

Pupil premium strategy statement 2021 - 2022

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. Vincent de Paul Catholic Primary, Knutsford
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022 (Termly for Governors)
Statement authorised by	Bernadette Groarke
Pupil premium lead	Bernadette Groarke
Governor / Trustee lead	Helen Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,485 (R9657)
Recovery premium funding allocation this academic year	£6,700 (COVID catch up fund (R9001)
School – led tutoring grant allocation 21-22	£1,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 21-22 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,400

Part A: Pupil premium strategy plan

Statement of intent

- Children feel safe, happy and nurtured in school and ready to learn.
- Improved engagement, progress and attainment towards and beyond Age Related Expectations (ARE).
- Greater depth of learning and application of skills across the subjects.
- Pupils have targeted strategies which ensure progression and build upon next steps for learning
- Pupils have a broad range of experiences in line with all pupils
- Attendance is improved in line with school and national attendance benchmarks
- Improved parental and carer engagement

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our pupil premium children as a group are not making as rapid progress in their reading, writing, maths and phonics as non-pupil premium children.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
2	<p>Some of our pupil premium children also fit into another vulnerable group such as having an additional special educational need.</p>
3	<p>Some of our pupil premium children do not have the rich and varied experiences as non-pupil premium children resulting in knowledge of the world and vocabulary acquisition being limited.</p>
4	<p>Some of our pupil premium children have social, emotional and well-being additional needs including behaviour.</p> <p>Our assessments (including pupil survey), observations and discussions with pupils and families have identified social and emotional issues and behaviour challenges for some pupils.</p>
5	<p>Attendance of some of our pupil premium children is lower than the attendance for the school and national attendance benchmarks.</p>
6	<p>Parental and Carer engagement for some pupil premium to be improved.</p>

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
Our pupil premium children as a group will make good progress in their reading, writing, maths and phonics in line with non-pupil premium children.	Interventions have impacted on progress and attainment as recorded on class trackers.
Pupil premium children who also have an additional special educational need will be the focus of a strong dialogue between professionals within school and agencies where appropriate.	Termly SEN review meetings will take place between staff and parents, and the link governor. We will continue to use the SAM (FSM) system to identify any new additions to the PUPIL PREMIUM register throughout the year and notify class teachers.
For pupil premium children to enjoy the wide range of enrichment activities we have on offer at our school.	A wide range of extra-curricular activities will be offered to tap into our children's passions and interests. Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms. Discounts will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc. Children are able to learn a new skill or continue playing an instrument they had been learning.
Children feel happy and safe at school and engage with their learning.	Children will be given opportunities for extra RSHE/ELSA time to address specific need as identified by class teacher and parents/carers.
For attendance of our pupil premium children to be no lower than the attendance for all children in the school. For attendance to be 'good' compared to local and national attendance.	Lateness for pupil premium children is minimised through effective tracking and parental engagement.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Office staff will promptly call families who have an absent child without reason. Historical attendance concerns will be monitored and reviewed by Head Teacher. A discussion with the governors will take place about introducing fines for non-attendance if necessary. Extremely poor attendance (below 92%) will be challenged with communication and follow up action from the Head Teacher.
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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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Looking at internal progress data termly.	Tracking sheets filled in and monitored termly for impact with interventions adapted as necessary. Meetings attended by PUPIL PREMIUM lead, SEN leads, class teacher and Head.	1
Purchase of standardised diagnostic assessments. Training and ongoing CPD for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests – NFER and SATs Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1

Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and including training for staff and effective liaison and networking between schools.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF School will have a consistent approach in the teaching of phonics and reading.	1
2 members of staff are taking the SEND qualifications at Manchester University.	SENCOs will be further skilled in knowing the best intervention to target any barriers for learning.	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF 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).	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 in Key Stages 2	1 & 2
Relevant CPD for all members of staff (teachers and teaching assistants) For example, Maths hub, English hub, Phonics, Writing with Literacy Counts, Ofsted curriculum roadshows.	All staff are fully up to date with current practice to fully understand, challenge and enhance the progress of all pupils. Staff meetings to monitor and review on going progress.	1, 2, 3, 4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children who have displayed dyslexic tendencies on SEN support to receive 1:1 support from specialised teacher.	<p>Children will transfer taught skills to their class work and so make good progress when assessed.</p> <p>Quality first teaching evidenced as highest impact approach by EEF.</p>	1 + 2
Reading, writing & maths 1:1 support to match individual need.	Children's attainment will be more in-line with their peers and narrow the gap in line with EEF High Impact strategy.	1
<p>Grouped interventions with TA to support specific difficulties.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Gaps will close in specific areas as concentration and taught skills improves in line with EEF High Impact strategy.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
Pupil progress meetings with teachers as outlined above.	Time for ongoing professional dialogues regarding further support for PP children will help to keep this a priority. There is a collective responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 and 2
Early Years interventions put in place for pupil premium children to ensure they make GLD (Good Level of Development)	High quality provision with well-qualified staff is essential to ensure success of interventions such as Squiggle while you wiggle, Dough disco etc. all of which have a big impact on children's readiness to learn. (Communication and language approaches – EEF) NELI and Little Wandle – Letters and Sounds	1

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

Budgeted cost: £6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Exciting trips and visits will be planned to enhance the curriculum including residential for KS2 children.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance is not a factor for families, they usually want their children to experience these.	3
Peripatetic instrumental lessons – such as Love Music Trust in Year 5.	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem and competencies.	3
The reading areas in each class will be revamped to make it an exciting and fun place to read. Soft furnishings will make the space feel cosy and less formal to encourage reading for pleasure.	Children who enjoy reading are motivated to read more frequently, make better progress and achieve greater fluency.	1
Access to Forest schools enrichment sessions where all children will have the opportunity to experience a range of activities.	Children to see and experience learning outside of the classroom to improve self-esteem, confidence and well-being of each child.	3 and 4
Swimming lesson subsidy for specific children.	Children will learn to swim to be safe regardless of background or circumstance.	3

To provide extra Bikeability sessions to those who cannot yet ride a bike.	Children will have the skill of riding a bike for life. Bikes will be provided where necessary and sessions monitored and tailored to address individual competencies.	3
To provide extra curricula sports lessons through after school clubs Children in receipt of Pupil Premium will be offered access to after school sports clubs.	Children will have the experience of extra sports sessions regardless of circumstance.	3
To provide breakfast each morning and snack at playtime for those who require it.	Children who are hungry are not in the right place to learn therefore breakfast will be provided to support progress and attainment.	4
Pastoral support for Pupil Premium children who are in need of additional approaches to support their well-being and resilience.	We have two ELSA trained members of staff – one who delivers Forest Schools and one who delivers resilience interventions. Children who work with ELSA trained staff build resilience, confidence with an increased sense of well-being	4
Pastoral support for Pupil Premium children who are in need of additional approaches to support their well-being and resilience and encourage engagement of parents and carers.	Support with extras to ensure children are well equipped for school – glasses, uniform etc.	4 + 6
Preparing most vulnerable children for transition to high school Class teacher and Teaching Assistant to support children who need enhanced transition preparation to high school.	Class teacher will liaise with high school to ensure all needs are known about. Children will be given 1:1 time to discuss any worries or concerns and ensure a smooth transition. Help will be given to parents/carers to fill out forms if needed and any particular handover or continuity arrangements.	4
To encourage engagement of parents at parents' evenings, sacramental programme, SEN reviews EHA and subject specific workshops.	Working in partnership with parents ensures best outcomes for the child.	6
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2,3,4,5 & 6

Total budgeted cost: £ 26,400

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.

PUPIL PREMIUM ACTION PLAN 2020-2021			
PUPIL PREMIUM CHILDREN	NUMBERS	PUPIL PREMIUM Children Barriers	Desired outcomes and Impact
Total number of pupils in the school	201	<ul style="list-style-type: none">• Social, emotional difficulties• Reading and writing stamina/accuracy• Using and Applying Skills in different subject areas• Learning behaviour and emotions-disengagement/confidence/motivation/aspirations• Accessing online learning• Parental support and engagement• Lack of certain life skills due to circumstance (eg, swimming, riding a bike, outdoor experiences)	<p>Children feel safe, happy and nurtured in school and ready to learn.</p> <p>Improved engagement, progress and attainment towards and beyond Age Related Expectations (ARE).</p> <ul style="list-style-type: none">• Greater depth of learning and application of skills across the subjects.• Pupils have strategies and next steps are clear and recorded.• Pupils have a broad range of experiences in line with all pupils
Number of PUPIL PREMIUM-eligible pupils:	11 split into the following categories:		
Ever 6	3		
FSM	8		
Looked After Children	0		
Total amount	£17,140		

Pupil Premium Spending Overview 2020-2021

Intent (desired outcome)	Implementation (action/approach)	How we will ensure it is implemented well	Estimated Impact	Cost	IMPACT
Children and their families in receipt of pupil premium will be supported emotionally	<p>Children will be supported through Cool Connections and resilience workshops. These will be weekly run by trained Teaching Assistants.</p> <p>Parents will be supported and encouraged to engage in their child's learning through regular contact with class teacher and Head Teacher.</p>	<p>Both staff have a timetable to ensure the children are seen regularly.</p> <p>Ongoing verbal reports will be given to class teachers.</p>	Children will be emotionally ready for learning and learn strategies to help regulate their own emotions.	£144	These sessions will be developed further next year as they are proving extremely beneficial to those children in need of support. Children are learning strategies to self-regulate emotions.
To support children with signs of dyslexia	Children who have displayed dyslexic tendencies to receive 1:1 support from specialised teacher.	Children have timetables slots for 1:1 teaching	Children will transfer taught skills to their class work and so make good progress when assessed.	£1,126	These sessions are enabling children to apply taught skills in the classroom in order to access a full curriculum.
To support children with signs of dyslexia	Children to have regular slots on IDL programme	The children are supported in getting started on each game. They work through the levels independently.	The children will develop confidence in their reading and spelling as they move through the levels and therefore transfer these skills into their classwork.	£100	Children are assessed regularly to monitor progress. The programme is also supplemented with

					<p>precision spellings where necessary.</p>
To provide specific children with additional support for specific learning difficulties	Reading, writing & Maths support to match individual need.	Children will have time to work in small groups with Teaching Assistants to close gaps in learning.	Children's attainment will be more in-line with their peers	£9,800	<p>This has been possible pre and post lock-down. Small steps of progress are evident through ongoing assessments.</p>
To provide additional support to children in Key Stage 2 in Reading, Writing and Maths	Grouped interventions with TA to support specific difficulties.	Specific time will be timetabled and progress monitored	Gaps will close in specific areas as concentration improves	£2,500	<p>This has been possible pre and post lock-down. Small steps of progress are evident through ongoing assessments.</p>
To provide ICT equipment where necessary to ensure online home learning can be accessed	Where access to online learning does not take place due to lack of equipment, ipad or laptop will be loaned.	Online learning will be monitored	Children will progress in given areas alongside their peers	No cost involved	<p>This enabled all children to access home learning so nobody fell behind.</p>
For all of our vulnerable children to have equal access to trips, residential and after school clubs.	To support with the cost of trips, residential and after school clubs	All children will have the same opportunities.	Children will have the same cultural capital as others ensuring a broad range of experiences	£1,500	<p>This has not been possible due to covid.</p>
Access to Forest schools enrichment day	To ensure all children have access to a full range of experiences, Forest Schools days to be booked	Children will access given sessions	Children to see and experience learning outside of the classroom.	£995	<p>This has had a such a positive</p>

					impact on all children
For those who express interest, 1:1 music tuition supplied by Love Music Trust	Weekly lessons after school	Children concerned will be escorted to correct area of school. Instrument to stay in school with practice times allocated.	Children will have the same opportunities as others regardless of background.	£100	Interest was initially expressed but not continued.
Preparing most vulnerable children for transition to high school	Class teacher and Teaching Assistant to support children who need an enhanced transition to high school.	Class teacher will liaise with high school to ensure all needs are known about. Children will be given 1:1 time to discuss any worries or concerns. Help will be given to parents to fill out forms if needed.	As a smooth transition will be achieved by liaising closely with local high schools.	£100	This is ongoing at this time (June)
Swimming lesson subsidy for specific children	Children who cannot swim enough to be safe will be given catch-up lessons	This will be during school time	Children will swim enough to be safe regardless of background or circumstance	Sports grant	
To provide extra Bikeability sessions to those who cannot yet ride a bike	Following class Bikeability sessions, identified children to be given extra sessions to catch up.	Bikes will be provided where necessary and sessions monitored.	Children will have the skill of riding a bike for life.	Sports grant	
To provide extra curricula sports lessons through after school clubs	Children in receipt of Pupil Premium will be offered access to after school sports clubs	Attendance at clubs to be monitored	Children will have the experience of sports regardless of circumstance.	Sports grant	
To provide breakfast each morning and snack at playtime.	Breakfast and/or snack will be supplied for those who require it.	TA to use the time to nurture through discussion while eating.	Children will work better if they are not hungry.	£80	The offer has not been taken up for this.
TOTAL COST OF PUPIL PREMIUM 2020-2021 - This leaves £698 as contingency money.					£16,445

Pupil Premium data: Taken from end of Summer tests 2021 (Governors Autumn term 2021)

This data is taken from the 13 children in Year 1 to Year 6 who are in receipt of PPG (Pupil Premium Grant) at the time of the Summer term assessments (**June 2021**). Out of these 13, we have:

- 1 EHCP
- 3 SEN Support
- 2 First Concerns

The children in receipt of PPG in EYFS are not included in this data as they are not formally assessed.

Summer	Reading		Writing		Maths	
	Progress	Attainment	Progress	Attainment	Progress	Attainment
Below exp	4/13	7/13	4/13	8/13	3/13	5/13
Below exp %	31%	54%	31%	62%	23%	38%
At expected	6/13	1/13	2/13	2/13	2/13	2/13
At expected %	46%	8%	15%	15%	15%	15%
Above exp	3/13	5/13	7/13	3/13	8/13	6/13
Above exp %	23%	38%	54%	23%	62%	46%

This shows us that, although we have children working below their age-related expectations in all three areas (Attainment Below), more children than not have made expected or better progress across all three areas.

To put this in context of individual children, numbers who achieved their given target by the end of the academic year are as follows:

Target met	Reading	Writing	Maths
Yes	10/13 78%	9/13 69%	12/13 92%
No	3/13 23%	4/13 31%	1/13 8%

From this, we can see that Writing remains the area to focus on.

Please remember that we are looking at a very small number of children in each year group and each child will be very individual in terms of their need; not all children in receipt of PPG are lower ability or have Special Educational Needs.

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
Dymno Maths	Jelly James
ED Shed - Spelling Shed & Literacy Shed Plus	ED Shed
Nessy	Nessy.com
IDL	IDLS Group

Language Link and Speech Link	Language Link and Speech Link
My Maths	My Maths