

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% July 2023 – 63 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	March 2022
Date on which it will be reviewed	July 2022 – Reviewed with external Sept 2023 – NB
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 March 23- April 24 £98,940
Recovery premium funding allocation this academic year	£11,745 March 23- April 24 £9860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	

<p>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</p>	<p>£119, 965 March 23 – April 24 £108,800</p>
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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.

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.
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.

3	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.
4	Pupils have limited experiences beyond their home life and immediate community – This remains an ongoing challenge. Teachers are being encouraged to provide children with good quality trips giving them experiences they need linked to their learning. We also have a focus on as many good quality and purposeful whole school experiences.
5	Lower attendance of Pupil premium children (punctuality has improved due to Covid-19) – Attendance and punctuality remains a challenge, in particular for a handful of key families.
6	Gaps in learning due to the COVID pandemic in Reading, Writing and Maths - This still remains an ongoing challenge. We have a whole school focus on QFT, challenge for all and targeted interventions.
7	Safeguarding concerns impacting on social skills, emotional well-being and resilience – This still remains an ongoing challenge.
8	Parents are less engaged in the academic aspects of learning – Parents have shown a greater interest in children’s academic learning and there will be more open events in classrooms to share work, open classrooms, reading sessions, EYFS stay and play sessions etc.

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
Improved outcomes (expected & greater depth) in reading, writing and maths in every year group. Increased subject knowledge for staff across school including planning and accurate assessment.	<ul style="list-style-type: none"> • 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. HLTA’Ss are delivering planned and targeted interventions. Training for all staff delivered by SENDCo on colourful semantics and precision teaching. • Two are deployed to the end of key stages: Year 2 reading intervention and Year 3 and year 4 interventions • Additional HLTA being trained in Reading Recovery and deployed to EYFS/Y1/Y2. One HLTA is fully trained in RR but we have had to stop ongoing training due to budget limitations. HLTA is currently supporting in class in the mornings but will have targeted children to support with reading. She also teaches a phonics group 2 x a week. • Governing body and SLT monitors progress and impact regularly
Increase subject knowledge and confidence of staff planning and teaching early reading and phonics in EYFS and KS1.	<ul style="list-style-type: none"> • Engaging with Mangotsfield English hub to accelerate progress. Funding will be used to provide further phonics training and support. This support ceased as we ‘graduated’ as a school but the informal support is still available for the English lead.

	<p>English/phonics lead has attended training links to needs of the school and has delivered regular staff meetings. We are also embedding the use of 'Unlocking letters and sounds' as our phonics scheme.</p> <ul style="list-style-type: none"> • Regular staff meetings/INSET linked to English/Phonics SDP and feedback from SIP visits.
<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"> • Training and support to develop teachers' assessment, planning and preparation for children with EAL • Train and deliver on the impact of the vocabulary gap and strategies to reduce this shared with staff • All year groups to implement appropriate strategies for improving the teaching of vocabulary • Implement strategic induction pack for children with EAL • Train staff to implement thorough induction process • EAL is still an area that needs development, particularly for children who arrive with little or no English. There are resources readily available but this is an area we need to develop as a whole school
<p>Improved personal, social and emotional physical development across EYFS and Y1</p>	<ul style="list-style-type: none"> • Small group play work for speaking and listening and for physical development aspects • There has been a focus on C + L across EYFS, which in turn supports PSED development. Children are beginning to be identified earlier so that interventions and support can be put into place. Staff in the EYFS are becoming more confident with recognising the needs earlier on but this still needs monitoring by SENDCo/DH
<p>Improved outcomes for phonics screening in EYFS/Y1/Y2</p>	<ul style="list-style-type: none"> • Small group phonics intervention at KS1 • Ongoing training for LSAs will support all children to make the desired progress • Phonics screening results were 60% for Y1 and 71% for Y2 retakes. We are embedding the use of 'Unlocking letters and sounds' as our phonics scheme
<p>Attendance for PP will be above national and the percentage of PP children identified as persistently absent or late will reduce</p>	<ul style="list-style-type: none"> • Attendance and behaviour mentor to lead strategies • Raise profile of attendance with a whole school approach with everyone knowing their part on improving attendance • Analyse individual attendance on a weekly basis to ensure quick intervention • Regular communication about punctuality and attendance in newsletters • Implementation of daily walking bus

	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="7">Year group breakdown:</th> </tr> <tr> <th>Year</th> <th>Overall</th> <th>Boys</th> <th>Girls</th> <th>Pupil Premium (PP)</th> <th>Persistent Absence (All)</th> <th>Persistent Absence (PP)</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>90.2%</td> <td>90.3%</td> <td>90.2%</td> <td>88.2%</td> <td>26.6%</td> <td>26.6%</td> </tr> <tr> <td>Y1</td> <td>91.9%</td> <td>96%</td> <td>90.8%</td> <td>88.1%</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>Y2</td> <td>87%</td> <td>92.5%</td> <td>79.5%</td> <td>87.3%</td> <td>30%</td> <td>20%</td> </tr> <tr> <td>Y3</td> <td>93%</td> <td>94.5%</td> <td>91.6%</td> <td>90.1%</td> <td>22.7%</td> <td>18.1%</td> </tr> <tr> <td>Y4</td> <td>90.3%</td> <td>91.2%</td> <td>87.8%</td> <td>86.5%</td> <td>25%</td> <td>16.6%</td> </tr> <tr> <td>Y5</td> <td>92.9%</td> <td>89.6%</td> <td>96.9%</td> <td>89.8%</td> <td>18.5%</td> <td>14.8%</td> </tr> <tr> <td>Y6</td> <td>91.2%</td> <td>93.1%</td> <td>89.2%</td> <td>90.4%</td> <td>23.5%</td> <td>23.5%</td> </tr> </tbody> </table>	Year group breakdown:							Year	Overall	Boys	Girls	Pupil Premium (PP)	Persistent Absence (All)	Persistent Absence (PP)	EYFS	90.2%	90.3%	90.2%	88.2%	26.6%	26.6%	Y1	91.9%	96%	90.8%	88.1%	30%	30%	Y2	87%	92.5%	79.5%	87.3%	30%	20%	Y3	93%	94.5%	91.6%	90.1%	22.7%	18.1%	Y4	90.3%	91.2%	87.8%	86.5%	25%	16.6%	Y5	92.9%	89.6%	96.9%	89.8%	18.5%	14.8%	Y6	91.2%	93.1%	89.2%	90.4%	23.5%	23.5%
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<p>Children are supported emotionally</p>	<ul style="list-style-type: none"> • One to one or individual support. THRIVE practitioner and ELSA practitioner • On-going training for all staff to identify and lead weekly THRIVE groups within their own class and/or year group • This is one of our key areas of strength – most children are identified early to ensure correct support is in place. We have continued support from play therapy, Glow mentoring (starting Sept 23), SPARKS and EMHP • 1 child is being monitored by PMHS with SENDCo • Targeted groups/children are identified for in school support 																																																															
<p>Children can access outdoor adventure enrichment opportunities within school</p>	<ul style="list-style-type: none"> • Whole school participation in forest school – every class, every term • One term per class for allotment cultivation linked to science curriculum • All PP pupils prioritised for any additional forest school intervention • 2 classes benefit from forest school PPA – Y3 – High needs and EYFS. Forest nurture groups have also been running successfully from last academic year and will continue. • =We are also running family forest school sessions to market the school and invite local families, nurseries and childminders in to school 																																																															
<p>Children can access musical enrichment opportunities within school</p>	<ul style="list-style-type: none"> • Whole school music provision delivered by Preludes • All PP students prioritised for music intervention • Preludes is continuing for whole school lessons. Targeted children – PP/SEND/Vulnerable - also receive 1:1 sessions. 																																																															
<p>All parents can access learning workshops and celebration events throughout the school year</p>	<ul style="list-style-type: none"> • Targeted support for parents to engage and collaborate in learning so they can help their children at home (face to face parent meetings) • Service celebrations conducted outdoors • Later this year (post-pandemic): Family Art Days with children in school • This has been limited. SEND workshops, MH workshops have been offered but with limited take up. Leaders have also run workshops on phonics and English. School to continue marketing events 																																																															

	<ul style="list-style-type: none"> School are able to offer ESOL courses from Sept
Ensure the most vulnerable have access to provision before school	<ul style="list-style-type: none"> Bagel breakfast & healthy snacks for all at breaktime Subsidised through magic breakfast & fair share This is well taken up by all children – it is also a selling point for potential new starters
Ensure the most vulnerable have access to provision after school	<ul style="list-style-type: none"> After school forest school provision at Trinity Church – This has been limited due to staff requirements. More after school provision is needed. All teachers are running a club from September (1 across the year). Stargate and Preludes offer clubs once a week, as well as choir

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 & greater depth) in reading through the use of a Reading Recovery Teacher.</p> <p>£3000 RR training Deducted from school budget £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>Purchase of Unlocking letters and sounds training and</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF + 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>paying for new starters to attend training</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. £3447 12% DHT salary for EAL/language development work £1095 of HLTA salary for EAL/language development work This needs to be deployed to a specific HLTA. Two HLTA's targets reading/phonics and all have supported new starters with language development</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF + 5 months</p> <ul style="list-style-type: none"> • Lower starting points for EYFS and new arrivals. Data informs that the gap continues through the school • Low vocabulary levels are a consistent factor for EAL/ disadvantaged pupils across the country • Children with restricted vocabularies at 5years old are more likely to be poor readers as adults 	<p>2 3 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. Stargate - £6032.50 (25% of weekly costs)</p> <p>We have invested in training for EYFS staff. FB attended new to early years training and we have supported staff to attend cluster meetings. We have also had support from LEA in EYFS</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF Physical development approaches Early years toolkit Education Endowment Foundation EEF + 5 months</p> <p>Lower starting points for EYFS children, particularly with language and physical development.</p>	<p>1 4 7</p>

<p>as well as EYFS SIP support. PE is being delivered by class teacher to enable her to monitor fine and gross motor skills.</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"> For those children identified as not being on track to achieve phonics screening <p>£1941 salary for phonics instruction</p> <p>Phonics interventions have been a strength and most children have made accelerated progress.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF + 4 months</p> <p>Successful intervention for progress in previous years.</p>	<p>2 3 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"> Analyse individual attendance on a weekly basis to ensure quick intervention – clear strategies in place to raise attendance, office staff have also been 	<p>Every child matters – ‘attendance is the single most influential factor on achievement’</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>Narrowing the attainment gap - Daniel Sobel</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>DFE Improving school attendance</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>trained on attendance</p> <ul style="list-style-type: none"> • Regular communication about punctuality and attendance in newsletters • Implementation of daily walking bus 		
<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>£34,949 Full Salary for MOS- Behaviour and Attendance/Family Support worker</p> <p>Staff member is now only working 1 day a week</p> <p>£18,084 Thrive/EYFS LSA salary</p>	<p>Social and emotional learning Toolkit Strand Education Endowment Foundation EEF + 5 months</p> <p>Impact in previous years has shown that children who were emotionally supported have made good progress.</p> <p>THRIVE approach 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"> • Whole school participation in forest school – every class, every term • One term per class for allotment cultivation linked to science curriculum 	<p>Outdoor adventure learning Toolkit Strand Education Endowment Foundation EEF + 4 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>

<ul style="list-style-type: none"> All PP pupils prioritised for any additional forest school intervention <p>School trips £5000</p> <p>£1750 LSA wages for after school forest school/breakfast club</p> <ul style="list-style-type: none"> Forest nurture groups run for a whole term and target most vulnerable children (inc. PP) 		
<p>Children can access musical enrichment opportunities within school</p> <ul style="list-style-type: none"> Whole school music is delivered by Preludes All PP students prioritised for music intervention <p>50% of the whole school music costs - £3150</p> <p>Art & Drama—Black Artists on the Move—£2000 (20% of total year spend) Deducted from the school budget</p>	<p>Arts participation Toolkit Strand Education Endowment Foundation EEF + 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"> • Targeted support for parents to engage and collaborate in learning so they can help their children at home (face to face parent meetings) • Service celebrations conducted outdoors • Later this year (post-pandemic): Family Art Days with children in school 	<p>Collaborative learning approaches Toolkit Strand Education Endowment Foundation EEF + 5 months</p> <p>Parental engagement Toolkit Strand Education Endowment Foundation EEF +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"> • Bagel breakfast & healthy snacks for all at breaktime • Subsidised through magic breakfast & fair share <p>£1750 LSA wages for after school forest school/breakfast club</p>	<p>Extending school time Toolkit Strand Education Endowment Foundation EEF + 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"> • After school forest school at Trinity Church <p>£1749 LSA wages for after school forest school/breakfast club</p>	<p>Extending school time Toolkit Strand Education Endowment Foundation EEF + 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

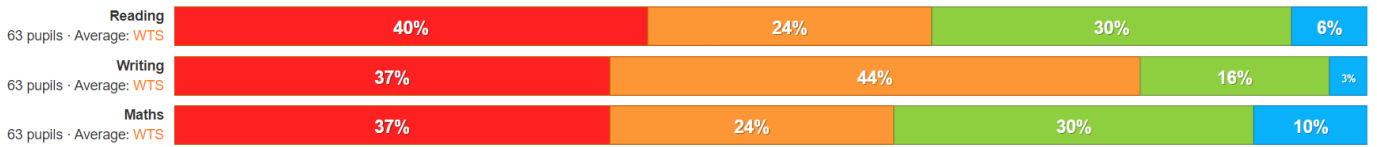
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2022-2023

Aim	Outcome
Progress in Reading and Writing	<p>KS2: Cohort All 25, PP 17 Cohort – 17, PP – 14 (82.4%)</p> <p>Reading: PP 76% (2019 39%) PP 35% (21% Expected and 14% GD) Non-PP 100% 33% Gap 24% -2%</p> <p>Writing: PP 65% (2019 46%) PP 50% Non-PP 100% 33% Gap 35% -2%</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. PP children achieved better than non-PP children, however 82.4% of the class were PP.</p>
Progress in Mathematics	<p>KS2: Cohort All 25, PP 17 Cohort – 17, PP – 14 (82.4%)</p> <p>Maths: PP 76% (2019 39%) 14% Non-PP 100% 33% Gap: 24% 19%</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. Very few PP children (only 2) achieved expected in maths.</p>
Phonics	<p>All but 2 children passed phonics screening test following extra interventions and use of precision teaching 60% passed the PSC in Y1 and 80% passed in Y2.</p>
Other	<p>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 Although attendance remains low in school, with some year groups having lower attendance for PP children, the gap between PP and non-PP is less (see above table).</p>

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Combined attainment



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.