

# Pupil premium strategy statement 3 year Strategy 2021-2024

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 Nicholas of Tolentine RC Primary School
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	62 pupils – 50.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	March 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Gloria Speed
Pupil premium lead	Natalie Barker
Governor / Trustee lead	Graham Colls

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,220
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119, 965

# Part A: Pupil premium strategy plan

## Statement of intent

At Nicholas of Tolentine RC Primary school, we believe that all children should be given them the opportunities to enable them to reach their full potential. We have developed our curriculum to reflect the community the children live in, giving them the opportunities to see themselves as positive learners. We embed our school values alongside our Catholic ethos.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential. At St Nicholas, we are determined to provide the support and guidance they need to help them overcome these barriers. We understand the importance of working with all parents to best support their children.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

## Challenges

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

### 3 year review

Challenge number	Detail of challenge
1	Impact of behaviour, social and emotional needs, including emotional resilience, and SEND needs on their own and others learning – can result from low self esteem – This will continue to be a challenge due to the school community. We have also had many new starters, some with high need. This continues to be a challenge for the school due to the challenges that our families face.
2	Not being a fluent reader (including phonics), which can impact on the learning of our curriculum – This needs to remain as a challenge and has been identified as a target from our most recent SIP. English Lead has led staff INSET on how to develop fluency across the school. We now have a consistent phonics scheme in place which is helping to improve fluency in EYFS + KS1. Fluency in reading has improved. A consistent phonics scheme (unlocking letters and sounds) alongside targeted interventions has supported with this. EAL and speech and language needs continue to be a barrier for our children.

3	<p>Poor oral language skills with limited understanding of a wide range of a vocabulary – SSLIC project focused on oracy across EYFS + KS1 and progress had been made.</p> <p>The teaching of vocabulary has improved across the school. However, EAL and speech and language needs continue to be a barrier for our children.</p>
4	<p>Pupils have limited experiences beyond their home life and immediate community. This continues to be a challenge and needs to be carefully considered and planned for, particularly when introducing new topics.</p>
5	<p>Lower attendance of Pupil premium children (punctuality has improved due to Covid-19).</p> <p>Attendance continues to improve, with clear strategies in place to monitor and improve attendance for our most vulnerable. Currently, 67.5% of PP children have either good or excellent attendance. 14.5% are persistently absent and 18.1% are at risk of being persistently absent.</p>
6	<p>Gaps in learning due to the COVID pandemic in Reading, Writing and Maths. There are still gaps evident from COVID. Interventions are well planned and implement to support children still displaying gaps in their learning.</p>
7	<p>Safeguarding concerns impacting on social skills, emotional well-being and resilience.</p> <p>This continues to be a challenge for the school. We have a wide range of additional pastoral interventions in support for our children.</p>
8	<p>Parents are less engaged in the academic aspects of learning.</p> <p>Parental engagement can fluctuate. We continue to try to involve parents as much as possible. Some of our school events are extremely well attended by parents and we want to build on this moving forward.</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	End of current strategy plan review
<p>Improved outcomes (expected &amp; greater depth) in reading, writing and maths in every year group. Increased subject knowledge for staff across school including planning and accurate assessment.</p>	<ul style="list-style-type: none"> <li>• HLTAs provide release time for teachers to administer interventions. They also provide release time for teachers so that high quality coaching and mentoring models can be implemented by the SENCO and DH.</li> <li>• Two are deployed to the end of key stages: Year 2 reading intervention and Year 3 and year 4 interventions</li> <li>• Additional HLTA being trained in Reading Recovery and deployed to EYFS/Y1/Y2</li> <li>• Governing body and SLT monitors progress and impact regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Data is improving year on year</li> <li>• Our last years SATs results were: <ul style="list-style-type: none"> <li>- RWM combined (EXS): 37%</li> <li>- Reading (EXS): 56%</li> <li>- Reading (GDS): 19%</li> <li>- Writing (EXS): 48%</li> <li>- Writing (GDS): 4%</li> <li>- Maths (EXS): 41%</li> <li>- Maths (GDS): 4%</li> <li>- GPS (EXS): 52%</li> <li>- GPS (GDS): 15%</li> </ul> </li> <li>• Phonics screening check was 63%</li> <li>• EYFS GLD was 46%</li> </ul>

<p>Increase subject knowledge and confidence of staff planning and teaching early reading and phonics in EYFS and KS1.</p>	<ul style="list-style-type: none"> <li>Engaging with Mangotsfield English hub to accelerate progress. Funding will be used to provide further phonics training and support</li> </ul>	<ul style="list-style-type: none"> <li>Staff feel more confident with their subject knowledge and confidence of staff planning and teaching early reading and phonics in EYFS and KS1. This is due to ongoing CPD and support provided by the English lead and the use of a consistent phonics scheme which is now well embedded.</li> </ul>
<p>Train and empower all staff to meet the language learning needs of all their pupils leading to improved outcomes in reading and writing.</p>	<ul style="list-style-type: none"> <li>Training and support to develop teachers' assessment, planning and preparation for children with EAL</li> <li>Train and deliver on the impact of the vocabulary gap and strategies to reduce this shared with staff</li> <li>All year groups to implement appropriate strategies for improving the teaching of vocabulary</li> <li>Implement strategic induction pack for children with EAL</li> <li>Train staff to implement thorough induction process</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo/VP attended the EAL champion training and strategies have been implemented for a clearer EAL induction for all new starters</li> <li>EAL training has been provided for teaching staff</li> <li>Speech and language needs remain a concern, particularly as the children are coming into EYFS</li> <li>All EYFS children were screened using the wellcomm screener and appropriate interventions have been planned to support language needs</li> <li>Children continue to be seen by SALT at SALT drop ins 3 x a year</li> <li>Outcomes in reading and writing for 2022-23 were: <ul style="list-style-type: none"> <li>Reading – 35% EXS and 12% GD</li> <li>Writing – 50% EXS</li> </ul> </li> <li>For 2023-24: <ul style="list-style-type: none"> <li>Reading – 56% EXS and 19% GD</li> <li>Writing – 48% EXS and 4% GD</li> </ul> </li> </ul>
<p>Improved personal, social and emotional physical development across EYFS and Y1</p>	<ul style="list-style-type: none"> <li>Small group play work for speaking and listening and for physical development aspects</li> </ul>	<ul style="list-style-type: none"> <li>We are still seeing the impact of COVID on personal, social and emotional and physical development across EYFS and Y1</li> <li>Children continue to enter reception developmentally lower than age related expectations</li> <li>More children lower down the school are benefitting from pastoral interventions – Thrive, forest nurture and play therapy</li> </ul>
<p>Improved outcomes for phonics screening in EYFS/Y1/Y2</p>	<ul style="list-style-type: none"> <li>Small group phonics intervention at KS1</li> <li>Ongoing training for LSAs will support all children to make the desired progress</li> </ul>	<ul style="list-style-type: none"> <li>Phonics interventions continue to work well across the school and are carried out by our HLTA who works across Y1/2</li> </ul>

		<ul style="list-style-type: none"> <li>Phonics screening check for 2021-22 was 39%, for 2022-23 56% and for 2023-24 63%</li> </ul>
Attendance for PP will be above national and the percentage of PP children identified as persistently absent or late will reduce	<ul style="list-style-type: none"> <li>Attendance and behaviour mentor to lead strategies</li> <li>Raise profile of attendance with a whole school approach with everyone knowing their part on improving attendance</li> <li>Analyse individual attendance on a weekly basis to ensure quick intervention</li> <li>Regular communication about punctuality and attendance in newsletters</li> <li>Implementation of daily walking bus</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from Governors and SIP visits have identified that the school is doing everything it can to improve attendance, particularly for our most vulnerable children</li> <li>Key families are still identified as PA or late</li> </ul>
Children are supported emotionally	<ul style="list-style-type: none"> <li>One to one or individual support. THRIVE practitioner and ELSA practitioner</li> <li>On-going training for all staff to identify and lead weekly THRIVE groups within their own class and/or year group</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral support across the school continues to be a strength</li> <li>Vulnerable children are identified at the earliest possible opportunity to ensure emotional support is in place for them</li> </ul>
Children can access outdoor adventure enrichment opportunities within school	<ul style="list-style-type: none"> <li>Whole school participation in forest school – every class, every term</li> <li>One term per class for allotment cultivation linked to science curriculum</li> <li>All PP pupils prioritised for any additional forest school intervention</li> </ul>	<ul style="list-style-type: none"> <li>Forest school is provided to EYFS for a weekly session, alongside 2 forest nurture groups per week</li> </ul>
Children can access musical enrichment opportunities within school	<ul style="list-style-type: none"> <li>Whole school music provision delivered by Preludes</li> <li>All PP students prioritised for music intervention</li> </ul>	<ul style="list-style-type: none"> <li>Whole school provision continues to be delivered by Preludes</li> <li>Preludes have offered a wide range of opportunities to our children such as performances and workshops</li> <li>Preludes also deliver 1:1 music interventions to identified children</li> <li>We have also started the Cultural Alliance project with the Trinity centre</li> </ul>
All parents can access learning workshops and celebration events throughout the school year	<ul style="list-style-type: none"> <li>Targeted support for parents to engage and collaborate in learning so they can help their children at home (face to face parent meetings)</li> <li>Service celebrations conducted outdoors</li> </ul>	<ul style="list-style-type: none"> <li>We continue to offer a range of parent workshops including phonics, reading, maths and online safety</li> <li>We offer a selection of events for parents to attend throughout the year, including celebration</li> </ul>

	<ul style="list-style-type: none"> <li>• Later this year (post-pandemic): Family Art Days with children in school</li> </ul>	assemblies, class assemblies and fayres
Ensure the most vulnerable have access to provision before school	<ul style="list-style-type: none"> <li>• Bagel breakfast &amp; healthy snacks for all at breaktime</li> <li>• Subsidised through magic breakfast &amp; fair share</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast club continues to be well attended by many children</li> <li>• All new children are informed about how to access breakfast club</li> <li>• The school's breakfast club won a gold award through healthy eating schools</li> </ul>
Ensure the most vulnerable have access to provision after school	<ul style="list-style-type: none"> <li>• After school forest school provision at Trinity Church</li> </ul>	<ul style="list-style-type: none"> <li>• We provide a range of after school clubs for all children, all of which are free of charge</li> </ul>

## 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: £27,574**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved outcomes (expected &amp; greater depth) in reading through the use of a Reading Recovery Teacher.</p> <p>£3000 RR training £19,532 RR HLTA salary</p>	<p>EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.</p>	<p>2 3 6</p>
<p>Increase subject knowledge and confidence of staff planning and teaching early reading and phonics in EYFS and KS1.</p> <p>£500 cover for Mangotsfield Hub work</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> + 4 months</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>2 3 6</p>

<p>Train and empower all staff to meet the language learning needs of all their pupils leading to improved outcomes in reading and writing.</p> <p>£3447 12% DHT salary for EAL/language development work</p> <p>£1095 of HLTA salary for EAL/language development work</p>	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>+ 5 months</p> <ul style="list-style-type: none"> <li>• Lower starting points for EYFS and new arrivals. Data informs that the gap continues through the school</li> <li>• Low vocabulary levels are a consistent factor for EAL/ disadvantaged pupils across the country</li> <li>• Children with restricted vocabularies at 5years old are more likely to be poor readers as adults</li> </ul>	<p>2</p> <p>3</p> <p>6</p>
---	--	----------------------------

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

**Budgeted cost: £7973.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group play work for speaking and listening and for physical development aspects to promote better personal, social and emotional and physical development across EYFS and Y1.</p> <p>Stargate - £6032.50 (25% of weekly costs)</p>	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Physical development approaches   Early years toolkit   Education Endowment Foundation   EEF</a></p> <p>+ 5 months</p> <p>Lower starting points for EYFS children, particularly with language and physical development.</p>	<p>1</p> <p>4</p> <p>7</p>
<p>Small group phonics intervention at KS1 to improve outcomes for phonics screening in EYFS/Y1/Y2</p> <ul style="list-style-type: none"> <li>• For those children identified as not being on track to achieve phonics screening</li> </ul> <p>£1941 salary for phonics instruction</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>+ 4 months</p> <p>Successful intervention for progress in previous years.</p>	<p>2</p> <p>3</p> <p>6</p>

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

**Budgeted cost: £68,432**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise profile of attendance with a whole school approach with everyone knowing their part on improving attendance.</p> <ul style="list-style-type: none"> <li>Analyse individual attendance on a weekly basis to ensure quick intervention</li> <li>Regular communication about punctuality and attendance in newsletters</li> <li>Implementation of daily walking bus</li> </ul>	<p><a href="#">Every child matters – ‘attendance is the single most influential factor on achievement’</a></p> <p>Attendance data showed PP group were lower last year so needed targeted support</p> <p>This targeted strategy has proved successful in the past closing the attendance gap</p> <p><a href="#">Narrowing the attainment gap - Daniel Sobel</a></p> <p>FSM children are twice as likely to be persistently absent.</p> <p>Children’s Social and Emotional needs improve when they are attending school regularly.</p> <p><a href="#">DFE Improving school attendance</a></p> <p>Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.</p>	<p>1 5 7</p>
<p>Children are supported emotionally through: One to one or individual support with THRIVE practitioner and/or ELSA practitioner. On-going training for all staff to identify and lead weekly THRIVE groups within their own class and/or year group.</p> <p><b>£34,949 Full Salary for MOS- Behaviour and Attendance/Family Support worker</b></p> <p><b>£18,084 Thrive/EYFS LSA salary</b></p>	<p><a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>+ 5 months</b></p> <p>Impact in previous years has shown that children who were emotionally supported have made good progress.</p> <p><b>THRIVE approach</b></p> <p>Every child needs to feel valued, involved and appreciated. If children have been emotionally thrown off track, either temporarily or over longer periods, THRIVE helps us understand their needs being signalled by their behaviour and gives us targeted strategies to help them re-engage allowing them to make progress.</p>	<p>1 7</p>
<p>Children can access outdoor adventure enrichment opportunities within school:</p> <ul style="list-style-type: none"> <li>Whole school participation in forest school –</li> </ul>	<p><a href="#">Outdoor adventure learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>+ 4 months</b></p> <p>Engagement in these opportunities by PP children is low so we want to ensure that cost does not stop them attending.</p>	<p>1 4 7</p>

<p>every class, every term</p> <ul style="list-style-type: none"> <li>• One term per class for allotment cultivation linked to science curriculum</li> <li>• All PP pupils prioritised for any additional forest school intervention</li> </ul> <p>School trips £5000</p> <p>£1750 LSA wages for after school forest school/breakfast club</p>	<p>Enriching education has significant benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.</p>	
<p>Children can access musical enrichment opportunities within school</p> <ul style="list-style-type: none"> <li>• Whole school music is delivered by Preludes</li> <li>• All PP students prioritised for music intervention</li> </ul> <p>50% of the whole school music costs - £3150</p> <p>Art &amp; Drama – Black Artists on the Move - £2000 (20% of total year spend)</p>	<p><a href="#">Arts participation   Toolkit Strand   Education Endowment Foundation   EEF</a> + 3 months</p> <p>Engagement in these opportunities by PP children is low so we want to ensure that cost does not stop them attending. Enriching education has significant benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.</p>	<p>1 4 7</p>

<p>All parents can access learning workshops and celebration events throughout the school year</p> <ul style="list-style-type: none"> <li>• Targeted support for parents to engage and collaborate in learning so they can help their children at home (face to face parent meetings)</li> <li>• Service celebrations conducted outdoors</li> <li>• Later this year (post-pandemic): Family Art Days with children in school</li> </ul>	<p><a href="#">Collaborative learning approaches   Toolkit Strand   Education Endowment Foundation   EEF</a> + 5 months</p> <p><a href="#">Parental engagement   Toolkit Strand   Education Endowment Foundation   EEF</a> +4 months</p>	<p>4 8</p>
<p>Ensure the most vulnerable have access to provision before school</p> <ul style="list-style-type: none"> <li>• Bagel breakfast &amp; healthy snacks for all at breaktime</li> <li>• Subsidised through magic breakfast &amp; fair share</li> </ul> <p>£1750 LSA wages for after school forest school/breakfast club</p>	<p><a href="#">Extending school time   Toolkit Strand   Education Endowment Foundation   EEF</a> + 3 months</p> <p>Deprivation indicator shows that families cannot access paid provision.</p>	<p>4 8</p>
<p>Ensure the most vulnerable have access to provision after school</p> <ul style="list-style-type: none"> <li>• After school forest school at Trinity Church</li> </ul> <p>£1749 LSA wages for after school forest school/breakfast club</p>	<p><a href="#">Extending school time   Toolkit Strand   Education Endowment Foundation   EEF</a> + 3 months</p> <p>Deprivation indicator shows that families cannot access paid provision.</p>	<p>4</p>

**Total budgeted cost: £103,979.50**

## 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.

Aim	Outcome
Progress in Reading and Writing	<p>KS2: Cohort All 25, PP 17</p> <p>Reading:            PP 76% (2019 39%)            Non-PP 100%            Gap 24%</p> <p>Writing:            PP 65% (2019 46%)            Non-PP 100%            Gap 35%</p> <p>Huge improvement in % at expected since 2019 but still a large gap between PP and non-PP children.            Increase in % achieving higher standard in writing but 0% achieved higher standard in reading.</p>
Progress in Mathematics	<p>KS2: Cohort All 25, PP 17</p> <p>Maths:            PP 76% (2019 39%)            Non-PP 100%            Gap: 24%</p> <p>Huge improvement in % at expected since 2019 but still a large gap between PP and non-PP children.            Small increase in % achieving higher standard.</p>
Phonics	All but 2 children passed phonics screening test following extra interventions and use of precision teaching
Other	For RWM combined, the school is above national average. Attendance is still an issue and the gap between PP and non-PP remains a concern

The return to school following the COVID 19 school closures caused anxiety for some parents and children. This had an impact on our overall attendance, particularly with our disadvantaged pupils. To support this we adopted a trauma based approach, identifying the families that required further support in returning to school.