

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Brendan's Catholic Primary School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Leanne Brydon
Pupil premium lead	Leanne Brydon
Governor / Trustee lead	Elaine Hollenbeck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,115.00
Recovery premium funding allocation previous academic year carried forward	£9,172.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,288.00
Pupil premium catch up funding 2022 carry forward	£6,633.00
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	£98,208 <i>(Figures to be confirmed following year end meeting with Financial director)</i>

Part A: Pupil premium strategy plan

Statement of intent

“Ensuring that every child feels a sense of security and belonging within the school enables each child to accept and participate actively in transforming situations that are part of learning experiences” Loris Malaguzzi

St Brendan’s Catholic Primary School is passionate about removing barriers and meeting the needs so all of our children so that they can be successful now and into their future. Our Pupil Premium Strategy has three key priorities that we feel will prepare our children academically and emotionally to achieve this. Throughout 2023-2024, following a global pandemic, we will continue to closely monitor our progress and developments so that we can continue to refine our strategy as the year goes on ensuring we gain feedback on our strategy from pupil, parents and staff.

Please find below our rationale for each area of funding:

1. The improvement of Quality First Teaching is key to the success of all pupils, including Pupil Premium children. We believe that through the development of our bespoke curriculum, that is child centred and designed to inspire and celebrate our diverse school community, children’s engagement in learning will be increased and progress will accelerate. We are also planning to launch a whole school approach to the teaching of writing that will model high expectations and give all children, including Pupil Premium children the skills and love of reading that they need in later life. We have also planned for a daily fluency maths session to enable pupils to develop their arithmetic skills this 20-minute daily session will improve their outcomes in maths.

2. Precision targeted interventions will be a key focus throughout 2023-2023 for all children based on their gaps and barriers to knowledge, including external speech and language. Some interventions will be delivered outside of the classroom with one to one or small group tuition to ensure that children are making progress from their starting points. These interventions will focus on bridging the gap in knowledge and skills and will be robustly tracked by staff and leaders. Other interventions will take place through additional support in the classroom during lessons to support speech and language and oracy development.

3. Pastoral and attendance support for our Pupil Premium children and families is a key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. This support is given in a range of ways including a bespoke package to support pupils with their feeling of belonging, one to one nurture sessions, bereavement support, targeted support for parents, early help intervention with families, support for material disadvantage and development of cultural capital through engaging with musical or sports activities. This list is not exhaustive and we will work with each family individually, where the need arises to ensure the very best outcome is reached for the children in their care.

Evidence from our school data shows that children’s attitudes towards themselves as learners are generally low. In response to the evidence, we have created a strategy to support and raise their self-esteem and wellbeing, which we believe will improve attendance for pupils and therefore will have a positive impact on their academic outcomes.

These will be reviewed in January and April following pupil progress meetings to ensure all funding is used effectively based on the children’s emerging needs.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance by some of our children limits their learning and expands knowledge and skills gaps.
2	Some of our PP children lack learning behaviours necessary for accessing classroom learning consistently.
3	Some of our PP children lack self-esteem and/or have a poor perception of school or staff. This effects motivation and engagement.
4	<p>Most of our PP children have knowledge gaps in reading, writing or numeracy. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	Some of our PP children lack aspiration and does not see the choices offered by education
6	Some of our children's parents are not engaged with the school or learning process and do not value learning or support the learning process at home.
7	Some of our PP children suffer from material or electronic disadvantage which limit access to learning and to extra-curricular experiences.
8	Some of our PP children display behaviour which suggests social and emotional needs which can prohibit engagement with learning
9	Some of our PP children have difficulties in accessing the language required for learning due to EAL challenges. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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 offer a bespoke child-led broad and balanced curriculum, where teaching and learning is at least good.	Lessons observed as part of a formal or informal process demonstrate pupils learning behaviours as at least good.
All non-SEND PP Children make at least expected progress in reading.	Within year group cohorts, increased numbers of PP children achieving ARE in reading.
All non-SEND PP Children make at least expected progress in writing.	Within year group cohorts, increased numbers of PP children achieving ARE in writing.
All non-SEND PP Children make at least expected progress in Maths.	Within year group cohorts, increased numbers of PP children achieving ARE in Maths.
All PP children have access to further learning opportunities outside of school hours.	All children have access to internet, devices and programmes required.
Interventions are suitable, impact driven and meet children's needs.	Evaluation of interventions demonstrate that PP children achieve the intended outcome when participating in interventions.
All families who require Early Help, receive this in a timely fashion;	Support for families has successful outcomes which are sustainable.
Children who have been identified as requiring additional pastoral support receive this for the length of time that it is required.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS assessment.
Impact of the use of external agencies leads to better outcomes for pupils.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test.
The attendance of targeted PP children who are persistent absentees, improves	Work undertaken demonstrates a notable improvement in PP attendance percentages.
Children in receipt of the PP have equal access to all that the school offers in terms of additional provisions.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test.
All PP children have access to peripatetic music or sports clubs.	Engagement in extracurricular activities supports PP PASS scores improving for self-esteem and attendance.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To close the attainment gap between disadvantaged and non-disadvantaged pupils particularly in writing</p> <ul style="list-style-type: none"> * Talk For Writing training from English SL to be imbedded for a consistent and a whole school approach to raising attainment in writing with whole school links to raising attainment in reading and oracy. * Use of key vocabulary identified and explained at the start of each lesson on the whole school PPT * Use of Talk Tally chart in every class to encourage the use of correct vocabulary, subject specific terminology from Tier 3 (speaking and listening focus) * Use Spelling Shed to support vocabulary development across the school, with all PP having access to use at home * A whole school approach to talk within the curriculum is written and adhered to across the school following the ABC model * Class library books updated to support reading for pleasure at home and ensure all pupils have access to books at home to support exposure and development of language * To analyse summative assessment data and identify the children who require catch up * To develop schemas to support pupil's knowledge and understanding of text * To promote a love of learning through the school to support the development of language <p>To ensure summative end of KS2 results are at or exceed national expectations for progress in maths</p> <ul style="list-style-type: none"> * To ensure all PP access Early Bird Maths 20 minute daily fluency sessions for Yr1 -6 * Introduce same day intervention following the whole class maths lessons using the WRM * Ensure metacognition is imbedded into classroom practice focusing on teaching what this looks like and means to pupils in class and their ability to learn. * Embed the use of pink paper assessments to reinforce the retention of key facts children need to know to build secure learning foundations * Use online tracking for the provision mapping to ensure all staff have ownership on the provision map and can 	<p>We have taken particular guidance from the Ofsted Report 'how schools are spending funding successfully to maximise achievement' in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Our whole strategy is based on the production of a barrier map for all PP children on which specific gaps can be identified and responses agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus.</p> <p>All evidence including that of our own experience, the Sutton Trust and EEF toolkits and the Ofsted guidance is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest in training to ensure that quality first teaching is always supported and remains a goal.</p> <p>We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie's research culminating in the Visible Learning Metax global research database</p> <p>This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54).</p> <p>The Sutton Trust and EEF toolkits identify a focus on a few key things which have the</p>	<p>2,3,4,5,7</p>

<p>map each child's journey through the school including impact of interventions each PP child has undertaken during their time at the school</p> <p>* To analyse summative assessment data and identify the children who require catch up within class where possible 1:1 or small group with a teacher or HLTA</p> <p>*Subject leadership engagement in Trust maths training and implementation of ideas into school practice.</p>	<p>most significant national impact on achievement and progress.</p> <ol style="list-style-type: none"> 1. A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children. 2. Writing scheme across whole school that strengthens the strategies developed last year in oracy and reading. 3. Staff training and the effective use of experts to assist and intervene in the educational process for children. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing outcomes for all disadvantaged pupils to be at least inline or exceed National</p> <p>*Use baseline assessments to identify children in need of speech and language intervention – focusing on EYFS and Year 1 to work with an external speech and language therapist supported by in school group work or 1:1 with trained TA to support individual speech and language needs.</p> <p>* Use NELI programme in EYFS and Year 1 as an intervention with trained TA</p> <p>* Use NESSY program to support individual pupils needs and ensure they have access to this at home to support home learning.</p> <p>* Teacher to support children in Key Stage 2 with 1:1 tutoring in reading to support vocabulary development and understanding, which will support their writing structure, assessing gaps in knowledge as a baseline.</p> <p>* Use Spelling Shed to support vocabulary development across the school, with all PP having access to use at home</p> <p>* Pupils receive £25 worth of books 3 x yearly which are chosen by the child with adult to support for home use and to encourage reading for pleasure and of more challenging texts at home for exposure and understanding of language</p> <p>* Catch up reading programs used for individual interventions to support reading and understanding of language development 1:1 or small group with trained TA moving into writing interventions once fluency and reading mileage is achieved and sustained</p> <p>* To analyse summative assessment data and identify the children who require catch up</p> <p>*Class teachers to listen to all PP children read and assess for accuracy, fluency to ensure they are reading the correct level books for their ability.</p> <p>* HLTA and trained TA To support 1:1 reading through targeted interventions such as Switch On or through in class + support.</p>	<p>Whilst we agree that a variety of methods should be employed to meet individual need we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful method to fill gaps. This mirrors the findings of the Sutton Trust and EEF toolkits and the Ofsted guidance discussed above.</p>	<p>1,2,4</p>
	<p>The EEF have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.</p>	<p>9</p>

<p>* NGRT and NGST tests to show improvements for PP children with reading and spelling ages across the school with writing outcomes inline with national</p> <p>Maths' support 1:1 / small group in class to ensure outcomes for all disadvantaged pupils is at least inline or exceeds National</p> <p>* Use of baseline assessments to set PP children bespoke interventions to address their needs and ensure all targets are measurable using Insight to record all agreed actions.</p> <p>* Establish the Early Bird Maths approach for daily 20 minutes fluency for all pupils across the school to support arithmetic skills – bespoke to each child – to accelerate progress.</p> <p>* Use of IXL during before school/ lunchtimes/ breakfast club/ afterschool club to support PP children with maths skills in additional to home learning</p> <p>*Use of same day intervention by the class teacher following the maths lessons to address misconceptions</p> <p>* To analyse summative assessment data and identify the children who require catch up within class where possible 1:1 or small group</p> <p>*Teacher to assess with a baseline assessment and support pupils in Key Stage 2 with 1:1 tutoring to address gaps in knowledge and understanding.</p> <p>* HLTA or teacher to support in class + for targeted children or interventions to address gaps in learning or pre-teaching.</p>	<p>The average impact nationally of successful SEL interventions is an additional 4 months progress over the course of a year.</p>	<p>2,3,5,6,8</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve Pass scores and NGRT scores through addressing Cultural Capital gaps amongst PP children</p> <p>*Pupil Premium lead to identify strengths and areas for development amongst PP children from PP tracker and development individual plans with Class teachers in Pupil Progress Meetings.</p> <p>* Pupil Premium Lead to enhance the learning experiences for all children to improve engagement and ensure all experiences are progressive throughout the school</p> <p>* Access to all school trips to enhance the curriculum experience</p> <p>* Access to uniform to enhance the sense of belonging reflected in PASS scores</p> <p>* Access to peripatetic tuition or a sports activity to develop own interests in extracurricular activities (Bespoke package)</p> <p>*Access to IT provision at home to support additional learning (including internet access if needed) along with set programmes to support their learning (Spelling Shed, IXL for maths, Nessy, Class Dojo)</p>	<p>Our approach to social and emotional support is to embed inclusion as a keystone throughout our school. The priorities of our inclusion provision are...</p> <ol style="list-style-type: none"> 1. To have systems in place to secure the inclusion of all children so teachers can teach and learners can learn, 2. To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and 3. To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge. <p>There is a plethora of research surrounding the benefits and establishment of inclusion in education¹. A study called <i><u>Inclusion and the standards agenda:</u></i></p>	<p>1,2,3,4, 5, 6, 7,8, 9</p>

¹ 'Inclusive education' means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

<p>* Access to 1:1 reading support for all PP children to ensure they have the opportunity to discuss language of text that they have chosen to read from the library using NGRT scores to show improvements and progress made in reading ages. Move support onto writing or maths focus following pupil progress meetings to ensure individual gaps/ needs are met</p> <p>*All children to have access to Forest school (a half terms per year) and a bespoke PSHE curriculum to support mental health and wellbeing assessed with PASS outcomes focused on self</p> <p>*Use the baseline assessments for PASS to explore the needs for wellbeing, confidence building, and self-esteem workshops to improve PP children’s attitudes towards school and aspirations for themselves as learner through the belonging survey.</p> <p>Improve PASS schools in relation to attitudes towards school that will raise attendance rate to narrow gap and be in line with National.</p> <p>* Inclusion Manager or T to work specifically with individual families to identify specific barriers and agreed actions</p> <p>* Introduction of school app that provides parents with their child’s attendance % daily to support home/school links</p> <p>* Class teachers to undertake 1:1 learning conversations with PP pupils to establish a positive relationship and understand their barriers which will enable them to support the pupil’s more efficiently and effectively.</p> <p>* To ensure pupils wellbeing is supported through interventions in school and use of an external counselling if needed (progress is shown with before and after scores for each child who attends sessions)</p> <p>* Ensuring all parents are accessing Class Dojo to engage their child’s learning</p> <p>* Offer breakfast club for free to provide pupils with a learning ready approach reflected in PASS scores</p> <p>* Improvements in PASS scores focused on attitudes towards school and learning for each child.</p>	<p>negotiating policy pressures in England² in 2006 defines successful inclusion as ‘Schools...hav[ing] strategies for encouraging the presence, participation, and achievement of all learners’. This is now echoed in UNESCO’s ‘Guide to Ensuring Inclusion and Equality in Education’ (2017). Various models and factors have been discussed and recent studies (including Dimitrellou 2017³ and Farrell 2004⁴) have started to model the features required to enable inclusive education to occur. These studies coupled with ‘School exclusion: a literature review on the continued disproportionate exclusion of certain children⁵’ provide a comprehensive literature review of inclusion and a sound basis of research. From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.</p> <p>We firmly believe in the establishment of relationship in order to support SEL. We heavily resource pastoral support and are beginning to find strategies to better evidence this spend including the analysis of data from the PASS survey and cross-referencing outcome data with pastoral support using the Insights programme.</p> <p>We also rely on the findings of the EIF in relation to the effect of early help and intervention in respect of mental health and achievement</p>	
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Total budgeted cost: £98,208

² Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*

³ Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

⁴ Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International.

⁵ Graham et al, DfE, 2019

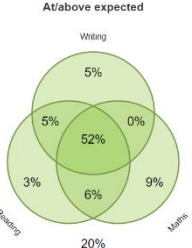
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

This summary provides an overview of PP attainment and progress as a group within the school for the academic year 2022-2023 (Please note one year groups have not undertaken all of the GL assessments)

<p>Attendance</p>	<p>PP attendance the year = 93% an improvement of +0.7% compared to the previous academic year. As a group attendance compared to whole school there is an gap of -0.6% 44% of PP were 95% or above for the academic year and 80% of PP were 90% or above for the academic year. 30 PP pupils improved on their attendance during this academic year compared to the previous year. 9 pupils who had attendance below 90% last academic year improved on their overall attendance figure to be above 90% for the 2022-2023 year.</p>
<p>NGRT & Reading (excludes yr I and R)</p>	<p>66% working at the expected ARE or above for teacher assessments At least excepted SAS progress or better was made by 62% of PP pupils, with 17% achieving higher than expected and a further 17% achieving much higher than expected progress overtime Average SAS score for November baseline = 94 and Term 6 for this academic year = 95 which shows an improvement of +2 in NGRT SAS scores Average SAS Term 2 = 94.3 Term 6 = 96.4 increase of +2.1 over the academic year. 61% of PP children achieved above their CAT scores % achieving at least expected progress with Teacher assessments is 63% Teacher assessment for PP children</p> <p>Legend ■ Below ■ Just within ■ Expected ■ Above ■ No data</p> <p>Reading Competent 34% 55% 11%</p>
<p>NGST & Writing</p>	<p>61% working at the expected ARE or above for teacher assessments Average SAS score for November baseline = 91.4 and Term 6 for this academic year = 93.5 which shows an improvement of +2.1 in NGST SAS scores At least excepted SAS progress or better was made by 84% of PP pupils, with 11% achieving higher than expected and a further 2% achieving much higher than expected progress overtime Teacher assessment for PP children</p> <p>Legend ■ Below ■ Just within ■ Expected ■ Above ■ No data</p> <p>Writing Competent 39% 58% 3%</p>
<p>PTM (excludes Yr. I and R)</p>	<p>67% working at the expected ARE or above for teacher assessments Excepted progress or better for teacher assessments was made by 73% of PP pupils an increase of 2% on last year's data Average SAS for Term 2 baseline = 87 and Term 6 = 93 which shows an improvement of + 7 in PTM SAS scores an increase of +2 on the last academic year Average progress score for the year was +7 an increase of +1 on last academic year Teacher assessment for PP children</p> <p>Legend ■ Below ■ Just within ■ Expected ■ Above ■ No data</p> <p>Maths Competent 33% 66% 1%</p>

<p>RWM combined</p>	<div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> <p>With Teacher Assessment Yr1 – 6 52% of PP children are achieving a combined for at least expected for reading, writing and maths.</p> </div> </div>
<p>Belonging Survey Outcomes (Yr1-Yr6)</p>	<p>90% of PP children feel like they belong at St Brendan’s Catholic Primary School 96% of PP children felt they had an trusted adult to share their worries with if they need to 98% of PP children felt they were treated with as much respect as the other children at our school 100% of PP children felt that adults respect them at out school Overall all areas average scores were high and generated a positive overall score, however investigation into understanding of the questions asked needs to be carried our by class teachers particularly in KSI</p>
<p>Attendance at extra-curricular activities</p>	<p>Over the year the majority of PP children have accessed the extra-curricular activities offered. Pupil voice shows a positive response from the children for the bespoke package and support they receive in school evidenced through interviews with the PP lead and PP governor. Parent voice shows a extremely positive response from the parents and the bespoke package, they feel well supported and appreciate the initiative from the school.</p>

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
IXL	IXL learning IXL Maths and English Practice
Spelling shed	EdShed Spelling Shed - Spelling Shed - Spelling made awesomer!
Edukey	Learning Plan & Provision Map Writer (edukeyapp.com)
GL assessment PASS for attitudes towards learning and self	Home - GL Assessment (gl-assessment.co.uk)

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?	Service children receive the same bespoke package offer as PP children.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Attendance for this group was 92.7% for the academic year The majority of children are on track or working at ARE for all areas of the curriculum. High levels of engagement with families and participation in afterschool clubs is 100%.</p>
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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.