



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

## **Pupil Premium Strategy**

**2022/23 – 2025/26**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	228
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governors Finance Committee
Pupil premium lead	Alex Carroll, Acting Headteacher
Governor / Trustee lead	Margaret Dunsford Vice Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,260.00
Recovery premium funding allocation this academic year	£11,020.00
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	£116,280.00

## 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 the best academic progress and attainment in all areas of the curriculum during their time at our school as they can. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, 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 ensuring all children achieve to their full potential. We believe that all children must have the opportunity to succeed and develop their experiences to ensure they continue to thrive once they leave 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.
- To ensure all children, regardless of background or ability, are provided with the same experiences both inside and outside the classroom.

It is the responsibility of the whole school team for the provision for our disadvantaged children.

## 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 in general, but more prevalent amongst our youngest and amongst our disadvantaged pupils than their peers.
2	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. Early intervention is necessary to ensure all disadvantaged children catch up.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils especially Greater Depth in key stage 2.
4	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.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, impacting on their attainment in addition to their personal development. Increasing the opportunities for enrichment is a priority as 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.
6	Developing a life-long love of reading can have an immeasurable impact on future well-being and aspiration and can open doors to experiences and opportunities beyond what they know. It is essential that our disadvantaged pupils know that it 'can be them' and raise their aspirations through a love of reading, giving a broader experience and seeing a representation of cultures and backgrounds being successful. Raising aspiration is crucial to their long term success. Once we can read, we can fly!
7	Attendance in schools has reduced since COVID and there is a gap between Disadvantaged and non-disadvantaged children in school. This is affecting their progress academically as well as potentially affecting their

social and emotional development. Improving attendance for our disadvantaged children is vital if they are to achieve their full potential in school and throughout their lives.

## 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 children who are disadvantaged meet the expected standard and a higher proportion of disadvantaged children achieve greater depth in line with their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that most children who are disadvantaged meet the expected standard and a higher proportion of disadvantaged children achieve greater depth in line with their non-disadvantaged peers.
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>• increased support for mental health and well-being has enabled pupils to become mentally more aware and mentally healthy</li> <li>• a significant increase in the breadth of enrichment activities and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p>Sustained high attendance by 2025/26 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 is zero.</li> <li>• the percentage of all pupils who are persistently absent reduced and the figure among disadvantaged pupils is no lower than their peers.</li> </ul>
To develop a life-long love for reading.	<ul style="list-style-type: none"> <li>• All children, especially disadvantaged, understand the importance of and develop a love for reading seen</li> </ul>

	<p>through Pupil Voice, author visits, book talk, participation in reading events and reading for pleasure in school and at home.</p> <ul style="list-style-type: none"> <li>• There is a reading culture within school all children are enthused by books and excited to read more and learn more.</li> <li>• Links with parents supporting their child's love of reading.</li> </ul>
<p>To improve attendance in order to provide opportunities for academic success and improve mental health.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged children attendance is at least in line with those of 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: **£17,128**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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: EEF Toolkit shows that oral language intervention has a high impact on progress (6+ months)</p>	<p>1,2,4,5</p>
<p>The Maths Curriculum individual teacher CPD and whole school INSET  TA's completed White Rose Tutoring programme.</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"  Whole school curriculum development of Maths through CPD and Team Teaching from Maths Lead.</p>	<p>3</p>
<p>'Sound! Start Phonics' to secure stronger phonics teaching for all pupils.  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>	<p>1,2,3</p>
<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.  The EEF states, "Gaining a thorough knowledge of disadvantaged pupils'</p>	<p>1, 2</p>

	levels of attainment is the first step in an effective pupil premium strategy.”	
Whole School CPD: Reading	<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> <p>The teaching of reading CPD to promote quality first teaching of reading.</p> <p>EEF states that teaching Reading Comprehension Strategies has a high impact (6+ months) on attainment and progress.</p>	6

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

Budgeted cost: **£95,024**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured phonics and early reading intervention (BK)	<p>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.”</p> <p>Individual/small group intervention from a teacher.</p>	1,2,6
TA Intervention	<p>Ongoing summative assessments identify pupils who have gaps in learning will have intervention from their TA on the same day.</p> <p>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.”</p>	1, 2, 3, 6
Maths Intervention: 3 <sup>rd</sup> Space Learning	The EEF states that ‘On average, one to one tuition is very effective at improving pupil outcomes. It might be an effective strategy for providing targeted support for pupils that are identified as having low prior	3



	attainment or are struggling in particular areas.’ Year 6 pupils receive 1:1 tuition on-line through 3 <sup>rd</sup> Space Learning.	
Love of Reading	Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).  Unwrap a Book purchases Author Visits	6

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

Budgeted cost: **£33, 878.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve emotional and social wellbeing of all children	Employment of FSW and Music Therapist. 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.”	5
To support children with personal development opportunities and to increase the breadth of enrichment opportunities.	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.  The EEF states that” school leaders should take account of their in – depth understanding of any challenges that	5

	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.”	
To encourage and support families to ensure their children attend school regularly.	<p>Rewards system in place to encourage those who are finding attendance difficult as we know there is a significant link with low attendance and poor academic success.</p> <p>“Being away from school not only limits a child’s ability to succeed academically, but also puts them at risk of criminal exploitation or trapped in dangerous home environments. Absences from school means that children can’t receive the support they might need from their teachers or pastoral staff, which could help to keep them from harm. Simply put, to keep children safe, we need to know how best to keep them in school.” Youth Endowment Fund</p>	7 (1, 2, 3, 5, 6)

**Total budgeted cost: £146,030**

## 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 and in the 2021 to 2022 academic year.

2021/2022

End of Key Stage 2 data for 2021/22 shows that there is still a gap between Pupil Premium and Non-PP attainment in Reading, Writing and Maths, however, of the children who achieved Greater Depth in Reading, 33% were PP and 21% were Non-PP. All those children identified as having SEN are also Pupil Premium in year 6 (5 children).

End of Key Stage 1 data shows that PP outperformed Non-PP in Reading and Writing and in-line with Non-PP in Maths. However, no PP achieved Greater Depth in either Reading, Writing or Maths at the end of key stage 1.

EYFS data shows that there is a gap between PP and non-PP attainment. 83.3% of children achieved GLD with 72.7% of PP children achieving GLD. In literacy, 57.1% of PP achieved expected compared with 69.1% non-PP and 63.6% achieved expected in maths compared with 74.6% non-PP.

In phonics at the end of year one, 90.9% passed the phonics test compared with 88.9% non-PP.

2020/2021

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.