

Pupil Premium Strategy Statement 2022-2023

St Brendan's RC Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	14.98%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing Board
Pupil premium/Finance lead	Mrs F Brindley
Governor / Trustee lead	Mrs J Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022/23 financial budget (Sep 22 to Mar 23 - 7/12): £27,254.00 2023/24 financial budget (Apr 23 to Aug 23 - 5/12): £22,515.00	£49,769.00
Recovery premium funding allocation this academic year	£4,701.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>).	£0
Total budget for this academic year	£54,470.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve these outcomes. High-quality Catholic Teaching is at the heart of our approach and we want our high attainers to make good progress and at the same time, our approach will benefit the disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment and progress will be sustained and improved alongside those of their non-disadvantaged peers.

Our ultimate objectives are to:

- Remove barriers to learning created by family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our aspirational and challenging curriculum is designed to create educated citizens, who place Christ and the teachings of the Catholic faith at the centre of their lives.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children, mostly boys, are not achieving the expected standard in Reading, Writing and Maths (Data from July 22)
2	Some Pupil Premium children are making below expected progress in Reading, Writing and Maths (Data from July 22)
3	The majority of Pupil Premium children are not achieving Greater Depth standard in Reading, Writing and Maths (Data from July 22)
4	Attendance for a small number of children eligible for Pupil Premium is just below national. This reduces their school hours and impacts on their achievement
5	Emotional well-being of children is increasing throughout the school.

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
An increase in Pupil Premium children achieving the expected standard in Reading, Writing and Maths, through rigorous monitoring in school	All children will have access to a wide range of curricular and extracurricular support.
An increase in Pupil Premium children making expected progress in Reading, Writing and Maths, through rigorous monitoring in school	All children will have access to a wide range of curricular and extracurricular support.
Closely monitor Greater Depth and ensure Pupil Premium children are achieving Greater Depth in Reading, Writing & Maths	All children will have access to a wide range of curricular and extracurricular activities.

Improve attendance of Pupil Premium children	Review school policy for attendance and put measures in place to support the child and their family.
Children are emotionally ready to learn and meet the demands of school	Continue to support children with social and emotional barriers to learning throughout school, also working with families that require support

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to receive high quality CPD to support curriculum planning to ensure gaps in knowledge are addressed	The quality of teaching is the most important focus in making a difference to children's learning.	1, 2, 3
Continue to supply quality Reading resources and reading areas around school	DfE encourages high quality reading material and that school teach phonics using a synthetic phonics programme	1, 2, 3
Computing resources to improve personalised learning	The EFF have stated that online intervention is a positive strategy to close any gaps	1, 2, 3, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted English (inc Phonics) and Maths interventions across all year groups	The EEF supports the effectiveness of Teaching Assistants providing support and delivery of high quality interventions.	1, 2, 3
Use of Teaching Assistants to deliver support for Maths and English including small phonics interventions		1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on the small number of children who have a persistent attendance/punctuality issue	Increased parental engagement with school. Provide wellbeing support to parents via Bloom Wellbeing.	4, 5
Curriculum Enhancement Subsidising educational visits in the wider curriculum	Giving children experiences in life that are not dependant on family incomes.	5
Breakfast Club	Support to parents	5
Wellbeing Dog, Maple	Academic research has shown that dogs working and helping in the school environment can achieve the following:- 1) Improve academic achievement. 2) Calming behaviours. 3) Increase social skills and self-esteem. 4) Increase confidence. 5) Motivate children who are often less attentive	4, 5

Part B: Review of the previous academic year

Outcomes for disadvantaged children

Children in Years 1 to 6 who are eligible for PPG funding are clearly identified and support is put in place in Pupil Progress Meetings.

Children who are in receipt of Pupil Premium have made good progress, however some still have gaps to fill and staff are working hard on this with individual children.

We have seen that children who have received extra support and intervention, this has had a positive effect on Maths and English compared to the previous academic year.

Wellbeing/Family Support - Interventions with children and their families completed. Early Help Assessments & Reviews take place to look at suggestions and outcomes. Parental feedback has been very positive.

Our well-being dog, Maple has continued to be a welcomed addition to the school. Reading with Maple and Maple's Award has been a huge success with the children. Maple has also improved the wellbeing of children who feel anxious about coming to school.

New ICT equipment and improvements to our learning areas around school have made a positive impact on teaching and learning, mainly by motivating and engaging our pupils.

Quality teaching resources have helped to address gaps in reading, writing and maths.