



## St. Winefride's Catholic Primary Pupil Premium Strategy Statement – 2022-23

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. As a result, there is a wide gap between the attainment of pupils from derived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium Gap (PPG) was introduced by the government in April 2011 in order to help schools close the gap. Pupil premium is paid to schools by means of a specific grant based on each school's January census figures for pupils registered as eligible for Free School Meals (FSM) in Reception to Year 6 and those who were eligible in any of the previous 6 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for individual pupils within their responsibility. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers,
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium,
- the annual reports for parents that schools are required to publish online.

Summary	
Total Pupil Premium budget (Academic year 2022-23)	£46,730
Number of pupils eligible for Pupil Premium	33 32 PP 1 PP+
Review Date – January 2023	

Barriers to future attainment	
In-school barriers	
a.	Reading and Comprehension Skills.
b.	Poor basic Mathematical ability.
c.	Confidence in own ability.
d.	Social and emotional factors.
External barriers	
d.	Poor attendance.
e.	Poor oral language and communication skills.
f.	Family finances.

<b>Outcomes (Desired outcomes)</b>		<b>Success criteria (How the impact of Pupil Premium will be measured)</b>
<b>a.</b>	DP children have made the same progress as their peers in Reading, particularly comprehension, writing and Maths - against national and internal data.	All DP children, who are not on the SEN register, will make the same amount of progress as their peers. (DP children with SEN will make progress as appropriate to their ability).
<b>b.</b>	Targeted DP children will have mastered basic reading, writing and mathematical skills.	All DP children, who are not on the SEN register, will make the same amount of progress as their peers. (DP children with SEN will make progress as appropriate to their ability)
<b>c.</b>	Children with poor oral language skills will be identified and receive appropriate support or be referred to SALT (The school aims for early identification).	All children with poor oral language skills will be identified and will be receiving support to overcome their difficulties.
<b>d.</b>	DP children's attendance is at least in line with their peers.	DP children's attendance percentage is at least in line with their peers
<b>e.</b>	DP children have the opportunity to the same experiences as their peers.	Children enjoy the same experiences as their peers, who are not DP, and are not held back due to financial barriers.

<b>Action plan</b>			
<b>Quality Of Education</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice</b>	<b>How will school ensure that it is implemented well and measure impact</b>
Children make at least good progress in their <b>development in language</b> and communication - striving for this to be at the expected standard for their age.  Develop children's <b>communication and social skills</b> aiming to for this to reach the expected standard for their age.	<ul style="list-style-type: none"> <li>Intervention through NELI (Nuffield Early Language Support) for specific children.</li> <li>To support children in years 1-6 with communication and social skills.</li> <li>Additional adult support.</li> <li>Weekly intervention from teacher/TA to ensure development of spoken language, development of early reading and number development.</li> </ul>	<b>Early Years Intervention, including Oral Language Intervention</b> - to ensure children have a good start by providing them greater adult support. To enable EYFS staff to emphasise the importance of spoken language/verbal interaction and well as developing early reading and a good level of mathematics (and mathematical language). This is needed as the children were impacted last academic year with not being able to attend their settings and parents working from home meant children were not interacting with adults and children to the level that they would have been in school.	Baseline Assessment – EYFS and compare this to assessments at the end of Autumn Term. Through termly reports on pupil progress with SLT, CT and TA. Liaising with staff. Learning walks Pupil voice

	<ul style="list-style-type: none"> <li>Small groups to encourage communication and development of social skills.</li> </ul> <p style="text-align: right;"><b>£3,199</b></p>		
Children to achieve the expected standard in <b>phonics and reading</b> .  Children to make at least good progress in <b>phonics and reading</b> .	Year 1 disadvantaged children receive support and intervention, particularly focusing on achieving EYFS learning goals, language development, phonics and early reading. Groups of children receive intervention – Further Literacy Support.  Mathematical Intervention through CPA support from TA. Year 1 to have additional Teaching Assistant Support <b>(3,588)</b>	<b>Small group Tuition + 1:1 reading sessions</b> – TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress in phonics, language development and early reading and early maths.  Children are receiving support with working independently.	Time allocated to work with these children – 5 x mornings sessions.  Through termly reports on pupil progress. PP reports with Class Teacher and with TA working with the children.
Children to achieve the expected standard in <b>phonics and reading</b> .  Children to make at least good progress in <b>phonics and reading</b> .  Children to make at least good progress in <b>writing</b> .	Children in years 1, 2 and 3 to receive support with 'catch up' phonics and support with early reading and writing.  Years 1, 2 and 3 children to receive additional teaching and learning to improve phonics and early reading and comprehension. Writing skills to be developed and application of learning evident from children. <b>(£4,256)</b>	<b>Small group Tuition + 1:1 reading sessions</b> – children to receive tailored support with phonics, reading, reading comprehension and Maths support.  Children receive small group and 1:1 support and are encouraged to carry out work independently.	Time allocated to work with children – 2 afternoons per week.  Termly reports on pupil progress. PP meetings with class teacher.
Children make at least good progress in <b>Maths</b> and achieve their full potential.  Children make at least good progress with <b>reading</b> aspiring to achieve their full potential.	Provide disadvantaged children in years 3 – 6 with more targeted support to ensure that they have reduced gap in learning with peers and are back on track to achieve potential in reading, writing and maths. - Guided reading support. - 1:1 reading support. 1:1/ group Maths misconceptions	<b>Small group Tuition + Extending School Time</b> – TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress in reading, writing and maths and endeavour to bridge the gap in learning. After PP meeting with HT, implement interventions that will target the needs of these children and review regularly. SLT to monitor the sessions and the progress made by speaking with CT and TA regularly.	Liaise with CT and support staff.  Monitor the sessions. PP meetings - Through termly reports on pupil progress with CT and adult support. Books will be scrutinised. Informal and formal assessments Data.

	<p>Children in year 3 - 6 to have additional and specific Teaching Assistant Support:</p> <p>Regular reading interventions -TA/CT and adult support with English and Maths.</p> <p>Daily Maths input from CT/TA/ adult support – Maths misconceptions – addressing misconceptions from morning lesson and are readily able to access following lesson.</p> <p style="text-align: center;"><b>(£7,092)</b></p>		
Children make at least good progress in <b>reading, writing and maths</b> aspiring to reach their full potential – working to achieve ARE and beyond.	<p>Provide disadvantaged Year 5 and 6 children with more targeted support to ensure that they have reduced gap in learning with peers and preparation for transition to high school.</p> <p>Years 5 and 6 class to have additional Teaching Assistant Support for Maths and English support.</p> <p style="text-align: center;"><b>(13,571)</b></p>	<p><b>Small group Tuition + Extending School Time</b> – TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress in reading, writing and maths. Children will receive small group support and intervention in the morning session. Group and 1:1 input will be given to address misconceptions earlier and to encourage sticky knowledge.</p>	Liaise with CT and support staff. Monitor the sessions. PP meetings - Through termly reports on pupil progress with CT and adult support. Books will be scrutinised. Informal and formal assessments Year 5 and 6 Data. DP Tracker
To improve the children's <b>phonics knowledge and skills</b> which will impact upon attainment in <b>reading and writing</b> .  Children make at least good progress with their Maths work and misconceptions are addressed through 'keep up' response.	<p>Provide children in Year 4 with targeted support in phonics, reading, writing and maths.</p> <p>Disadvantaged pupils will receive group or 1:1 support with phonics, reading and writing.</p> <p style="text-align: center;"><b>(2,873)</b></p>	<p><b>Small group and 1:1 tuition with TA</b> to support disadvantaged pupils in year 4 with phonic, reading, writing and maths development.</p>	Liaise with CT and support staff. Monitor the sessions. PP meetings - Through termly reports on pupil progress with CT and adult support. Books will be scrutinised. Informal and formal assessments Year 4 data. DP tracker.

Children make at least good progress in their <b>reading</b> to ensure that they reach their full potential and aim to achieve at least ARE.	Provide disadvantaged pupils in Years 2 and 3 support with reading to ensure that they make the progress that they are capable of achieving. Years 2 and 3 will receive targeted support with reading comprehension.  <b>(640)</b>	<b>Small group reading sessions with TA – TA</b> to focus upon developing and strengthening reading skills of children in Years 2 and 3 using targeted materials. This has been discussed in PP meetings. There will be a focus upon retrieval/ inference/ summary/ vocabulary.	Liaise with CT and support staff. Monitor the sessions. PP meetings - Through termly reports on pupil progress with CT and adult support. Books will be scrutinised. Informal and formal assessments Year 2 and 3 Data.
--	--	---	--

## Personal Development

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will school ensure that it is implemented well and measure impact
Children reach their full potential in all aspects of learning and make at least good progress in all areas of school life	Ensure that any social, emotional or mental health barriers are removed/ supported to ensure that disadvantaged pupils are reaching their potential.  Learning Mentor – provides weekly 1:1 sessions for pupils and for pupils in groups. The children are timetabled to meet with Mrs Roberts but sometimes this is needed more frequently than what is timetabled. <b>(£3,850)</b>	<b>Social and Emotional Learning</b> – to overcome any barriers to learning, particularly after disruptions to schooling last year and starting a new academic year in a new class.	Through regular ‘Wishes and Feelings’ sessions. Holding PP meetings with SLT and discussing the S and E development of children. Target setting. Liaising with parents. The children will grow in confidence impacting upon their wellbeing and their attainment and progress throughout the curriculum.
Children are accessing curriculum beyond academic including SMSC confident, resilient, independent & character development.  Children contribute to society as responsible, respectful and active citizens.	To ensure that all children, regardless of background, have the opportunity to play a full part in the life of the school/ taking part in full curriculum. This will build their confidence; self-esteem and enhance their learning across the curriculum.  <ul style="list-style-type: none"> <li>• Musical instrument tuition.</li> <li>• Education visits and visitors throughout the school year.</li> </ul>	To build up children’s self-confidence and self-esteem. To ensure that they are healthy and take a full part in the life of the school, through: <ul style="list-style-type: none"> <li>• Sports participation.</li> <li>• Collaborative learning.</li> <li>• Arts intervention.</li> <li>• Visits and residential trips.</li> <li>• Access to resources.</li> <li>• Access to outside provision.</li> </ul>	All children are taking part in full curriculum, and this is enhancing their learning. Pupils are healthy and developing appropriate physical/music skills and self-confidence. Through Pupil Voice

	<ul style="list-style-type: none"> <li>• Support with swimming sessions.</li> <li>• Residential Visits to Delamere/ Barnstondale in Year 4 and Conway in Y 6.</li> <li>• Sports participation – after school clubs and any sporting events in school or outside of school.</li> <li>• Arts intervention – payment for artists to come into school and work with pupils or to pay for materials.</li> </ul> <p>Some the premium will be used to fund whole class or school events (<b>£4,824</b>)</p>		Evidenced in growing self-confidence and self-esteem.
--	--	--	---

### Behaviour and Attitudes

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will school ensure that it is implemented well and measure impact
Improve attendance of targeted DP children.	<ul style="list-style-type: none"> <li>• Attendance Officer to continue focus upon pupils' attendance.</li> <li>• LM greeting children with s and e difficulties so that they are ready to work.</li> <li>• AO and LM to visit houses where necessary to ensure that children are in school.</li> <li>• Communications (via letters/ messages) from AT of child's attendance. (These will be identified DP children with attendance issues.</li> <li>• HT to meet with parents of persistent absentees.</li> <li>• Provide HT (+ Governors) with regular update on % absence.</li> <li>• To analyse absence – focusing upon DP who are persistent absentees. (<b>£2,837</b>)</li> </ul>	<p><b>Wider strategies</b> - to ensure that children and parents are aware of the importance of good attendance and communicating attendance through Newsletters/ Class Dojo/ Facebook etc.</p> <p>Children, who are persistently absent, have low self esteem and the gap in attainment and progress widens between them and their peers due to them not attending school and missing teaching and planned interventions and support with TA and other adults who provide support.</p>	Attendance of DP children has been increased and that DP children are not persistent absentees. This will impact upon self-esteem, attainment and progress and the children will be accessing the curriculum successfully.

## **Review of expenditure – Previous Academic Year 2021- 22**

The appointment of an Attendance Officer within the school, to focus upon contacting and working with parents to improve their children's attendance continues to prove effective. This is shown in the improved attendance of children across the school. The attendance, throughout this academic year 21/22 has been consistently above 96%. Attendance to date is 95.8% - this has fallen below 96% due to parents taking children out of school – unauthorised – on holiday and due to increased illness – Scarlett Fever/ Chicken Pox etc. Attendance officer communicates with parents about these absences and expectations. AO liaises closely with HT and necessary actions are put in place.

Attendance from September – July was 95.78% for the whole school.

Attendance from September to July for DP children was 94.92%.

Attendance from Sept to July for non DP was 95.98%.

In Oct 2021, Year 6 children attended the Conway centre on residential and DP were able to access this visit and take part in all activities. In March 2022, the children in Year 4 visited Delamere and all children took part in this visit including DP.

TA support in Year 1 and Year 2 is effective – this is clearly evident in the attainment and progress of all pupils and especially DP children in this class. The extra TA support in Year 1 is (Monday and Tuesday afternoons) having a positive impact upon the attainment and progress of DP and non-DP in Year 1 resulting in 86% achieving a pass in their phonics assessment. All DP children in Year 2 passed their phonics screening test (November 21). All DP passed their phonic test in Year 1.

In year 2 (21-22) all DP achieved ARE or greater in reading, writing and maths. 100% DP achieved ARE in reading with 17% achieving GDS (higher standard). 100% DP achieved ARE in writing with 34% achieving greater depth. 100% DP in Year 2 achieved ARE or above in Maths with 17% achieving the greater standard.

In Year 6, 75% DP achieved ARE or above in reading with 25% achieving GDS in writing. In writing, 75% of DP achieved ARE. In Maths, 50% of DP achieved ARE.

Different sporting coaches are brought into school – this develops confidence and self-esteem as well as building the knowledge and understanding of personal physical and mental development. This has impacted positively on the health of all pupils and the engagement in physical activity. A whole school Quidditch day enhanced the PE learning experience for all pupils across the school and all DP attended and participated. Children attending clubs last academic year was high with

TA provision in Years 3 -6 has proven effective – children are receiving tailored support, and this is impacting upon their outcomes.

Pupil progress meetings focus attention upon DP children and their attainment and progress as well as their well-being and discussion around the meeting of their needs.

The continued development and more effective use of the school Learning Mentor (who is trained in emotional literacy) has proved to be extremely beneficial for many pupils, particularly those in receipt of Pupil Premium. Both LM and DHT trained in trauma support which also proved beneficial. More children are requiring this 1:1 support/intervention and it is of paramount importance. This impacts positively upon the children's wellbeing.