

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's Catholic Primary School |
| Number of pupils in school | 215 |
| Proportion (%) of pupil premium eligible pupils | 9.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Aideen Porter, Headteacher |
| Pupil premium lead | Aideen Porter, Headteacher |
| Governor / Trustee lead | Alison Brown |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £30,110 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £30,110 |

Part A: Pupil premium strategy plan

Statement of intent

St Adrian's Catholic Primary School is an inclusive school and we strive to help everyone feel valued and confident as an individual and be part of a living 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 prioritize 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 pupils' provision, we can 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 those 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 2022-2023, 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, moving from half a term behind their peers to approximately a term behind. 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 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. Seven out of the 22 pupils were classified as persistent absentees whilst another seven out of the 22 pupils had attendance of below 95%. Attendance continues to be an issue for schools nationally. |
| 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, |

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| | 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 a quarter (29%) of our disadvantaged pupils are currently in receipt of external support for emotional deficits or family support. The cost of living crisis is significantly impacting families' ability to pay for extra curricular activities such as school trips, swimming and enrichment clubs. 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. | Individual disadvantaged pupils will have made at least expected progress from their starting points. Some disadvantaged pupils will have made better than expected progress. Where a disadvantaged pupil has SEND, they will have made expected progress against their learning plan. |
| To diminish the difference between the attendance of disadvantaged pupils and their peers. | The attendance of disadvantaged pupils, with historic attendance of 95% or below will improve to match that of the non disadvantaged pupils. Pupils with significant barriers to attendance (I.e. below 80%) will have received individual attendance support leading to a significant improvement in their attendance. |
| Reduce the number of antisocial behaviour incidents for disadvantaged pupils (see school's positive behaviour policy based on HfL 'STEPS' programme. | 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. Disadvantaged pupils with high numbers of antisocial behaviour incidents will be more actively involved in positive school activities. |
| More active engagement with the parents from families of disadvantaged pupils | All parents of disadvantaged pupils will attend SEND reviews and parent consultations. Parent surveys will provide evidence of increased engagement by parents of disadvantaged pupils. |
| Support the emotional development of disadvantaged pupils | Mentoring sessions will show that pupils are more confident members of the school community. This in turn will lead to better outcomes in attendance, engagement, attainment and progress. |

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: £2,903

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of Dynamo Maths, standardised diagnostic assessments for mathematics. Training for staff to ensure assessments are interpreted and administered correctly. | Standardised 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 1, |
| Purchase of a DfE validated Systematic Synthetic Phonics programme 'Little Wandle' to secure stronger phonics teaching for all pupils. (Part subsidised by PTA) | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 1 |

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

Budgeted cost: £13,539

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 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 |
| Small group teaching of phonics | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. | 1, 4 |

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

Budgeted cost: £ 13,668

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------|---|-------------------------------|
| Grow Therapeutic | <p>SLT and staff discussions to put forward individual pupils who require extra emotional and pastoral support in order to moderate behaviour and develop coping mechanism.</p> <p>EEF Recognizes the following:</p> <p>Importance of SEL 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> | 2, 3, 4, 6 |
| Family support workers | <p>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</p> | 3, 5, 6 |

| | | |
|---|--|---------|
| | holistically rather than focusing on educational elements in isolation. | |
| Mentoring of disadvantaged pupils by SENDCO and mentoring service | Internal school data provides evidence of good outcomes for 3 pupils who have been supported through weekly mentoring. Fewer behaviour incidents, better attendance and improved academic outcomes have been realised for all 3 pupils. For three of these pupils the development of positive behaviour through mentoring has contributed to the pupils remaining in school. | 2, 3, 4 |

Total budgeted cost: £30,110

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 2021 to 2022 academic year.

There continues to be a difference in attainment between PPG and non-PPG. This is impacted by the proportionally higher number of SEND pupils within the groups (4 out of 22). Most PPG pupils have made expected progress from their starting points.

Attainment: Reading: 50%, Writing: 59%, Maths 50%

Currently PPG pupils as a cohort have an average attendance of 90%. Nationally as of April 7th 2022 this attendance for pupils eligible for FSM was 86%. Nationally average attendance on 7th April was 89% and the school average is 94%. This shows that our PPG pupils are in school on average more than non disadvantaged pupils nationally. We had one PPG child on a reduced timetable during the summer term whilst they had a change in residency. At one point in the Autumn term 2021, this child was absent for 29 days consecutively with the exception of one Monday.

The number of antisocial behaviour incidents has decreased over the Spring term, there were a total of five recorded incidents from three children. The majority of parents attended both learning plan reviews and parent consultations. Parents who did not attend initially were contacted directly by teachers and meetings were reoffered.

Three pupils are currently mentored on a weekly basis. The behaviour and attendance of these children has improved.

Following the national tutoring programme, two of the disadvantaged children achieved greater depth in their reading making accelerated progress as they were predicted to achieve working towards and expected respectively.

Externally provided programmes

| Programme | Provider |
|--|-------------------|
| Primary Maths Series | Maths-No Problem! |
| Little Wandle - Letters and Sounds Revised | Big Cat Collins |

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