

## 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	Much Woolton Catholic Primary School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Matthew White Head Teacher
Pupil premium lead	Paula Regan Acting Deputy Head of School
Governor / Trustee lead	Emma-Skyner Andrews Co-Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,940 (£1345 x 50) (2345 x 4) (310 x 1)
Recovery premium funding allocation this academic year	£7,975 (£145 x 55)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,915

# Part A: Pupil premium strategy plan

## Statement of intent

*At Much Woolton Catholic Primary School our main aim is to ensure that all children regardless of their background or the challenges they face, make good progress, achieve their full potential and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.*

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence and attendance and punctuality issues. There can also be complex family situations that prevent children from flourishing and needing emotional support. The challenges are varied and particular to individual families and all teachers use data and identify pupils in their classes so that they are fully aware of strengths and weaknesses across the school. We will respond to individual challenges and needs and ensure that disadvantaged pupils are challenged in the work that they're set and that we act early to intervene at the point need is identified.

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 ultimate aim is that all disadvantaged pupils play a full and successful part in the academic and wider school community to the same extent as their peers. To achieve this we aim to

1. Ensure all disadvantaged pupils participate in the academic and wider curriculum equal to their peers.
2. To ensure disadvantaged pupils make good progress from their starting points year on year
3. To increasingly address and remove the barriers faced by pupils such as access

to technology at home, poor attendance, lack of wider opportunities

We will do this by

1. Promoting the school ethos which promotes our mission statement 'With Jesus we love learn and grow,' for all pupils regardless of disadvantage or need.
2. Using evidence that supports decisions about interventions and using interventions that are based on identified need
3. Having a strong focus on improving teaching and learning as advocated by the EEF
4. Providing high quality pastoral care to meet the needs of pupils
5. Using PP funding to benefit as many students as possible, including non-disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Attendance/Punctuality – a number of disadvantaged pupils are persistent absentees and attendance data has shown attendance of disadvantage pupils is lower than non-disadvantaged
2	Lack of access to wider curriculum and opportunities in line with their peers and barriers such as economic, social, access to
3	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
4	Narrowing of maths curriculum during COVID 19 – this lead to many gaps in the children's learning and this was evident when we used NFER tests
5	Lack of support at home for some children – through discussion and observations we recognised that many disadvantaged pupils lack support at home for home learning or homework in particular reading
6	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. The impact of COVID 19 and lockdown have had more of an effect on disadvantaged pupils compared to their peers.
7	Poor language skills on entry to EYFS

## 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
Improve attendance and punctuality for disadvantaged pupils	Gap in attendance between disadvantaged and non-disadvantaged pupils closes
High quality teaching of Read Write Inc across the school	Disadvantaged pupils pass Phonics Screening Test
Children make good progress in maths	Children achieve expected standard in maths at end of both Key Stages
Children make good progress in reading	Children achieve expected standard in reading at end of both Key Stages
Children develop good language skills in EYFS	Children achieve GLD in EYFS Profile
Improve the quality of teaching and learning with 'quality first teaching' in all classrooms	Learning walks, book scrutiny and subject lead monitoring identifies that all students experience lessons that enable good progress to be made

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: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Time for staff to peer train to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4&5
<p>CPD for White Rose CPA (concrete, pictorial, abstract) approach to maths for staff</p>	<p>Training will be held for all staff to support them in teaching using CPA approach to maths in the classroom.</p> <p><a href="#">EEF guide to pupil premium</a> – tiered approach – teaching is the top priority, including CPD.</p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all</i></p>	4
<p>Embed high quality ‘Read, Write, Inc’ (RWI) teaching across the school.</p>	<p>In 2020, 66.7% of disadvantaged pupils passed phonics screening (2/3 children) this compared to 93% of non-disadvantaged pupils. In 2021, 100% of disadvantaged pupils passed phonics screening (4/4 children) compared to 81.8% of non-disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="#">Phonics   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf">https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</a></p>	5
<p>Regular assessments to identify underperforming pupils and to inform interventions</p>	<p>Wider educational literature eg Lemov 2010 &amp; Sherrington 2019 highlights the importance of effective assessment improving student outcomes. Further to this the EEF toolkit claims that effective assessment significantly improves learning</p>	4&5
<p>Subject leads to</p>	<p><a href="https://sandbox.educationendowment">https://sandbox.educationendowment</a></p>	6

work collaboratively with St Ambrose subject leads to improve/enhance the teaching and learning within every subject	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">foundation.org.uk/education-evidence/teaching-learning-toolkit</a>	
Staff time (each term) to meet with SLT to analyse data for their class and cohort and set/review targets for the identified children to make progress.  Staff time (each term) to enable pupil progress meetings to take place.	EEF - Target teaching & support by accurately assessing pupils' needs High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs...	4,5&6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning 1:1 Tuition for Maths for Year 5&6 children	% of pupils achieved the expected standard in Maths at the end of KS2 in 2020-21. None of our PP pupils achieved GDS. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition</a>	4
Times Tables Rock Stars (TT Rock Stars) to be used across KS1 and KS2 to support maths skills (targeted for disadvantaged pupils and all, both in school and at home).	<a href="#">Times Tables Rock Stars   Case Studies</a>  <i>Homework has a positive impact on average (+ 5 months). Homework that is linked to classroom work tends to be more effective.</i> <a href="#">Homework   Education Endowment Fund</a>	4,5&6
Use Neli programme to support early language development for	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	7

identified children in EYFS		
Interventions to be carried out by experienced teachers (via the National Tutoring Programme)	<a href="https://educationendowmentfoundation.org.uk/project-s-and-evaluation/projects/national-tutoring-programme">https://educationendowmentfoundation.org.uk/project-s-and-evaluation/projects/national-tutoring-programme</a>	7
Reading Plus to be used across KS2 to support reading (targeted for disadvantaged pupils and all, both in school and at home).	<a href="https://www.readingplus.com/efficacy/all-tier-national-results-2018-2019-school-year/">https://www.readingplus.com/efficacy/all-tier-national-results-2018-2019-school-year/</a>	5&6
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by acting head and deputy head of school	<a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</i> <a href="#">Teaching Assistant Interventions   Education Endowment Foundation   EEF</a>	4,5&6

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

Budgeted cost: £33,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise uniform, extra-curricular and residential opportunities for those children who are disadvantaged	Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit  There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. We believe that a uniform promotes social equity.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	2



<p>Attendance awards/certificates for classes – those children whose attendance is 100%</p> <p>Letters sent out to PA termly reminding them of expected attendance and to offer support by acting deputy head of school</p> <p>Parents to be invited to meetings if attendance does not improve</p> <p>PA and PP attendance monitored by acting deputy head of school</p>	<p><a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</a></p> <p><i>Evidence suggests that small improvements in attendance can lead to meaningful impacts.</i></p> <p><a href="#">Attendance Interventions   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Provide breakfast club for all disadvantaged children</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs - Final Report.pdf</a></p> <p>Research suggests providing breakfast club can help with concentration and behaviour and support some children in developing social interactions. We know it also has an impact on the attendance and punctuality of some children</p>	<p>1&amp;2</p>
<p>Ensure pastoral support is available to children and families through access to support from children's Learning Mentor and outside agencies for social and emotional well being</p>	<p>Disadvantaged children are supported by the school learning mentor, who will meet with them regularly and provide support/alleviate barriers.</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p><a href="#">Social and Emotional Learning   Education Endowment Foundation   EEF</a></p>	<p>3</p>

**Total budgeted cost: £84,915**

## 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.

There is evidence that the performance of disadvantaged pupils is lower than their peers in key curriculum areas. Internal teacher assessments and standardised test showed that many of our disadvantaged pupils continue to underperform in comparison to their peers. As a school, we believe that the reasons for these outcomes are directly linked to the global pandemic and the significant impact of Covid-19 on teaching and learning. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We were resolute in maintaining a high quality curriculum during the pandemic through face to face teaching and on-line learning. Those who required it were provided with devices in order to access on-line learning during periods of closure.

Gaps in attendance have shown signs of improving but we are still addressing the issue of persistent absenteeism, especially amongst our disadvantaged pupils.

There was a good take up from families offered breakfast club. Many of our children made progress in reading, including Pupil Premium children and this was due to the use of reading Plus at home and in school. The number of families and children being referred to outside agencies rose and the number of children with emotional and mental health issues also increased. The leaning mentor increased massively the amount of time spend supporting children and families which for us as a school is essential.

### 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
Reading Plus	Ruth Miskin
TT Rockstars	Maths Circle

Nessy	Nessy
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## Service pupil premium funding (optional)

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

*1 service child £320*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Access to free breakfast club and subsidised trips. Also access to Reading Plus for all KS2, learning mentor support for vulnerable pupils and families.
What was the impact of that spending on service pupil premium eligible pupils?	High quality teaching ensured good if not better progress and interventions such as Reading Plus ensured progress in reading was better than good.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*