

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 Felix RC Primary School
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	9.9%
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	October 2022
Statement authorised by	A Dodds
Pupil premium lead	D Wolmarans
Governor / Trustee lead	W Lashmar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37315
Recovery premium funding allocation this academic year	£4000
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	£41315

Part A: Pupil premium strategy plan

Statement of intent

Each of us is willed. Each of us is loved. Each of us is necessary – Pope Benedict XVI

The aim of our pupil premium strategy is to ensure that children feel loved and willed and have the chance to make good progress and achieve high attainment across all subjects. This applies to all our pupils regardless of whether they are disadvantaged or not. The activity outlined in this statement aims to ensure support is available to make this a viable claim for pupils who face the challenges detailed below.

There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Some children in receipt of free school meals do not demonstrate any of the listed challenges.

We adopt a tiered approach to Pupil Premium spending. It is as follows:

Quality First Teaching

High-quality teaching is key to our approach, with a focus on areas in which disadvantaged pupils demonstrate that they require the most support as identified by our regular diagnostic assessments. Quality first teaching 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.

Spending on ensuring high quality teaching might, but not exclusively, include

- professional development, training and support
- access to diagnostic assessment materials
- access to systems to support the analysis of data and identification of a pupil’s specific academic strengths and weaknesses.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Teaching assistants have access to pupils’ question level analysis to provide focused interventions where appropriate and classroom-based support which supplements the teacher where cohort wide gaps are identified. Teaching assistants work to engage and motivate children to develop reading skills across KS1 with regular 1:1 support and assessment linked to classroom activities. A systematic phonics programme across KS1 rapidly identifies those in need of additional support and targeted groups address this need.

Wider strategies

Extra-curricular activities increase pupil motivation to attend school, provide regular opportunities to experience good quality spoken and written language, ensure access to learning support for those with limited access to support at home and enable pupils to experience the benefits of supporting others. Studies have shown that giving is beneficial for combating stress, depression and anxiety and also serves to improve self-confidence and provide a sense of purpose. Our Wraparound provision is free to pupil premium pupils which has improved attendance, punctuality and access to after school activities. All staff have a collective responsibility for disadvantaged pupil outcomes and maintaining high expectations.

Our strategy will be reviewed annually and adapted to respond to changes in academic priorities but the overall aim to provide high quality teaching, support for specific need and protective factors for mental health to equip children with the tools and resources for life, learning and wellbeing will be consistent over the next three years.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on arrival in EYFS particularly in year applications (57% of disadvantaged did not make GLD - half of these pupils arrived mid-year)
2	Assessments, observations, and discussions with pupils and parents indicate less access to learning and reading support at home both parental and digital from an early age.
3	Observations, incident recording and discussions with pupils and parents indicate higher levels of adverse childhood experiences (ACE) in disadvantaged pupils (41% of PP pupils have known ACEs) These have been linked to social and emotional issues for many disadvantaged pupils.
4	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 4 years, between 0-50% of our disadvantaged pupils arrive below age-related expectations compared to 38-80% of other pupils. This gap remains steady to the end of KS2.
5	Our attendance data for 2017-18 and 2018-19 indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. 16-20 % of disadvantaged pupils have been 'persistently absent' compared to 3-16% of their peers during 2019-21. Our assessments and observations

	indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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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
Disadvantaged pupils achieve in line with their peers at St Felix by the end of EYFS	GLD is the same for this group as the wider cohort (National 2019 72%) (small cohort size can create anomalies)
Gap between reading outcomes for disadvantaged and non-disadvantaged narrows at both KS1 and KS2	KS2 Reading outcomes for disadvantaged pupils are in line with national (National 2019 73%) KS1 Reading outcomes for disadvantaged pupils are in line with national (National 2019 75%) (small cohort size can create anomalies)
Disadvantaged pupils are facilitated to take an active part in the wider life of the school in equal measure to their peers	All school led extra-curricular activities include at least 9.9% disadvantaged pupils
Writing provision within school ensures disadvantaged pupils can achieve in line with their peers	KS2 Writing outcomes for disadvantaged pupils are in line with national (National 2019 78%) KS1 Writing outcomes for disadvantaged pupils are in line with national (National 2019 69%) (small cohort size can create anomalies)
Pupils with persistent absence have help and support to increase their attendance	Persistent absence rates amongst disadvantaged pupils are comparable to persistent absence rates amongst non-disadvantaged pupils

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: £ 7463 each year

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Designated phonics lead across KS1</i> – effectively implement a systematic phonics programme	The use of a systematic phonics programme is supported by very extensive evidence. Seven meta analyses which include studies of 5-7-year-old pupils have consistently demonstrated the impact of phonics on early reading ¹ .	2
<i>PiXL and Insight used for diagnostic testing and analysis</i> - Target teaching and support by accurately assessing pupil needs	Three studies have shown that prompt identification of a pupil's specific literacy needs and provision of appropriate support are critical to ensuring sustained progress. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions. ²	1, 2 and 4
<i>High quality CPD in the pedagogy of reading and writing</i> – Ensure that professional development effectively builds knowledge, motivates, develops techniques, and embeds practice.	A systematic review concluded the more mechanisms professional development includes and effectively implements, the larger its likely impact on pupil attainment. Our current CPD to support the teaching of reading and writing includes all some mechanisms from all of the four groups. ³	2 and 4

¹ EEF Improving Literacy at KS1

² EEF Improving Literacy at KS2

³ Effective Professional Development Guidance EEF

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

Budgeted cost: £ 22802 each year

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistants in KS2</i> - Use TAs to help pupils develop independent learning skills and manage their own learning	DISS and EDTA trials into the use of Teaching Assistants (TAs) showed the efficacy of teaching assistant in promoting student progress was achieved through rotating the roles of TA and teacher, making TAs a visible part of the teaching during the whole class deliver and providing teaching triage. ⁴	2 and 4

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

Budgeted cost: £11050 each year

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free access to Wraparound Provision</i> - Reinforce SEL skills through whole-school ethos and activities	When messages, routines and strategies are aligned across the classroom and whole-school setting, students learn and apply social and emotional skills more rapidly and more effectively. The extended day enables our pupils to work with a wider range of peers and experience the same values in a less structured setting. ⁵	3 and 5
<i>ELSA training and supervision</i> - Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so we will be monitoring the efficacy of ELSA in our settings. ⁶	3

⁴ Effective Professional Development Guidance EEF

⁵ EEF Improving Social and Emotional Learning in Primary Schools

⁶ EEF Improving Social and Emotional Learning in Primary Schools

<p><i>Support of Educational Welfare Officer - Offer more sustained and intensive support where needed</i></p>	<p>Reviews of the evidence identify why families can be perceived as 'hard to reach' and what services can do to address this. Parents' isolation from services may be involuntary or voluntary. Immediate barriers commonly relate to:</p> <ul style="list-style-type: none"> • where and when support is delivered • how an offer is communicated <p>Having a positive relationship through the Education Welfare Officer enables us to respond to these barriers and provide flexible location and timing of services and make services welcoming and less intimidating⁷</p>	<p>5</p>
<p><i>Supporting costs for disadvantaged pupils, including school visits funding and music tuition.</i></p>	<p>A large review of evidence related to SEL concludes that going beyond the curriculum to consider the whole school is needed for maximising positive impacts.⁸</p>	<p>2, 3 and 5</p>
<p><i>Psychological and Therapeutic Services – Team Pupil</i> The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	<p>Good self-awareness is associated with reduced difficulties in social functioning and fewer externalising problems, in particular aggression. Two areas that teachers can support are children's knowledge of emotions, and ability to express emotions.⁹</p>	<p>3</p>

Total budgeted cost: £ 41315

⁷ EEF working with parents to support learning

⁸ EEF Improving Social and Emotional Learning in Primary Schools

⁹ EEF Improving Social and Emotional Learning in Primary Schools

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Last year teaching assistant time was used to deliver interventions during periods of recovery and whole class teaching during Lockdown – both academic and pastoral support was required. KS2 outcomes - In school tracking of pupils receiving PPG:

PP outcomes: Y6 (7 pupils)

R 29% (14% GDS)

W 29% (0% GDS)

M 29% (14% GDS)

This strategy may appear to have limited success but all of the pupils did achieve in line with their starting points except in GDS writing. The strategic use of TA support enabled those pupils previously on track to maintain their trajectory through effective home learning support and recovery actions in school.

Before and After School ‘wrap around care’ provided opportunities for anxious parents to keep their children in school and avoid the busier times of the day.

	Attendances
Pupil Premium	94.04%
Not Pupil Premium	97.51%

Although lower this was a significant improvement for key pupils who improved from 60% to 89.5%. Three most regular attending pupils 98.9% 100% 99% school attendance for the year.

A second school closure for Covid 19 has led to further loss of learning for pupils¹⁰ but PiXI and Insight have enabled us to identify and respond to gaps. The lower levels of

¹⁰ Understanding Progress in the 2020/21 Academic Year – a research report from Renaissance Learning and the Education Policy Institute *Throughout the academic year 2020/21, the research finds that pupils from disadvantaged backgrounds (primarily those eligible for free school meals at some point in the last six years) experienced greater learning losses than their more affluent peers as a result of the pandemic.*

parental support available to disadvantaged pupils meant their learning loss was greater** and diagnostic assessment and suitable interventions at whole class and small group level has enabled us to ameliorate the impact. This would not have been possible without access to the PiXL resources.

Summer Outcomes 2021

KS2	Exp
R	71
W	59
M	71
RWM	50

KS1	Exp
R	64
W	54
M	54
RWM	45

To ensure access to remote learning, 12 iPads were purchased for KS1 to build on digital education gains from home learning and ensure in the case of future lockdowns that we have suitable devices for younger pupils. This strategy has enabled us to provide laptops for pupils at home post lockdown to support homework and parent engagement.

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
PiXL Primary	PiXL org.uk
Insight Tracking	Insight Tracking.Com

The latest data and analysis show that by the summer term, the gap in learning loss between disadvantaged pupils and their more affluent peers in reading was around 0.4 months for primary aged pupils and around 1.6 months for secondary aged pupils. The gap in mathematics for primary aged pupils was around half a month.