



St Lewis' Catholic Primary School

Pupil Premium Strategy Statement

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	15
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	21.9.22
Date on which it will be reviewed	Sept 2022 Sept 2023 Sept 2024
Statement authorised by	Kathryn Berry
Pupil premium lead	Kathryn Berry
Governor / Trustee lead	Dorothy Heaton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775
Recovery premium funding allocation this academic year	£3642
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	£24,417

Part A: Pupil premium strategy plan

Statement of intent

At St Lewis' we create a culture of trust, collaboration, support and challenge where everyone can enjoy success and flourish because they are valued as part of our school family. We provide a knowledge-rich curriculum through which children develop the skills, knowledge and values to become life-long learners. We enable children to have belief, resilience and a strong sense of self, both as a person and as a learner, created unique and supported by our gospel values.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap for disadvantaged. We believe that exceptional teaching and learning:

- Is inspirational, aspirational, challenging and puts no limitation on potential
- Is informed by collaborative planning, assessment and evaluation
- Is built upon evidence-informed innovation, improvement and development
- Builds knowledge and skills progressively through small steps, from modelled and scaffolded learning, to independent recall and application

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help all pupils excel.

To ensure they are effective we will:

- provide personal and emotional support to ensure that they attend well, and are ready to learn
- be supported to achieve their full potential through high-quality teaching and targeted intervention
- be supported access the broad and balanced curriculum, and wider extracurricular activities on offer

Key principles of our strategy plan as recommended by the EEF guidance for Pupil Premium

- High quality teaching and intervention, and high expectations of all children
- Targeted academic support using evidence-informed innovation, improvement and development

- Wider strategies including attendance support, mental health and well-being support and intervention, high quality RSHE, personal development,

Challenges

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

Challenge number	Detail of challenge
1	Poor communication, speech and language skills including vocabulary
2	Family support for parents who have difficulties providing necessary support for their children and provision of basic needs – food, uniform, resources
3	Progress and outcomes not consistent with those of their peers
4	Social, emotional and mental health needs of children and parents which affects pupil's learning and provides a need for children to be given the opportunity to participate in enrichment activities

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 speech, language and communication skills among disadvantaged pupils.	• Assessments and observations indicate significantly improved speech, language and communication among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
All pupils receive the same opportunities as a result of sensitive intervention of support for families.	• Children will feel safe and looked after, they are fed and are fully equipped to meet the challenges of school life.
Progress and outcomes are consistent with peers with the same starting point	• Pupil premium children make progress in line with peers with the same starting point

	- Any differences in progress / attainment in comparison to non-pupil premium peers have been diminished as a result of targeted support / intervention - Children's outcomes are in line with non-pupil premium peers with the same starting point - Outcomes / Progress at the end of each Key Stage for Pupil Premium children are at least in line with those of Pupil Premium children nationally
Children are emotionally ready for learning and can self-regulate	- Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. - Children are aware of their emotions. - Children have the skills to support each other. - Sustained high levels of wellbeing demonstrated by: qualitative data from the child's voice, parent surveys and teacher observations a reduction in the number of children added to CPOMS for emotional or wellbeing related difficulties

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: £ 4102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of technology to support	The EEF evidence shows that schools can use technology in	1 2 3

learning both inside the classroom and at home eg Monster Phonics home readers, Times Tables RockStars, and Reading Plus.	many ways and with a wide range of aims. These include seeking to change classroom practice directly. The use of technology for reading, maths and comprehension as well as Computing has enhanced the offer to our children.	
Purchase of standardised assessments (NFER) and use of FFT Aspire. Training for staff to ensure assessments are interpreted and administered correctly	• The NFER tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. • EEF states that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. EEF go on to state that the investment in the use of standardised assessments is valuable	3
English Lead Research programme Staff work with partner school to identify an area for development and using research based practice to support the progress and development.	• School leaders must also utilise a broad array of external evidence to inform their decision making, alongside the expert knowledge they have of the pupils in their care. • school leaders should seek relevant and robust evidence on which approaches are most likely to provide appropriate and effective solutions, (EEF)	3
Maths Mastery programme with coaching for Maths subject leader	• EEF research reports that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.	3

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

Budgeted cost: £14,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted group and 1-to1 intervention	- Tracking has identified under-performance / under-achievement for some Pupil Premium children compared to peers - Provision of planned interventions (short-term programmes) based on analysis of formative and summative data, and reactive interventions (responsive teaching) as a result of teacher assessment of ongoing progress, closely linked to class learning as pre-teaching or follow-up - EEF: Making best use of teaching assistants	1 3
Wellcomm speech and language programme	All children assessment and in school programmes developed to support those highlighted with early intervention	1 2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Training for one staff member to become fully trained to deliver the programme in school	The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children and young people learn better and are happier in school if	4

	their emotional needs are also addressed.	
Senior Mental health Lead training	Promoting emotional resilience The EEF identifies that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	4
Termly attendance meetings with Local Authority attendance officer	The school recognises that many pupils in the school are late or not attending school at all. Disadvantaged Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step. Providing both children and parents with an understanding of the importance of good attendance	2 3

Total budgeted cost: £20, 087

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching:

- Monitoring of teaching shows evidence of high quality creative teaching with consistent use of increasingly evidence-informed strategies, following the school Assessment for Teaching and Learning Policy and Mastery in maths programme.

Targeted Academic Support

- Pupil Progress reviews and individual support plans outline clearly provision in place for disadvantaged children.
- School based tuition supported groups of three disadvantaged pupils.
- 13% of disadvantaged children also have support for SEND.
- In reading, 60% of children achieved age related expectation for their year group, with 8% achieving greater depth.
- In writing, 60% of children achieved age related expectation for their year group
- In maths, 67% of children achieved age related expectation for their year group

Wider strategies:

- Early Help and Mental health support via our Learning Mentor was available for staff to seek advice on how to support children with emerging mental health needs.
- Training has been provided for staff to enable identification of concerns and signposting to appropriate support services as required.
- All children were enabled to access after-school clubs, trips and experiences and residential visits.
- All children participated in one trip, experience and residential visit throughout the year.
- All children attended at least one after school club throughout the year
- Attendance support was available for a case of persistent absence with advice given to school and the family