

Pupil premium strategy statement

School overview

Detail	Data
School name	St Philomena's Catholic School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	15% 31 PP and 1 PP+
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	1 December 2021
Date on which it will be reviewed	1 December 2022
Statement authorised by	Veronica Maher
Pupil premium lead	Rachel Williams
Governor / Trustee lead	Mags Fairhall (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,555 & PP+ £4690
Recovery premium funding allocation this academic year	£3045
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	£25,555 + £4690 + £3045 = £33,290

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for disadvantage pupils is to ensure they are able to fulfil their potential, irrespective of background or the challenges they may face. We want our disadvantaged pupils to achieve in line with our non-disadvantaged pupils across all subject areas and enjoy all areas of our school curriculum.

The key principles of this plan are ensuring high quality teaching, supported by highly trained teaching assistants. Working closely with SENCO to ensure interventions are appropriate and effective and appropriate resources are available to staff and pupils.

High-quality teaching is at the heart of all we do at St Philomena's with teachers who are passionate about every pupil achieving their potential and becoming well-rounded happy members of society. Disadvantaged pupils are a priority for all members of staff as part of our School Development Plan and CPD is in place for all teaching and support staff.

Our approach will be responsive to common challenges for all our pupil premium children – highlighted in our end of year analysis of 2020-2021 – and each pupils individual needs, rooted in robust diagnostic assessment.

Each year we will:

1. Ensure disadvantaged pupils are challenged in the work that they are set.
2. Act early to intervene at the point need is identified
3. Continue our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This plan will be put into action in 2021-2022 academic year and developed over the next two years. It will be reviewed to ensure effectiveness and to develop further where needed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with class teachers indicate that the education and well-being of many of our disadvantaged pupils have been impacted by <u>partial school closures</u> to a greater extent than for other pupils. These findings are supported by National studies.</p> <p>This has resulted in gaps between disadvantaged pupils and non-disadvantaged pupils in maths, reading and writing.</p> <p>Our focus is on ensuring the progress and/or attainment of disadvantaged pupils is in line with that of others in all year groups.</p>
2	<p>16% of our pupil premium pupils have additional needs and are on the <u>SEND</u> register. Appropriate 1:1 support is in place for these 5 pupils.</p>
3	<p><u>Behavioural and emotional needs</u> of some of our disadvantaged pupils are a focus. A lack of <u>parental support</u> from vulnerable families impacts some of our disadvantaged pupils.</p>
4	<p>Low starting point (before joining our EYFS reception class) and <u>prior lower attainment</u> in EYFS and KS1 can have an impact on attainment throughout the school. Therefore accelerated progress is a focus.</p>
5	<p><u>Attendance</u> rates have been identified as an issue for a small number of our disadvantaged pupils but improvement was seen last year (end of 2020-2021 96.67% PP and 97.85% for non-PP)</p> <p>We will continue to monitor this to ensure pupils attendance at least matches or exceeds that of all pupils nationally (96%).</p>

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
Continued accelerated progress for our PP pupils (due to the small number in the school we can target them all easily)	<p>Higher percentage of children making expected progress by the end of KS1 and KS2.</p> <p>Data analysis for every class to focus on disadvantaged pupils every term in every class.</p> <p>Aiming for 70% of disadvantaged pupils meeting the expected standard.</p>

Improved reading progress and attainment among disadvantaged pupils	<p>KS2 outcomes in 2024-2025 show <u>more than</u> 70% of disadvantaged pupils met the expected standard.</p> <p>Aiming to see an improvement each academic year.</p>
Improved writing progress and attainment among disadvantaged pupils	<p>KS2 outcomes in 2024-2025 show <u>more than</u> 70% of disadvantaged pupils met the expected standard.</p> <p>Aiming to see an improvement each academic year.</p>
Improved maths progress and attainment among disadvantaged pupils	<p>KS2 outcomes in 2024-2025 show more than 70% of disadvantaged pupils met the expected standard.</p> <p>Aiming to see an improvement each academic year.</p>
Individual learning and emotional needs identified and supported by SENCO and class teachers. Targeted support for each pupils learning.	<p>Clear appropriate interventions planned to match needs. Data to be checked regularly to ensure effectiveness.</p> <p>Progress of disadvantaged children is in line with that of non-disadvantaged children in reading, writing and mathematics</p>
<p>Behavioural and Emotional needs and well-being of pupils supported and developed appropriately. Parental support increased.</p> <p>Disadvantaged children have access to a broad range of enrichment opportunities.</p>	<p>High levels of well being demonstrated by:</p> <p>Qualitative data from student voice</p> <p>A significant increase of disadvantaged children attending at least one extra-curricular activity</p> <p>Playtime clubs supporting positive playtime experiences (1:1 TA's on playground, sports ambassadors organising activities on the playground, prefect roles)</p>
To sustain (and continue to improve) attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2024/2025 demonstrated by:</p> <p>Overall attendance for all pupils being 97% and also 97% for disadvantaged pupils.</p>
In the event of another lockdown, disadvantaged children will engage fully with remote learning.	95% engagement with remote learning means that disadvantaged children continue to make good progress with learning. Places offered in school to disadvantaged pupils unable to work remotely.

Staff have the necessary skills to address the additional learning needs of pupils	<p>Through training, staff have the skills to address pupils' needs.</p> <p>100% of staff attending CPD each term – National college combined with CPD weeks every term.</p>
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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: £ 16,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued accelerated progress and improvement in attainment for our PP pupils.</p> <p>To ensure our average progress for disadvantaged children improves to match NA.</p> <ul style="list-style-type: none"> - TA support in class - Intervention groups – IDL, Toe-by-Toe, RWI, Plus 1, Precision spelling and reading - Social skills groups - Educational psychologist input - Speech and language therapy support - Regular data analysis, book scrutiny, lesson observations with SLT - Teachers to continue focus on PP understanding and long term memory throughout lessons (questioning, mini-plenaries, targeted differentiation, TA support, 'remember more, learn more, do more') - Professional development of all teaching staff 	<p>EEF Teaching and learning toolkit – teaching assistant interventions</p> <p>Teaching assistants can provide a large positive impact on learner outcomes. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>EEF Effective Professional Development</p> <p>High quality teaching improves pupil outcomes for all. Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom</p>	1, 4
<p>Focus on reading progress and attainment among disadvantaged pupils – whole school focus on guided reading and early reading</p> <ul style="list-style-type: none"> - Whole staff CPD (phonics and early reading) 	<p>EEF Teaching and learning toolkit – phonics</p> <p>Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the</p>	1, 2, 4,

<ul style="list-style-type: none"> - Exploring a change from guided reading to shared reading (literacy shed) - RWI in EYFS, Year 1 and Year 2 - IDL - Power of reading texts to expose children to high quality texts <p>Focus on attainment and progress in reading for PP pupils (esp Year 3 and 4)</p>	<p>development of early reading skills, particularly for children from disadvantaged backgrounds. Research suggests that phonics is particularly beneficial for younger learners (4-7 years) as they begin to read.</p> <p>EEF Teaching and learning toolkit – reading comprehension strategies</p> <p>Reading comprehension strategies are high impact on average (+6 months).</p>	
<p>Focus on attainment and progress in <u>maths</u> for PP pupils (esp Year 3 and 4)</p> <ul style="list-style-type: none"> - Plus 1 intervention - IDL intervention - Continuing to develop the use of White Rose - Linking learning to other subjects , 'remember more, learn more, do more' - Using a wide range of manipulatives and representations 	<p>EEF Teaching and learning toolkit – mastery learning</p> <p>EEF Improving mathematics in Early Years and Key Stage 1</p> <p>Recommendation – dedicate time to learn mathematics and integrate mathematics throughout the day.</p> <p>EEF Improving mathematics in Key stage 1 and 2</p>	1, 2, 4
<p>Focus on the attainment and progress in <u>writing</u> (esp Year 3, 4, 5 and 6)</p> <ul style="list-style-type: none"> - Toe by toe intervention - IDL intervention - Monthly writing champions to celebrate progress - Power of reading texts to develop reading and writing - Modelling of writing and sentence construction seen regularly in every classroom 	<p>EEF Teaching and learning toolkit – literacy</p> <p>Recommendation – teach writing composition strategies through modelling and supported practice</p> <p>Recommendation – develop pupil's transcription and sentence construction skills through extensive practice</p>	1, 2, 4
<p>Individual needs of PP pupils are identified and support put in place to improve attainment and progress.</p> <ul style="list-style-type: none"> - Review meetings with class teachers and SENCO - Provision maps - Support staff training with team teaching 	<p>EEF Teaching and learning toolkit – teaching assistant interventions</p> <p>EEF teaching and learning toolkit – SEN in mainstream schools</p> <p>School should aim to understand individual pupil's learning needs using a graduated approach of the 'assess, plan, do, review' approach</p>	2
<p>Whole staff CPD through National College – termly CPD for teachers and support staff.</p> <p>2021-2022 National College</p> <ul style="list-style-type: none"> - Supporting disadvantaged children 	<p>EEF Effective Professional Development</p> <p>High quality teaching improves pupil outcomes for all. Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom</p> <p>Encouraging and inspiring teaching will encourage children to raise their aspirations and set high goals for their futures.</p>	1, 2, 3, 4
<p>Dyslexia training for all staff</p> <p>2021-2022 National College</p>	<p>EEF teaching and learning toolkit – SEN in mainstream schools</p>	1, 2, 4

- Supporting children with Dyslexia	Pupil's with Special Educational Needs and Disability (SEND) have the greatest need for high quality teaching and are entitled to provision that supports achievement and enjoyment of school.	
<p>Previous Lower attainment</p> <ul style="list-style-type: none"> - identified on all teachers planning to ensure adults are aware of pupil premium who also had previous lower attainment to focus on accelerated progress. - Differentiated work and grouping as appropriate - Interventions put in place to support this (as above for reading, writing and maths) - Parents involved in disadvantaged pupils education through academic review days and Seesaw for regular sharing of work. 	<p>EEF teaching and learning tool kit – Within class attainment grouping.</p> <p>Within class attainment grouping has a positive impact, on, average, of 2 months additional progress.</p> <p>EEF Teaching and learning toolkit – Parental engagement</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress over the course of a year. There are also higher impacts for pupils with <u>low prior attainment</u>.</p>	1, 4

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

Budgeted cost: £22,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics intervention grouping to help disadvantaged pupils to develop word recognition and spelling skills.</p> <p>Progress carefully monitored by class teachers and make any adaptations necessary.</p> <p>Following RWI scheme.</p>	<p>EEF Teaching and learning toolkit - phonics</p> <p>Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Research suggests that phonics is particularly beneficial for younger learners (4-7 years) as they begin to read.</p> <p>EEF Teaching and learning toolkit – making effective use of teaching assistants</p> <p>Research on TA's delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three or four additional months progress.</p>	1, 2, 4,
To support five PP pupils with additional needs to be able to access the curriculum in English and Maths lessons daily.	EEF Teaching and learning toolkit – making effective use of teaching assistants	1, 2, 3, 4,

<ul style="list-style-type: none"> - 3 hours support in class each morning during English and Maths 1:1 - Termly visits from Social and Communication consultant Paul Cabb with feedback and strategies given to teachers and parents - Speech and language visits to support children and teachers 	<p>Research on TA's delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three or four additional months progress.</p> <p>EEF teaching and learning toolkit – SEN in mainstream schools</p>	
<p>Access to extracurricular activities and school trips.</p> <ul style="list-style-type: none"> - Forest school sessions - Rock steady music lessons - Inviting disadvantaged children individually to the wide range of extra-curricular clubs before, during and after school. 	<p>EEF Teaching and learning toolkit – arts participation</p> <p>Involvement in extra curricular clubs can boost confidence and support the development of social relationships. School trips provide learning opportunities outside of the classroom which can be memorable, inspiring, rewarding, confidence and relationship building. Improved emotional health leads to improved academic outcomes.</p>	3, 5
<p>Booster tutoring after school for Yr6</p> <ul style="list-style-type: none"> - Additional support for identified groups in maths, reading and writing. 	<p>EEF Teaching and learning toolkit – extending school time.</p> <p>The average impact of approaches involving extending school time is about an additional three months progress over the course of the year.</p>	

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further engagement of parents to support the PP pupils</p> <ul style="list-style-type: none"> - Workshops for parents on supporting children with reading, phonics and maths to encourage parental involvement. - Additional letters sent to homes of PP pupils to encourage parents to attend workshops - Focus of workshops to inform parents of the importance of supporting their child (simply by helping with homework and reading regularly can make a substantial difference) 	<p>EEF Teaching and learning toolkit – Parental engagement</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress over the course of a year. There are also higher impacts for pupils with low prior attainment. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	3

<ul style="list-style-type: none"> - Homework club offered during the school day to children who need it. - Ensuring parents attend academic review days and have downloaded Dojo/ Seesaw for regular sharing of work. 		
<p>Engagement with parents to improve attendance</p> <ul style="list-style-type: none"> - Ringing parents on the morning of absence - Lots of positive encouragement for the pupils – attendance stickers for best class, attendance board, attendance certificates, competition in the weekly newsletter, treat for all those pupils who achieve 100% - Jobs/ responsibilities given to small number of persistent absentees, so children are encouraged to want to be in school as they have an important job to do. 	<p>The Key – research into how attendance can impact attainment</p> <p>The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2.</p> <p>National Strategies – the links between attendance and achievement are strong.</p>	5
<p>Supporting PP pupils with behavioural or emotional needs to help them be focused academically, as well as emotionally when in school:</p> <ul style="list-style-type: none"> - ELSA (Emotional literacy support assistant) - Mental Health First Aider x2 - RSE (relationships and sex education) taught in every classroom which supports social and emotional learning. - Use of sensory room, release breaks, mentors and playtime activities (activities set up by sports ambassadors and drawing club) to ensure pupils feel safe in school and that they have places to go to clam down and talk to a trusted adult. - Pupil voice questionnaires to ensure children continue to feel safe in school and have someone to talk to. 	<p>EEF Teaching and learning toolkit – mentoring.</p> <p>Studies have found more positive impacts for pupils from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>EEF Teaching and learning toolkit – social and emotional learning.</p> <p>Integrate and model SEL skills through everyday teaching, after teaching skills explicitly (self-awareness, self regulation, social awareness, relationship skills and responsible decision-making)</p>	3

Total budgeted cost: £40,659

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.

Due to COVID-19, performance measures have not been published for 2020-2021 but as a school we felt data analysis based on internal data and teacher assessment was essential.

Here is the overview completed for our Pupil premium strategy statement 2020-2021 – End of Year analysis. This data was then analysed further to look at individual groups in the above document (Pupil premium strategy statement 2020-2021 – End of Year analysis) which can also be found on the school website.

KS2 (2020-2021) second COVID closure year so no SATS results	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
% achieving expected level or above in reading (age related)	2/5 40%	18/25 72%
% achieving expected level or above in writing (age related)	2/5 40%	19/25 76%
% achieving expected level or above in maths (age related)	3/5 60%	19/25 76%
% achieving expected level or above in science (age related)	2/5 40%	19/25 76%
% making at least 6 steps of progress in reading (Aut 1 -Sum 2)	3/5 60%	11/25 44%
% making at least 6 steps of progress in writing (Aut 1 - Sum 2)	2/5 40%	13/25 52%
% making at least 6 steps of progress in maths (Aut 1 - Sum 2)	3/5 60%	12/25 48%
% making at least 6 steps of progress in science (Aut 1 - Sum 2)	1/5 20%	5/25 20%
KS1 (2020-2021) second COVID closure year so no SATS results	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)
% achieving expected level or above in reading (age related)	0/2 0%	17/24 71%
% achieving expected level or above in writing (age related)	0/2 0%	16/24 67%
% achieving expected level or above in maths (age related)	0/2 0%	14/24 58%
% achieving expected level or above in science (age related)	1/2 50%	23/24 96%
% making at least 6 steps of progress in reading (Aut 1 - Sum 2)	2/2 100%	13/24 54%
% making at least 6 steps of progress in writing (Aut 1 - Sum 2)	1/2 50%	9/24 38%
% making at least 6 steps of progress in maths (Aut 1 - Sum 2)	1/2 50%	12/24 50%
% making at least 6 steps of progress in science (Aut 1 - Sum 2)	2/2 100%	24/24 100%

Covid 19 school closure impacted all children and we feel the impact can be seen to varying degrees in our current data. This has fed into our new pupil premium statement to focus us for moving ahead and being able to use our pupil premium funding to have the most impact on our pupils.

Remote learning

Pupil premium funding supported the adoption of a new online reading scheme 'serial mash' so pupils could access a wide range of books appropriate to their level at home. This ran alongside our choice to use Oak National Academy, White Rose maths and Purple Mash to maintain a high quality curriculum during periods of partial closure. We had excellent engagement with remote learning and the disadvantaged pupils who struggled to work online were invited into school with the Key Workers children. Teaching assistants continued to run interventions over Zoom.

Attendance

Overall attendance for 2020-2021 remained high. All of these percentages are above the previous National average of 96% (which has dropped significantly over the last year due to COVID) but we have managed to keep ours as high.

Reception – Year 6 PP	96.67%
Reception – Year 6 PP (without Y5 PP child)	96.92%
Reception – Year 6 NON - PP	97.85%
Year 1 – Year 6 PP	96.69%
Year 1 – Year 6 PP (without Y5 PP child)	96.67%
Year 1 – Year 6 NON - PP	97.88%

We have identified one disadvantaged pupils who is a persistent absentee and planned ahead on ways to further improve their attendance in 2021-2022.

Behaviour, well being and mental health

Although we have not seen a significant decline in behaviour, we are concerned about the well-being and possible mental health issues of all pupils after COVID 19 closures. The training of two Mental Health First Aiders and an Emotional Literacy Support Assistant during 2020-2021 will be beneficial moving forward into 2021-2022 to support pupils identified as needing additional support.

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
MyMaths	Mymaths
Purple mash and Serial Mash	2simple
White Rose Maths	White Rose
RWI	Ruth Miskin training

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

The lists below outline the various interventions used across St Philomena's school which are subject to ongoing further funding through the pupil premium grant. **These strategies aim to diminish the difference in the achievement between PP pupils in St Philomena's and others nationally. They also support the learning of all pupils in the 2021-2022 cohort which includes disadvantaged pupils (PP).**

Curriculum Provision and Teaching and learning Intervention

- Targeted intervention groups (RWI, precision spelling and reading, social skills, 5 minute box, handwriting groups, touch typing groups)
- Parent workshops (phonics, reading, maths)
- SLT to support both pupils and staff with managing behavioural needs and using data to inform teaching and learning
- Year 6 and year 2 boosters for SATs spring and summer term
- Music lessons – hymn practice, choir, orchestra, 'rock steady'
- Mymaths subscription
- SALT SLA language groups (speed sounds, receptive, expressive) bought in
- Specialist PE coaches
- SEN laptops available for all classes daily
- LGFL resources including WordQ being used in the classroom.
- TA in every classroom for science lessons
- Focus on previous lower, middle and higher attainment, SEND, EAL and PP in all planning and teaching
- Whole staff training about Early reading and phonics

Emotional, behavioural and social needs intervention

- Subsidised trips, breakfast club and after school club
- Social skills groups
- Paul Cabb support (EP)
- External reviews of EYFS from external consultant
- Rewards throughout the school for good behaviour, attendance and work
- TA's on the playground to ensure extra support for vulnerable children
- Sensory room set up to support those who need quiet, calm time out
- Family support worker (completing CAFs)
- Release breaks – regular and flexible
- Lunchtime activities (Lego table, drawing tables)
- Sports ambassadors helping set up and play games at break time
- Referrals to SEMH outreach/phoenix centre/ visits from ADHD nurse
- Access to 1:1 small group teaching
- Access to key members of staff (mentor)
- Monitoring of attendance
- Strategies in classrooms to support staff and pupils : Visual symbols, timetables, now/next board, social stories

Everything planned for this academic year will be COVID-19 restriction dependent and will follow our whole school risk assessment.