

Pupil premium strategy statement

School overview

Metric	Data
School name	St Bernadette's Catholic Primary School
Pupils in school	634
Proportion of disadvantaged pupils	42% (255)
Pupil premium allocation this academic year	£342,975 + additional Recovery funding £38,570
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	September 2022
Statement authorised by	A Cowings
Pupil premium lead	A Carroll
Governor lead	L Denis

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.09 compared with 0.32 Non-PP Nat (2019)
Writing	0.74 compared with 0.27 Non-PP Nat (2019)
Maths	2.91 compared with 0.37 Non-PP Nat (2019)

Disadvantaged pupil performance overview for last academic year

Measure Reading (2019)	Score (Brackets indicates Non-PP Nat)
Meeting expected standard at KS2	72% (78%)
Achieving high standard at KS2	28% (31%)
Measure Writing (2019)	Score
Meeting expected standard at KS2	85% (83%)
Achieving high standard at KS2	3% (24%)
Measure Maths (2019)	Score
Meeting expected standard at KS2	82% (84%)
Achieving high standard at KS2	33% (31%)

Phonics 2018	(Brackets indicates Non-PP Nationally)
Percentage achieving Expected Standard	68% compared with non-PP Sch 82%(83%)
Phonics 2019	(Brackets indicates Non-PP Nationally)
Percentage achieving Expected Standard	74% compared with non-PP Sch 79% (84%)
Phonics December 2020	(Brackets indicate All pupils nationally)
Percentage achieving Expected Standard	77% compared with non-PP Sch 86% (79%)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>To develop reading fluency and enjoyment for disadvantaged pupils by increasing parental engagement and developing an understanding of the importance of reading to improve overall life chances.</p> <p>In-class teacher support LTS Reading support TA Reading intervention ICT equipment to access AR and Spelling Shed 4th Set Max 10:1 phonics teaching Book purchases</p>
Priority 2	<p>To develop and improve basic mathematical skills, in particular mental calculation strategies to ensure pupils are confident, capable mathematicians able to apply their skills in their daily lives.</p> <p>CPD for staff – calculation strategies/use of practical equipment to embed understanding ICT equipment to access TTRS/Numbots and TSL 4th set Max 10:1 maths teaching</p>
Priority 3	<p>To improve attainment in phonics tests so that it is in line with non-disadvantaged pupils in school.</p> <p>TA Intervention</p>
Barriers to learning these priorities address	<p>Poor numeracy and literacy standards in the home. Low aspirations from parents for their children Disengaged parents. Lack of understanding of the foundations of maths and English. Lack of parental support with homework.</p>
Projected spending	£60477 + Book/Prize Purchases

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Progress made by disadvantaged pupils is in line with non-disadvantaged	July 2022
Progress in Mathematics	The proportion of PP children achieving national at the end of academic year is in line with Non-PP (NTS)	July 2022
Phonics	% of disadvantaged passing phonics test in June is in line with non-disadvantaged passing phonics test.	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Continue to embed the Accelerated Reader programme, increase reading for pleasure and continue to improve strategies to enhance reading for pleasure through staff CPD. Reading lead to provide workshops for targeted, disengaged parents on strategies to use at home (linked to the SIP).</p> <p>LTS to support pupils falling below national daily. TA to target bottom 20% x3 times per week, following training received by expert teacher</p> <p>Intervention groups targeting Y4 pupils x3 weekly.</p> <p>Providing parents with strategies to develop reading support at home by expert teacher</p> <p>EYFS/KS1 parents invited in one morning a week to share a book with their child.</p> <p>Library open after school to encourage parents to become more involved with their child's reading.</p>
Priority 2	<p>Staff CPD on mental calculation strategies for their year band, with dedicated teaching time devoted to specific calculation strategies. Intervention for those who have not fully embedded the strategy throughout.</p> <p>Third Space Learning one:one intervention for those children working towards national in Y6.</p>

	<p>Pilot scheme for R/1/2 pupils on the Mastery Number Project.</p> <p>Additional small group tutoring intervention for pupils in Maths; pre-tutoring for Greater Depth and intervention for pupils working towards national in Y5.</p> <p>Increased online access to TTRS/Numbots at home and in school.</p>
Priority 3	<p>Phonics intervention for pupils in Reception, Year 1 and Year2 who are falling behind in phonics, ongoing throughout the year.</p> <p>Introduction of half termly assessment to establish their ability to encode.</p> <p>Lower sets in KS2 continue to provide phonics teaching.</p> <p>Phonics CPD</p>
Barriers to learning these priorities address	<p>Lack of reliable technology in the home</p> <p>Poor numeracy and literacy standards in the home.</p> <p>Low aspirations from parents for their children</p> <p>Disengaged parents.</p> <p>Lack of understanding of the foundations of maths and English.</p> <p>Lack of parental support with homework.</p>
Projected spending	£65868

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Continue to provide Play Therapy for those pupils who have been identified as requiring greater emotional support due to a range of different home circumstances.</p> <p>Mentoring by Pupil Support and Teaching Assistants.</p>
Priority 2	<p>Ensure attendance of poorest attenders is improved and Disadvantaged attendance is in line with all other pupils in school in order to maintain attendance of Disadvantaged pupils which was in line with attendance of non-Dis pupils in school (96.2%) from 2019.</p>
Priority 3	<p>To improve the mental well-being of pupils and ensure that they are 'ready to learn'.</p> <p>TA Training Education Partnership on Mental well-being (4 sessions)</p> <p>Pupil Premium Year Band Leads</p>

	Breakfast boxes Senior Mental Health Lead Training
Barriers to learning these priorities address	Poor Attendance and engagement with school. Emotional/Mental Health issues
Projected spending	£65,843

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff CPD timetabled for Reading and Writing implementing Jane Considine strategies, CPD for Mental Strategies timetabled.	Use of Reading, Writing and Maths Leads to oversee CPD and implementation through Scrutinies and observations. Phonics intervention in place. Expert teacher to work with identified teaching staff to develop teaching of writing and raise standards in writing.
Targeted support	Ensuring targeted parents engage and staff confidence in teaching mental strategies.	Accelerated Reader training, Workshops for Parents, Mental Calculations CPD and Phonics Intervention in place. Assessments throughout the year to track progress in all areas.
Wider strategies Play Therapy/Emotional Well-being	Identification of those children in need of Play Therapy and prioritising. Engaging reluctant attenders families.	Work closely with PP Year Band leads and ensure knowledge of signposting options and identification of pupils requiring additional support. Play Therapist to provide an overview of her role and types of concerns that can be effectively tackled through Play Therapy. Working closely with LA to target those reluctant attenders through the use of home visits.

Review: last year's aims and outcomes

Aim	Outcome (*italics = internal data only)
Attainment in Reading and Writing	<p>Gap in attainment in Reading and Writing has widened at the end of KS2 in 2021 compared with Non-PP in school.</p> <p><u>Reading</u> <i>2021: 52% compared with 81%</i> 2019: 72% compared with 79%</p> <p><u>Writing</u> <i>2021: 56% compared with 80%</i> 2019: 85% compared with 82%</p>
Attainment in Maths	<p>Gap in attainment in Maths has widened at the end of KS2 in 2021 compared with Non-PP in school.</p> <p><i>2021: 56% compared with 81%</i> 2019: 82% compared with 85%</p>
Attainment in Phonics	<p>71% of Disadvantaged Year 2 children achieved national in Phonics test in the Autumn term compared with 82% of Non-PP children.</p>