



# **St Gerard's Catholic Primary School**

## **Pupil Premium Strategy**

**2021/22 – 2024/25**

## 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 Gerard's Catholic Primary School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governors Finance Committee
Pupil premium lead	Aaron Crehan, Headteacher
Governor / Trustee lead	Margaret Dunsford Vice Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,460
Recovery premium funding allocation this academic year	£9,860
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	£101,320

## Part A: Pupil premium strategy plan

### Statement of intent

It is our intention that all of our pupils receive the right level of help and support in order to make good academic progress and high attainment in all areas of the curriculum during their time at our school. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach. At St Gerard's, through high quality first teaching, we have a proven record of closing the disadvantage attainment gap and at the same time benefiting the non-disadvantaged pupils in our school.

Our main key principles are:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Ensuring that appropriate provision across the curriculum is made for pupils who are disadvantaged and for those that are vulnerable by addressing their specific needs and weaknesses with appropriate levels of support and measuring impact.
- Targeted academic support is provided to all pupils who are not making good progress through appropriate interventions, smaller teaching groups to narrow the gap between disadvantaged and non-disadvantaged.
- To support our children's health and wellbeing to enable them to be ready to learn and access learning.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

It is the responsibility of the whole school team for the provision for our disadvantaged children, ensuring all we do can raise expectations, aspirations and overall achievement.

## 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 underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, but more prevalent amongst our youngest and amongst our disadvantaged pupils than their peers.
2	Due to the global pandemic and lockdowns resulting in school closures and a varied response to home learning, pupils have: Gaps in their knowledge and have as a result fallen behind; Lost confidence in their abilities and have struggled to regain this; and a reduced mental resilience meaning so pupils find it difficult to adjust their behaviours for learning.
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.
4	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Gaps in learning have been evidenced in the assessments which has resulted in pupils falling further behind age related expectations. Pupils require a greater degree of fluency and practice before they can be moved onto new learning.
5	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.
6	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Many disadvantaged pupils have limited cultural capital experiences beyond their home life and immediate community and lack positive role models, aspirations and opportunities to follow and develop interests. A lack of enrichment opportunities and engagement in home learning were also evidenced during lockdown.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that most children who are disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that most children who are disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>• the percentage of all pupils who are persistently absent and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>

## 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: **£5,053**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Data used to identify gaps of each pupils to target interventions effectively and raise standards in English and Maths ensuring that most disadvantaged children meet the standard.</p> <p>The EEF states” gaining a thorough knowledge of disadvantaged pupils’ levels of attainment is the first step in an effective pupil premium strategy.</p>	1,2
<p>‘The Classroom Stage’ project to increase oracy, confidence, and purpose for writing.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	1,2,3,5
<p>The Literary Curriculum individual teacher CPD and whole school INSET</p>	<p>EEF states that “spending on developing high quality teaching and ensuring an effective teacher is in front of every class, is the key ingredient to every school”</p>	2,6
<p>Purchase of a ‘Sound! Start Phonics’ to secure stronger phonics teaching for all pupils.</p> <p>Phonics Training for all staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p>	1,2,3
<p>WELLCOMM Speech and Language tool and associated Training</p>	<p>Professionals confident in assessing children’s speech and language acquisition, analysing data to identify trends and delivering appropriate support, having a positive impact on outcomes for disadvantaged children in Reception.</p>	3

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

Budgeted cost: **£72,182**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured phonics and early reading intervention (BK)	The EEF states, “Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the pandemic.”	1,2,3
TA Intervention	Ongoing summative assessments identify pupils who have gaps in learning a TA will target these children.  The EEF states, “Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the pandemic.”	1,2,3,4,5,6

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

Budgeted cost: **£22,905**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve emotional and social wellbeing of all children	Employment of FSW.  The EEF states that” school leaders should take account of their in – depth understanding of any challenges that disadvantaged pupils are facing when developing their strategy. These can be identified using a wide range of internal	1,2,3,4,5,6

	data and information including information on wellbeing, mental health and safeguarding.”	
To support children with personal development opportunities	<p>To ensure all children can access school trips, after school clubs, enrichment activities and ensuring there is a contingency to support families with a variety of needs as they arise e.g. help with gas and electricity, basic food, bus passes, uniform etc.</p> <p>The EEF states that” school leaders should take account of their in – depth understanding of any challenges that disadvantaged pupils are facing when developing their strategy. These can be identified using a wide range of internal data and information including information on wellbeing, mental health and safeguarding.”</p>	7

**Total budgeted cost: £100,140**



## 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.

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. Despite being on track during the first year (2018/19), 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 Covid-19 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 curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

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.