

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 (3 year plans are recommended)	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
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	£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.

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
2	Not being a fluent reader (including phonics), which can impact on the learning of our curriculum
3	Poor oral language skills with limited understanding of a wide range of a vocabulary
4	Pupils have limited experiences beyond their home life and immediate community
5	Lower attendance of Pupil premium children (punctuality has improved due to Covid-19)
6	Gaps in learning due to the COVID pandemic in Reading, Writing and Maths
7	Safeguarding concerns impacting on social skills, emotional well-being and resilience
8	Parents are less engaged in the academic aspects of learning

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
<p>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.</p>	<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. • 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 • Governing body and SLT monitors progress and impact regularly
<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"> • Engaging with Mangotsfield English hub to accelerate progress. Funding will be used to provide further phonics training and support
<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
<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
<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
<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

Children are supported emotionally	<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
Children can access outdoor adventure enrichment opportunities within school	<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
Children can access musical enrichment opportunities within school	<ul style="list-style-type: none"> • Whole school music provision delivered by Preludes • All PP students prioritised for music intervention
All parents can access learning workshops and celebration events throughout the school year	<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
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
Ensure the most vulnerable have access to provision after school	<ul style="list-style-type: none"> • After school forest school provision at Trinity Church

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 £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>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>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 £1095 of HLTA salary for EAL/language development work</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.</p> <p>Stargate - £6032.50 (25% of weekly costs)</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>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 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 Regular communication about 	<p>Every child matters – ‘attendance is the single most influential factor on achievement’ Attendance data showed PP group were lower last year so needed targeted support This targeted strategy has proved successful in the past closing the attendance gap Narrowing the attainment gap - Daniel Sobel 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>1 5 7</p>

<p>punctuality and attendance in newsletters</p> <ul style="list-style-type: none"> • Implementation of daily walking bus 	<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>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>£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 • All PP pupils prioritised for any additional forest school intervention <p>School trips £5000</p>	<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>

<p>£1750 LSA wages for after school forest school/breakfast club</p>		
<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)</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.

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.