

Pupil premium strategy statement

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 Adrian Catholic Primary School	
Number of pupils in school 222	
Proportion (%) of pupil premium eligible pupils 10.1%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<div>2021-2022</div> <div>With a change to our teaching structure, a new INCO and a new head teacher it seems appropriate to produce a one-year plan and then review. With relatively low PPG income it is highly impacted by cohorts leaving or joining. This further impacts on developing a 3-year plan.</div>

Date this statement was published November 2021 Date on which it will be reviewed August 2022 Statement authorised by Dominic Bedford Pupil premium lead Alex Sallis Governor / Trustee lead Alison Brown

Funding overview

Detail Amount	
Pupil premium funding allocation this academic year £ 19,315	
Recovery premium funding allocation this academic year £ 3,045	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 22,360
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Statement of intent

St Adrian Catholic Primary School is an inclusive school and we strive to help everyone feel valued and confident as an individual and as part of a loving community.

Our curriculum is ambitious and is designed to give all pupils, including disadvantaged, the knowledge and cultural capital they need to succeed in life. We actively promote a zest for learning and a passion for life's opportunities where all children can become the best that they can be, personally and academically. We prioritise diminishing the difference between disadvantaged pupils' progress and attainment and that of their peers, while ensuring outcomes for all remain as high as they can be.

By individualising each disadvantaged pupil's provision, we tailor the support we offer to each child. There is a culture where these pupils are always considered in the whole school life from attendance to access to the wider curriculum. The overriding principle is that any deficits in opportunity for these pupils are countered, where possible, by the school's inclusive nature.

Challenges

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

Challenge number	Detail of challenge
1	Despite targeted provision throughout the academic year 2020-2021, existing disparities in academic attainment and progress were exacerbated during this period. The gap between PPG and non-PPG widened in several key academic areas reading, writing and mathematics. The challenge is to ensure that teachers are skilled in using formative assessments and able to make reasonable adjustments to their planning to ensure the accelerated progress of all vulnerable groups.
2	Careful monitoring of levels of pupil engagement during lock down by teachers, and overseen by SLT, provided evidence of low levels of engagement from a higher proportion of disadvantaged pupils at St Adrian's than non-disadvantaged pupils.
3	School attendance data over time shows persistently lower levels of attendance amongst our disadvantaged cohort compared to their non-disadvantaged peers. While school disadvantaged pupil attendance is on average higher than non-disadvantaged national attendance, achievement for some disadvantaged pupils in school has been impacted by irregular and poor attendance.
4	Observations of and discussions with disadvantaged pupils in addition to analysis of behaviour records indicate that poor learning behaviour in some of our disadvantaged pupils acts as a barrier to their learning and progress.
5	Parental engagement can be lower among some of our disadvantaged pupils. For example: poor attendance at SEND reviews, parental consultations, performances, joining celebrations of learning and other school events. PPG pupils have been seen to be less likely to complete their homework activities and update Reading Records. In general, some parents of disadvantaged pupils play a less active role in the education of their children than non-disadvantaged pupils.
6	Over half (64%) of our disadvantaged pupils are currently in receipt of external support for emotional deficits or family support. Family concerns, medical needs and parenting issues play a significant role in these cases and have impacted upon achievement over the short, medium and longer term as progress data for these pupils show.

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	
To diminish the difference between the attainment and progress of disadvantaged pupils and their peers.	<p>Individual disadvantaged pupils will have made at least expected progress from their starting points.</p> <p>Some disadvantaged pupils will have made better than expected progress.</p> <p>Where a disadvantaged pupil has SEND, they will have made expected progress against their learning plan.</p>
To diminish the difference between the attendance of disadvantaged pupils and their peers.	<p>The attendance of disadvantaged pupils, with historic attendance at or above 95%, will have diminished the difference in attendance to their non-disadvantaged peers.</p> <p>The attendance of disadvantaged pupils, with historic attendance between 80% and 94%, will have significantly improved their attendance rates.</p> <p>Pupils with significant barriers to attendance (i.e. below 80%) will have received individual attendance support leading to a significant improvement in their attendance.</p>
Reduce the number of antisocial behaviour incidents for disadvantaged pupils (see school's positive behaviour policy based on HfL 'STEPS' programme).	<p>Disadvantaged pupils with a high number of antisocial behaviour incidents will have been supported in understanding our restorative behaviour policy leading to reduced number of incidents.</p> <p>Disadvantaged pupils with high numbers of antisocial behaviour incidents will be more actively involved in positive school activities.</p>
More active engagement with the parents from families of disadvantaged pupils	<p>All parents of disadvantaged pupils will attend SEND reviews and parent consultations.</p> <p>Parent surveys will provide evidence of increased engagement by parents of disadvantaged pupils.</p>
Support the emotional development of disadvantaged pupils	<p>Mentoring sessions will show that pupils are more confident members of the school community. This in turn will lead to better outcomes in attendance,</p>

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: £ 6,000

Activity	Evidence that supports this approach Challenge number(s) addressed
<p>CPD Curriculum support provided by Herts for Learning to ensure all learners especially disadvantaged and SEND have access to the full curriculum. Teachers receive training regarding reasonable adjustments to achieve this.</p>	<p>EEF guidance ‘Effective Professional Development’ 1</p> <p>reports that Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>The purchased training has been devised and delivered by Herts for Learning which is a leading <u>provider of school improvement</u>.</p> <p>Standardised tests can provide reliable insights into 1</p>
<p>Purchase of Lexplore and Dynamo Maths, standardised diagnostic assessments for reading and mathematics. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>

Enhancement of our maths teaching and curriculum planning. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number Programme).	<p>The Maths Hubs programme is Department for Education funded and led by the NCETM (National Centre for Excellence in the Teaching of Mathematics). They bring together mathematics education professionals in a collaborative national network of 40 Hubs each locally led by an outstanding school or college, to develop and spread excellent practice, for the benefit of all pupils and students.</p> <p>The maths hub programme is funded by the department of education (DfE) and coordinated centrally by the National Centre for Excellence in the Teaching of Mathematics (NCETM).</p> <p>This summary report evidences the impact of the Teaching for Mastery Programme. Summary report</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching of phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4

Small group teaching for autumn term. National Tutoring Programme and School lead tutoring (Mrs Suki Bhandal)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Small group teaching – maths (Mr Len Silver)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Structured TA interventions	Precision monitoring (PM) is an intervention used to monitor and evaluate the effectiveness of teaching methods, to maximise the learning of a basic skill. It is based on the learning hierarchy outlined by Haring and Easton (1978). The approach is also based on Vygotsky's Zone of Proximal Development.	1, 2, 4

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

Budgeted cost: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safe space counselling	Case studies of individual pupils who have received Safe Space Counselling demonstrate improved outcomes academically and pastorally.	1, 2, 3, 4

Family support workers	The EEF recognises in their, Working with Parents to Support Children's Learning guidance that sometimes more structured, evidence-based programmes are required to help to develop positive behaviour and consistency where needs are greater. Using a school partnership organisation provides access to professionals who are able to complete Family First Assessments and coordinate support that draws on all the expertise available from different agencies. It also enables them to support the family holistically rather than focusing on educational <u>elements in isolation</u> .	3, 5, 6
Mentoring of disadvantaged pupils by DHT	Internal school data provides evidence of good outcomes for 4 pupils who have been supported through weekly mentoring. Fewer behaviour incidents, better attendance and improved academic outcomes have been realised for all 4 pupils. For three of these pupils the development of positive behaviour through mentoring has contributed to the <u>pupils remaining in school</u> .	2, 3, 4
Parental engagement	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Recent research suggests that sustained effort and support is required but that small gains can prompt wider engagement. EEF: Working with Parents to Support Children's Learning	2, 3, 5

Total budgeted cost: £ 22,500

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.

Our internal assessments for the summer of 2021 indicate that disadvantaged pupils across the school attained lower than they have in the past number of years. The recovery plans that were put in place for September 2020 were interrupted by a second lockdown in January 2021 and the intended outcomes were not fully realised.

Despite constant monitoring, including phone calls home, the allocation of Chromebooks and live streamed meetings with disadvantaged pupils and families, their engagement with remote learning, including Oak Academy, was lower than their peers. Added to this was the arrival of several pupils, in-year, who had low attainment, emotional and well-being issues and a history of non-attendance.

We reacted to this as pupils returned in March 2021, by placing disadvantaged pupils into the National Tutoring Programme. Added to this we developed an individual target setting initiative to identify gaps in their learning.

Overall attendance in 2020/21 was 97%. This was exceptionally good in the circumstances where many pupils returned with anxieties around school, especially some disadvantaged pupils. For reasons of reintegration, we offered a reduced timetable to several returning disadvantaged pupils, and this impacted our attendance numbers. Therefore, the gap between disadvantaged pupils' attendance and their peers is larger than in previous years, which is why attendance is a focus of our current plan.

For some disadvantaged pupils, behaviour, wellbeing and mental health were significantly impacted last year. The DHT and the well-being lead have mentored these pupils to provide support. We have also prioritised disadvantaged pupils for support from external agencies such as Safe Space Counselling and Family Support. We intend to continue that approach with plans detailed in this strategy for 2021/22.

Despite the provision throughout the year, existing disparities in engagement and achievement were exacerbated during this period. The gap between PPG and non-PPG has widened in several key areas. For example, 64% of PPG pupils are involved with one or more external agencies supporting families with complex needs. PPG pupils also include a greater proportion of children with SEND. As a group, their attendance is significantly lower than non-PPG peers. Almost 1 in 4 PPG pupils are currently classed as persistent absentees (under 90% attendance).

Academically, it can also be seen that proportionally, fewer PPG pupils are achieving the age-related standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme Provider
Primary Maths Series Maths – No Problem!
Back-on-track English CPD package Herts for Learning

Further information (optional)

Whole school commitment to the culture of common good in our community.

“The common good is more like a multiplication sum, where if any one number is zero then the total is always zero.”

We have utilised relationships with catholic agencies to provide targeted financial support for disadvantaged families at points of crisis. Additional funds for food during lockdown was also distributed to families with the greatest need during this period.

Our Inclusion Team structure has been developed to provide a widening of our net in terms of identifying and supporting the needs of pupils in our school. Difficulties as a result of disadvantage often manifests in a variety of different ways from poor attendance, poor behaviour, poor mental health, low attainment and achievement or the need for early help from a safeguarding perspective. Our inclusion team provides a place for the leads in each of these areas to come together and share their knowledge and understanding of individual pupils and their needs which results in earlier identification and a holistic, joined up approach to providing support.

Ongoing work around British Values through whole school assemblies and activities led by pupil groups in school provide consistent messages about tolerance, respect and participation in the wider life of the school. Disadvantaged pupils are routinely encouraged to participate in these activities.

Growth mindset has also been – and continues to be - promoted in school to build resilience and raise aspirations of all pupils including disadvantaged pupils.

All disadvantaged pupils have a personalised provision map that tracks all provision - academic, pastoral, family support and any extracurricular support. Additionally, we have worked extensively with external agencies including: school nursing, the Hertfordshire attendance team, St Albans Vista Plus, Children’s Services and other teams within ISL (Integrated Services for Learning) to support disadvantaged pupils.