

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 Paul and St Timothy's Catholic Infant School
Proportion (%) of pupil premium eligible pupils	17% 61 children
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J. Starkey
Pupil premium lead	M.Reichinger
Governor / Trustee lead	T. Gillon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64,560
Recovery premium funding allocation this academic year	£7,105
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	£71,665

Part A: Pupil premium strategy plan

Statement of intent

At St. Paul and St Timothy's Catholic Infant School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils (socially, emotionally and academically) to achieve this aim and to make progress from their starting points, including providing support for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, as well as those whose families we know struggle financially or socially but do not qualify for Pupil Premium, and we will aim to inspire children to realise that anything is possible in our ever-changing world and provide them with the life-skills and knowledge to succeed.

Our curriculum is designed to be ambitious for all children, with high-quality teaching at the heart of our approach, and 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 also benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for educational recovery, notably in targeted support through School Led Tutoring for pupils whose education has been worst affected by the Covid Pandemic, including non-disadvantaged pupils.

Our approach will be embedded in assessment of pupil's challenges and individual needs, which will be identified through formal and informal assessments.

To ensure they are effective we will:

Ensure disadvantaged pupils are engaged and challenged in the curriculum and the work that they are set

Implement robust and responsive assessment systems to ensure thorough understanding of each child's learning needs and progress

Act early to intervene at the point need is identified

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception to Year 2 and in general are more prevalent among our disadvantaged pupils than their peers.
2	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. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, especially in reading, writing and maths.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
4	Our attendance data over the past two years (since the pandemic) indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged.
5	Observations and discussions with parents and pupils inform us that many disadvantaged pupils have struggled with their emotional well-being during partial school closures. This results in lack of readiness to learn, lack of engagement and lack of emotional regulation, impacting on relationships in school and at home. Even without the additional pressures of the pandemic, evidence shows that in general parents and families of disadvantaged children are more likely to struggle with social issues.
6	Our assessments, observations and discussions with families and pupils have identified social and emotional barriers to learning and a lack of enrichment opportunities during school closures. These challenges have particularly affected our disadvantaged pupils, including their attainment.

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
<p>1. Improved oral skills and outcomes for GLD at the end of EYFS. Improved vocabulary and language skills for disadvantaged children across the school.</p>	<p>Early Years assessments will indicate the gap between disadvantaged and non-disadvantaged pupils is closing particularly in oral language and vocabulary.</p> <p>Children achieve the Early Learning Goal for Communication & Language (Listening, Attention & Understanding and Speaking)</p> <p>Children in KS1 communicate verbally with confidence, articulating thoughts, feelings and ideas effectively.</p> <p>A wider vocabulary results in improved comprehension skills and reading progress.</p>
<p>2. An increased number of disadvantaged pupils reaching the expected standard in reading, writing and maths (RWM) at the end of KS1.</p>	<p>End of KS1 formal assessments, teacher assessments, book scrutinies and internal moderation will indicate and that more disadvantaged children have achieved the expected standard or above in RWM.</p>
<p>2. Children are more confident and secure in their understanding and interpretation of number sense and of mathematical vocabulary which results in better outcomes and improved reasoning skills.</p>	<p>Through both formal and informal assessments, observations and mathematical talk in the classroom and pupil voice, confidence will have increased and impacted positively on outcomes of disadvantaged pupils-particularly in reasoning.</p>
<p>3. Further diminish in school gaps in percentage of children passing the Phonic Screening Check (PSC) at the end of Year 1.</p>	<p>Achieve above national average expected standard in PSC.</p> <p>Phonics data from all year groups will demonstrate the impact the new DfE validated programme Monster Phonics has on phonics, reading, spelling and writing.</p>
<p>4. Improved attendance rates for all children including disadvantaged and a reduction in the number of persistent absentees amongst the disadvantaged.</p>	<p>An overall increase in school attendance at the end of the academic year (school target: 97%) and a reduction in the gap between disadvantaged and non-disadvantaged pupils' attendance. (nationally and in school)</p>

	<p>A significant reduction in the percentage of persistent absentees.</p> <p>Our school Learning Mentor is allocated time each day to specifically follow up on school absence. She is robust in her procedures and will support and help families to ensure all children attend school every day on time.</p>
<p>5. To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by Pupil Voice, parent surveys, teacher observations.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>6. Children will have greater access to cultural experiences to expose them to a wide and rich curriculum beyond the classroom.</p> <p>Children will increase participation in sporting activities to develop positive mindset and healthy lifestyles</p>	<p>Cultural capital opportunities to be given to children</p> <p>Prioritising school trips, visits and visitors.</p> <p>After School Clubs for Physical Activities and the arts</p> <p>All children eligible for PP will be entitled to one free afterschool club place per year to ensure they have enriching experiences beyond the curriculum.</p> <p>Sports Premium funding used to develop access to sports and sporting facilities.</p>

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: £ [28,000t]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Monster Phonics (a DfE validated SSP programme to secure improvements in phonics teaching for all pupils)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Purchase of additional reading materials	New Monster Phonics Reading Books purchased to support the implementation of the Monster Phonics Scheme. Purchase new reading materials for the school library. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2,3
Vocabulary Matters	Training for teaching staff in strategies to improve vocabulary in all pupils, led by LA. Resourcing of strategies.	1
Talk Boost Intervention	Teaching assistants in each year group to deliver the Talk Boost Intervention This evidence base intervention supports children with language below the average for their age who need additional support in order to 'close the gap' with their peers. Language development is accepted as being critical to learning, cognitive development and literacy. In the classroom, spoken language is the primary medium through which teachers teach and children learn. It is expected that, when a child starts primary school, they will be able to understand much of what is said, express themselves clearly, share their feelings and make their needs known. This level of proficiency in speech, language and communication is critical to the development of a child's cognitive, social and	1,2,5

	<p>emotional well-being. A child who struggles to speak will often struggle to read and write. This issue can be compounded if children are exposed to teaching of reading and written language before their spoken language skills are developed enough to access this teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to deliver early morning Phonics Intervention(4 mornings a week)	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,3
MITA Local Authority Project 'Improving the use of support staff in school'	<p>TAs deployed and prepared for their classroom roles, and that participation in MITA was associated with a positive impact in terms of pupil engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,3
1st Class @Number	<p>Establish small group maths interventions for disadvantaged pupils falling behind age related expectations in Year 1 and Year 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-</p>	2

	interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assisitna	
Mastering Number Programme	<p>To improve consistency in teaching number sense and outcomes for children in number, by taking part in the Maths Hub 'Mastering Number' programme.</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age related expectations.</p> <p>Teaching the mastery approach can increase the attainment by +5 months it is recommended to be taught by experienced trainers. (Teaching and Learning Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=master</p>	2
Daily reading with TA.	<p>Research demonstrating the impact of reading frequently. Many of our PP children do not receive this support from home.</p> <p>EEF; Reading intervention. Very high impact at low cost based on extensive research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2,3
Social and emotional interventions including play-based therapies and counselling.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Learning Mentor: Works with individuals and small groups of pupils to develop social and emotional skills and gain confidence.	A lack of home support or life experiences such as trauma causes emotional needs some find hard to process. Deprivation and medical need have an effect on Self-esteem and confidence Interventions: Think Yourself Great, ROAR Mental Health Strategies	5
Learning Mentor to work with children and families to remove barriers to learning.	Learning Mentor to address issues around attendance and punctuality, issues with sleep and routine, medical issues, positive parenting and behaviour.	4
KIND 'Healthy Futures' Programme	In March 2022, some of our Y2 PP children will visit 'Kind' an off- site facility that provides them with opportunities to develop their social communication skills, build confidence and understand how to make healthy life style choices.	6
Wider Curriculum	Children will have access to a range of after school clubs. Year 2 children have the opportunity to learn a musical instrument.	6
Seedlings	The Seedlings team support the emotional needs of pupils allowing them to develop, grow and to build their resilience. The Teaching and Learning Toolkit states that behaviour interventions can help the pupils progress +4/5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid19 impact, which disrupted all our subject areas to varying degrees. 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. The impact was mitigated by our resolution to maintain a high-quality accessible curriculum. In response to need, we invested in the Seesaw learning platform, which has continued to improve the collaboration between school and home. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Seedings	Liverpool CAHMS/YPAS
1 st Class @Number	Numbers Count (Edge Hill University)

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)

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.