

Pupil premium strategy statement – St Wulstan’s Catholic 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	158
Proportion (%) of pupil premium eligible pupils	34/158 = 22%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	Friday 9th December
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Kim Savage
Pupil premium lead	Mrs Liz Warnett
Governor / Trustee lead	Mr Bob Horton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
Recovery premium funding allocation this academic year	£5,075
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	£59,090
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

At St Wulstan's Catholic Primary School, we provide an inclusive education which equips all learners for future success. Our curriculum is designed to overcome the barriers to learning that disadvantaged students face, promote cultural capital by providing enrichment opportunities throughout the curriculum and via involvement in the wider school community whilst bridging the academic gaps in learning and raising attainment. 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our Pupil Premium Strategy Plan, including our Recovery Premium, outlines the additional support that disadvantaged pupils receive to ensure that they meet the same aspirational objectives as their non-disadvantaged peers.

Our strategy is also integral to our plans for education recovery (including through the National Tutoring Programme), for pupils whose education has been worst affected by the Covid-19 pandemic, including non-disadvantaged pupils. Our intention to ensure non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The key principles of our plan are:

- to identify pupil needs, intervene early and provide pupils with small group booster/tuition sessions, to help overcome any gaps in education brought on by a variety of factors.
- to adopt an approach where all staff take responsibility for pupil outcomes and raise expectations for all (including disadvantaged pupils).
- to help towards activity costs, to enable us to provide a rich diverse experience for our pupils.
- to ensure disadvantaged pupils are challenged in the work that they're set.
- to ensure that disadvantaged pupils attend school at least as regularly as their non-disadvantaged peers.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates in Reading, Writing and maths.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level and developing their cultural capital

These complement the whole-school priorities within the School Development Plan (SDP) for 2022-23.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged gap in Reading and maths: 61% of disadvantaged pupils across the school achieved the expected standard in maths compared to 78% of their peers. 55% of disadvantaged pupils across the school achieved the expected standard in Reading compared to 78% of their peers. We are aiming for this gap to be narrowed and to bring the attainment and therefore progress of disadvantaged pupils more in line with their peers.
2	Additional needs: 17% of our pupils have additional needs, particularly difficulties with speech and language. 30% of these pupils are also disadvantaged and their difficulties with speech and language skills are impacting on their progress.
3	Disadvantaged pupil achievement in phonics KS1 and 2: 50% of disadvantaged pupils passed the Year 1 phonics screening check compared to 86% of their peers.
4	Disadvantaged pupil attendance: Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been between 6% lower than for non-disadvantaged pupils. 42% of disadvantaged pupils have been 'persistently absent' compared to 24% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Education and well-being: Our observations and discussions with pupils and families have identified social and emotional issues for a number of pupils, due to a range of reasons. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Pupil Premium pupils to make accelerated progress to narrow the attainment gap between PP and non-PP pupils, including additional challenge for more able Pupil Premium pupils	Achieve national average progress in reading, writing and mathematics Progress evident in pupils' work and in end of phase/key stage attainment
Pupil Premium pupils to reach the required standard in phonics by the end of Year 1	Year 1 PP pupils - 75% to pass Phonic Check at the end of Year 1 (based on current cohort of 4 PP pupils) Year 2 PP pupils - 75% to pass Phonic Check by the end of Year 2 (based on current cohort of 4 PP pupils)

Pupil Premium pupils to continue to develop reading skills in upper key stage 2	Upper key stage 2 pupils to make measurable progress in knowledge of phonics which will directly impact upon their decoding skills when reading longer texts for meaning.
Improved attendance of Pupil Premium pupils	95% attendance rate for Pupil Premium pupils by July 2023
Improve access to nurture support within a carefully designed environment	Pupils report an improvement in their well-being and evidence of a positive impact seen upon their work

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: £23,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of temporary teacher for Year 1 to provide small group phonic and maths teaching in order to support vulnerable learners.	Small group tuition as recommended by EEF: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3

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

Budgeted cost: £37,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of temporary teacher to provide speech and language interventions based on specialist recommendations to disadvantaged and other identified learners. £9,600	Specialist recommendations made by Speech and Language team. Evidence backed interventions have been identified and have been used previously in school – progress demonstrated by SALT reviews.	2

Delivering research backed interventions that ensure targeted teaching and measurable progress through use of Shine Reading and Mathematics interventions £2400	Trialled last year and internal intervention reviews show a positive impact. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Use of National Tutoring Programme funding to provide tutoring sessions to disadvantaged pupils and other identified learners in order to support maths and Reading skills £22,464	DFE recommended approach and use of funding. Small group tuition EEF (educationendowmentfoundation.org.uk)	1
Delivering research backed interventions that ensure targeted teaching and measurable progress of phonic and reading skills for disadvantaged pupils and other identified learners. £2405	RWI Fresh Start materials: continuation of systematic phonics programme backed by research delivered to improve Reading skills in upper key stage 2, particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	3
Language Links interventions – EYFS/identified learners. £275	Use of research backed intervention programme. This has been used in previous years in school with demonstrable progress made by targeted pupils.	2

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

Budgeted cost: £1514

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of EWO to support attendance and punctuality £514	Previous successful school-based initiatives DFE Improving attendance links needed here.	4
Nurture room provision - £500	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with	5

	peers): EEF_Social_and_Emotional_Learning.pdf	
Enrichment opportunities for disadvantaged pupils £500	As required.	

Total budgeted cost: £62,114

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. As a school, we feel that the performance data for key stages 1 and 2 plus the phonics check for 2022 reflect the impact made by spending of pupil premium funds in the previous academic year. *Comparison to national level to be finalised.*

EYFS GLD (10 children, 4 PP)

50% of Pupil Premium pupils achieved a Good Level of Development compared to 67% of their non-disadvantaged peers. Areas for support identified for PP children to continue to build upon during Year 1.

Year 1 Phonics Screening Check (30 children, 8 PP)

50% of Pupil Premium pupils passed their Phonics Screening Check compared to 86% of their non-disadvantaged peers. Continued small group focus next year in order to close this gap with a target of 75% of PP pupils who didn't pass in Year 1 (4 children) to pass in their Year 2 screening.

Key Stage 1 Outcomes (20 children, 3 PP)

Reading: PP 67% Expected plus compared to 82% of non-disadvantaged pupils.

PP 0% GD compared to 35% of non-disadvantaged pupils.

Writing: PP 67% Expected plus compared to 82% of non-disadvantaged pupils.

PP 0% GD compared to 29% of non-disadvantaged pupils.

Maths: PP 67% Expected plus compared to 82% of non-disadvantaged pupils.

PP 0% GD compared to 29% of non-disadvantaged pupils.

Key Stage 2 Outcome – School Led Tutoring (19 children, 5 PP)

Reading: PP 80% Expected plus compared to 89% of non-disadvantaged pupils.

PP 60% GD compared to 53% of non-disadvantaged pupils.

Writing: PP 80% Expected plus compared to 95% of non-disadvantaged pupils.

PP 0% GD compared to 37% of non-disadvantaged pupils.

Maths: PP 40% Expected plus compared to 74% of non-disadvantaged pupils. (*case study to be created prior to PP link meeting*)

PP 0% GD compared to 58% of non-disadvantaged pupils.

Internal Attainment and Progress Data

Whole School	Reading	Writing	Maths
% PP at or above Expected	55%	55%	61%
% non PP at or above Expected	79%	74%	78%
PP Progress Score (Expected = 4)	4.2	4.0	4.0
Non PP Progress Score (Expected = 4)	4.2	4.1	4.0

Third Space Learning

Disadvantaged pupils and other identified learners received online 1:1 maths tuition via Third Space Learning. Internal summative assessments were used to judge impact. 100% of PP pupils targeted saw an improvement in their progress and attainment in maths compared to 88% of their peers.

Data from sources above along with internal data and reviews suggest that, despite some strong individual performances, there are still gaps in progress and attainment of the school's disadvantaged pupils in 2021/22 that require further narrowing. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Shine Interventions	Hodder Education
Language Links	Speech Link Multimedia
RWI Fresh Start	Ruth Miskin

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- PE funding is also being used to support disadvantaged pupils. Pupils that attract Pupil Premium funding are prioritised for extra-curricular sporting events and clubs. These include participating in competitive sporting events (such as football, netball, cross country) and events specifically designed to add enrichment.