing breakfast	4
Cultural experiences including Nottingham Cathedral singing outreach programme	Widening pupils' experiences and providing links with music & Latin curriculum	6

Total budgeted cost: £ 41,615

Part B: Review of outcomes in the previous academic year 2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium strategy on pupil outcomes.

2021-22

Number of PP pupils: 7/26

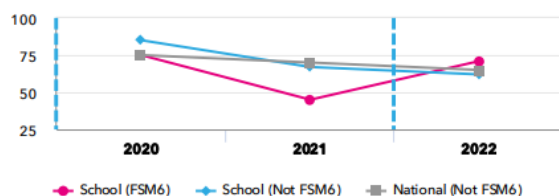
Saint Winefride's Catholic Voluntary Academy, Shepshed,
Leicestershire

2022 KS2

Disadvantaged pupils

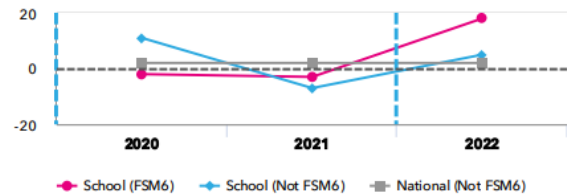
KS2 attainment for disadvantaged pupils 2022

% Expected standard+ (Re, Wr, Ma) DFE

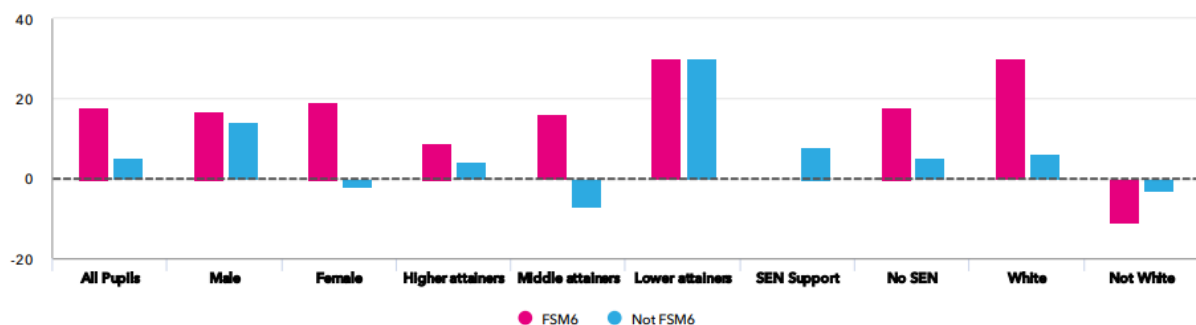


KS2 progress for disadvantaged pupils 2022

% Expected standard+ (Re, Wr, Ma)



Progress gap % Expected standard+ (Re, Wr, Ma)



Data shows that the gaps between Disadvantaged and non-Disadvantaged are closing and in some areas PP pupils have overtaken non PP pupils. 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.

- 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 resulted in us achieving the School Games Mark (Gold).
- Emotional Support through the ELSA programme supported all pupils including disadvantaged.

2022-23 Number of PP pupils: 7/20

Saint Winefride's Catholic Voluntary Academy, Shepshed,
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2023

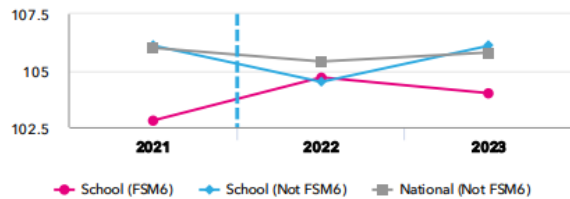
KS2

VA

Disadvantaged pupils

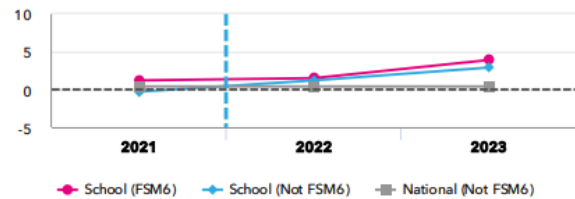
KS2 attainment for disadvantaged pupils 2023

Average Scaled Score (Re, Ma)



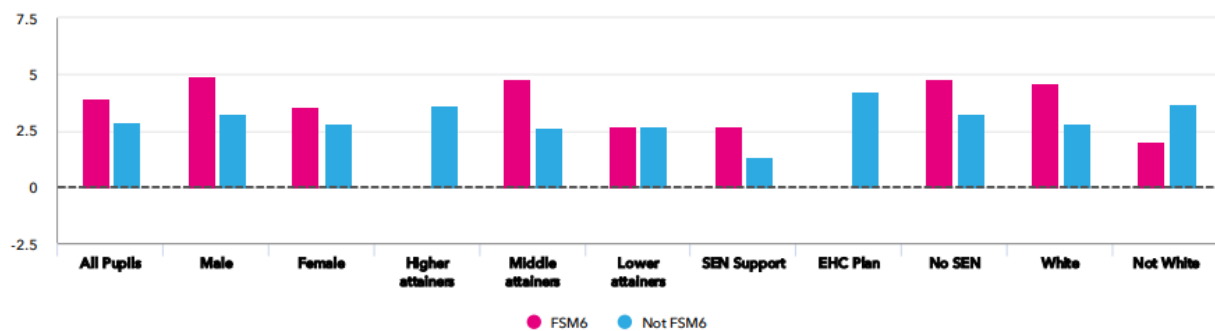
KS2 progress for disadvantaged pupils 2023

Average Scaled Score (Re, Ma)



Progress gap

Average Scaled Score (Re, Ma)



Although there was a drop in attainment this cohort made good progress from KS1. 40% of this cohort had Special Educational Needs or Disabilities including 10% of pupils with an EHCP. 3/7 (43%) of PP pupils in this y6 group also had SEND.

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.

Additional tuition and intervention groups were used to support pupils particularly in maths fluency.

2023-2024 (From FFT) number of PP pupils 5/27

Y6 Expected + Standard	Y6	% Expected +	Y6 Value Added	Scaled Score
Reading	PP (5)	60%	+2.2	107.5
	Not PP (22)	96%	+2.0	105.9
Writing GPS	PP	60%	+1.5	108.8
	Not PP	77%	+2.1	107.0
Writing TA	PP	60%	+1.5	-
	Not PP	77%	+2.1	-
Maths	PP	60%	+5.3	109.5
	Not PP	82%	+1.6	105.1

- Tuition groups focussed on maths and the impact can be seen in the VA at Y6
- 68% of PP pupils took part in a competitive sports event. Of the remaining pupils 6 were in KS1 and so

Data from the last 3 years shows that that St Winefride's is closing the gap for pupils. This is sustained year on year because vulnerable pupils are supported year on year as they progress through the school.

Cultural opportunities have included visits to London, including the Houses of Parliament and museums; learning the recorder, clarinet and keyboard.

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
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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.