

Here in the St. Polycarp's family we follow in the footsteps of Jesus through playing, praying, loving and learning together



St Polycarp's Catholic Primary School Pupil Premium Strategy Statement 2021-22

Pupil Premium funding is provided to schools in addition to main school funding. It is allocated to children of low income families who are known to be eligible for free school meals (FSM) and children who have been looked after continually for more than six months. This also includes pupils who have been eligible for FSM at any point in the last six years (known as Ever 6 funding). A smaller amount is allocated to provide some additional support to children of service families.

School overview

Detail	Data
School name	St Polycarp's Catholic primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024-25 Reviewed and updated annually
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paula Best Headteacher
Pupil premium lead	Paula Best Headteacher
Governor / Trustee lead	Martin Parr Chair of Governors

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865
Recovery premium funding allocation this academic year	£2025
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	£24,890

Part A: Pupil premium strategy plan

Statement of intent

At St Polycarp's, our intention is that all pupils regardless of background and challenges make good progress and achieve expected progress in all areas. The focus of this Pupil Premium Strategy is to realign the life chances for these children in order that they achieve as well as their non Pupil Premium peers and enjoy the same breadth of experiences.

We recognise that high quality teaching is the best lever to improve outcomes for pupils and this strategy is designed with it at the centre. Additionally, it recognises the need for key targeted academic strategies implemented rigorously to improve outcomes for all. The implementation of wider strategies aimed at supporting pupils eligible for Pupil Premium funding including the national Tutoring Programme are identified in the strategy. We recognise that Quality First Teaching has the greatest impact on closing the disadvantaged attainment gap and will benefit all pupils. The use of robust diagnostic assessments, qualitative assessments and careful monitoring of progress is central to this strategy.

Challenges

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

Challenge number	Detail of challenge
1	Challenge: The impact of underdeveloped early language and vocabulary gaps
2	Challenge: Ensuring all children make at least expected progress in reading, writing and Maths
3	Challenge: Supporting poor social and emotional development and regulation which in turn prevents children maximising progress
4	Challenge: Ensuring all children have access to high quality home learning when needed
5	Challenge: Ensuring all children have access to a broad curricular and extra-curricular offer to maximise school engagement
6	Challenge: Supporting families to minimise the financial impact of school

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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
That all PP pupils in EYFS meet GLD at the end of the school year	Observations and formative assessments demonstrate progress and indicate where adaptations to planning should be made
That all PP pupils make at least expected progress in writing, reading and Maths	Progress monitored by class teachers and leaders and adaptations made to planning
To achieve and sustain improved social and emotional confidence for PP pupils	That PP pupils can demonstrate confidence and strategies to help them learn. Use qualitative data via pupil voice and observations to demonstrate progress
That all PP pupils have at least 95% attendance	That HT monitors and engages families
That PP pupils are emotionally supported and ready to learn	That Pupil Premium pupils are offered pastoral care provision, enrichment opportunities and family support when needed
To support PP pupils with home learning requirements as needed to ensure progress with learning	That all children are able to learn from home if required
Children have access to extracurricular clubs and equipment	All children experience more than National Curriculum requirements and take up opportunities for enrichment activities
Parents are supported with payments for trips and resources	Financial barrier for families is removed

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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: £7890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and LSAs to work with small groups targeting areas identified as gaps in knowledge and skills	Increased pupil confidence when tested indicates good impact of this approach. Planning to be adapted in line with need	1, 2
Pre teach sessions in English 3 x week	To provide key vocabulary enabling access to key learning. Evidence of pre-teaching 2020-21 impacting positively on progress	1, 2
Maths arithmetic pre teach sessions weekly	To enable children to practice key strategies and embed knowledge. Use planning, strategies from Maths Hub, DfE non-statutory guidance and NCTEM	2
Revisit prior learning via 'flashback' sessions in lessons	Evidence of positive impact on securing knowledge 2020-21 Centre for Educational Statistics and Evaluation 'Cognitive Load Theory: Research that teachers really need to understand' 2017	1, 2
Use metacognition strategies through use of the 'Learning Line'	Evidence of impact of the use of metacognition strategies to improve outcomes for pupils 2019-21 and EEF evidence	1, 2, 3
Implementation of 'Read, Write Inc' to support early phonics and reading	Evidence of significant impact on early phonics and reading. Systematic Synthetic Phonics programmes have a strong evidence base and demonstrate a positive impact on word reading EEF	1, 2

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

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Budgeted cost: £ £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist dyslexia teacher to work one to one with children	Previous success with this approach demonstrated children able to apply strategies when leaning enabling increased access to learning	2, 4
1-1 Maths tuition - Third Space Tutoring	Opportunity to address gaps in learning Research clearly identifies the significant impact of targeted 1-1 support on children's progress	2, 5
Small group teacher led Maths support for years 3-6	Opportunity to address gaps in learning using DfE resources NFER Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities' 2021	2, 4
Implement NELI in EYFS and Year 1. 3 x 30 mins week plus a 1:1 of 30 mins weekly LSA	Evidence of positive impact in previous years on early language development. Previous engagement in programme based on EEF research	1, 2
Increase opportunities for PP pupils to read with an adult in school using Rapid Reading.	Reading progress regarded as the key to access all areas of learning	2
Each LSA to lead a high impact intervention selected based on evidence and need	Impact evidenced using EEF MITA Report and internal data	1,2,3
Teacher led small group intervention to support Year 6 comprehension skills.	Data evidence from EEF impact of 1-1 tuition targeted at specific needs and data resulting from when approach was used 2020-21	2, 4
Deputy Head Teacher to run challenge clubs for years 4 and 5 before school	Small group tuition aimed at supporting high attainers	5

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) to run individual and group sessions to emotional resilience and develop social skills.	Previous experience indicates that those with low self-esteem, lack of confidence or social difficulties benefit, and the impact is seen in their overall academic progress.	3
Ongoing monitoring of attendance and follow up actions	Excellent level of attendance ensures maximum learning opportunities. Engagement improves outcomes DfE guidance 'Improving Schools attendance'	5
The Home School Link Worker (HSLW) provides weekly sessions to support children with barriers to happiness and progress.	The HSLW has a strong record of high impact on children who are in emotionally difficult places. Evidence: NFER Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities 2021	3, 6
Art therapist to run short interventions for children with specific emotional needs	Prior experience shows that this enables children to develop emotional resilience and feel more confident with learning.	3, 6
Provide a broad support offer to support emotional wellbeing eg Resilience Donut, Physi Fun, Zones of Regulation	Children who are emotionally regulated are ready to learn. These intervention strategies have demonstrated impact for pupils previously. EEF Social and Emotional Learning demonstrates evidence of improved outcomes for learners	3
Support HSLW with Therapeutic Play training	Positive emotional wellbeing support children's academic learning	3

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Provide targeted speech and language support within school. Source additional support via Farnham Confederation (funded).		
School to provide technology if required Support families when parental literacy is a barrier to learning	Enable all children to continue to learn at home. Engage parents and support progress EEF evidence	4
Children are provided with enrichment opportunities to broaden their educational experiences and develop confidence	Previous experience indicates to us these experiences build confidence, improve social skills and have an impact on pupil engagement and overall academic success.	5, 6
Provide financial support for breakfast, after school club, school clubs, and enrichment days for children who would not otherwise have these experiences.	Children have a richer educational experience and the opportunity to nurture talent. The impact of relieving the financial pressure felt by parents is apparent. The ability to respond quickly to need has been highly valued by families.	5, 6
A percentage of costs for the residential trips in years 4 and 6, and all the cost for other trips are paid for.		

Total budgeted cost: £ £24,890.00

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.

Whilst statutory assessments were not carried out in May 2021 school based teacher led assessments were carried out in addition to standardised assessments. The performance of pupils entitled to Pupil Premium at the end of KS2 indicated at least expected progress was made by all. While efforts were made to enable children to attend school, not all were able to do so and as a result were not able to access full learning opportunities. Additional support was put in place including additional learning packs, 1-1 teacher and LSA support time via Microsoft Teams and small group teacher led remote lessons. This support had a positive impact on children's learning as evidenced in our pupil tracking data.

Our observations and assessments indicated the significant impact of Covid 19 on children's wellbeing and emotional development. The pupil premium budget was used to extend provision including increased ELSA hours, consideration was given to all those entitled to PP funding and provision as part of our Pastoral Care provision. This continues to be an area of need and is therefore a focus on the current plan. The high impact observed led to increased provision for 2021-22 eg Therapeutic play has been included in the extensive provision to support emotional wellbeing and resilience.

We considered that the two residential visits planned for 2020-21 would have a positive impact on the emotional development and wellbeing for all children. Funding was used to support families to ensure financial barriers were mitigated. Our observations and the feedback from both pupils and parents strongly indicated the positive impact of the visits on children's wellbeing, confidence and supported their transition to secondary school.

Attendance is vital for all pupils to achieve. Support for families of disadvantaged children was provided to support attendance. Their attendance fell slightly short of the school average of 98.5% attendance.

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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
HSLW and ELSA led transition programmes for PP pupils	
Targeted academic interventions, while made more difficult were seen as successful for PP pupils. The positive impact of reading, spelling, Maths support was evidenced in end of year	

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?	All service children were offered the ability to attend school during the lockdown period.
What was the impact of that spending on service pupil premium eligible pupils?	Service children were able to access learning and emotional support.

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Further information (optional)

At St Polycarp's we recognise the need for early intervention, to monitor progress and adapt provision in line with need. Targeted support is a key part of this strategy.

We identified the significant emotional and social needs following the initial Covid 19 lockdown in 2020. Part of our provision included promotion of metacognition strategies within lessons and this has been extended further for 2021-22 to include a commitment to promote strategies to support metacognition of reading.

Successful attendance strategies to promote high levels of attendance.