



Pupil Premium Strategy Report 2021-22

Number of eligible Pupils 85 @ £1,345 per pupil
 Total Grant Expected £114,325

Barriers to educational achievement identified in previous Strategy Report

In previous Strategy Reports, the following barriers were identified to optimum achievement by our PP pupils:

- Below-average entry points in GLD and oral language skills for Early Years pupils, with adverse impact on reading and general progress through school;
- Behaviour for learning - pupils with specific socio-emotional needs, resulting in low-level disruption and adverse impact on teaching and learning;
- Limited or no access to extra-curricular activities and memorable experiences through trips, participation in physical activities;
- Lateness;
- Poor Parental engagement, including support with homework and attendance at parent workshops and information evenings.

Key Expenditure areas of the PPG allocation

Expenditure	Target areas
Additional teaching staff cover to provide support and PP cover throughout the school	Phonics, Language development and behaviour management
Funding for extra-curricular Music sessions	Personal and socio-emotional development
Funding of universal free breakfast through Magic Breakfast and support for the Breakfast Club	Personal and social
Additional buy in time for traded services such as CAMHS/WAHMS, Specialist Teacher	SEMH
Additional traded services for EYFS restructure	EYFS Provision
Additional learning resources - iPads etc. for the running of the iPad Club	English, Maths, ICT
Supplement for school visits and residential trips	PSHE
Additional HLTA support for ICT and Maths	ICT, English and Maths
Additional targeted Specialist support: CAMHS/WAMHS, SaLT, Behaviour Support, Specialist Teacher, Re-Engagement Unit, support, TA and Apprentice	PSHE
Ongoing CPD for staff to ensure sustained targeted support to pupils	English, Maths and ICT
Dedicated Pastoral staff to support parents	PSHE - parents and pupils



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Rationale for Expenditure

PPG pupils require accelerated progress in the three main curriculum areas of Maths, English and Reading, as well as support in their personal socio-emotional development. Parents also require support to enable them manage both their personal emotional demands and to offer appropriate support to their children. In addition, Speech & Language remains the highest specialist intervention identified among our pupils, even those who are ineligible for the PPG. This has remained a focal point, along with other support, especially as our number of EAL (English as Additional Language) children continues to increase. An experienced teacher with strong language skills provides ongoing support to the Nursery and Reception classes, ensuring targeted support for the language needs in the EYFS. TAS also support with behaviour skills and small-group work with pupils.

Evidence shows that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. We continue to support all teachers to provide Quality First teaching across the school.

Area of Spend	Reason for choice of approach and intended outcomes	Actions to monitor impact	Impact
Development and continuing CPD for Middle Managers and HLTAs who take on specific areas of responsibility	<ul style="list-style-type: none"> Children benefit from strong quality-first teaching, with improved language and other outcomes; Improved confidence for pupils and teachers; Learning tasks are tailored to specific pupil needs, closing gaps in understanding; Class-based staff have more time for whole-class teaching. 	<ul style="list-style-type: none"> Regular review of PP group and targeted children at Progress Meetings; Ongoing monitoring and communication with class teachers on individual pupil progress; Regular monitoring and feedback by SENCo on children with multiple disadvantage. 	Overall: 14/32 = 44% children are making progress by working towards age expected and expected objectives 1 EHCP (Y6) 3/32 = 9% children are working below their age group but making significant progress 1 EHCP (Y6) 11/32 = 34% children are working within Pre key stage standards but making steady progress. 4 EHCP students (R, Y1, Y3, Y5)
Access to Music and the Arts sessions	<ul style="list-style-type: none"> Social skills are developed by children working with the music teacher on various equipment and aspects of Music; Children understand the role of Music in Catholicity; More able children benefit from greater breadth of education and mastery of instruments. 	<ul style="list-style-type: none"> Regular analysis of impact on children during progress meetings, and teacher appraisals; Presentations at annual Nativity, Christmas Bazaar and regular Church Mass attendance. 	Whole school drumming workshop was coordinated and planned by the Art Lead. Chn succuessfully participated from KS1-KS2.

Funding of universal free breakfast through Magic Breakfast and support for the Breakfast Club	<ul style="list-style-type: none"> Improved attendance and punctuality; Pupils are unrushed in the mornings and can spend time with their peers before lessons begin; The free universal breakfast removes any stigma and ensures that pupils start the day on a full stomach and are ready to learn. 	<ul style="list-style-type: none"> Regular monitoring of the free breakfast uptake, in partnership with Magic Breakfast; Encourage staff and parents to partake in the breakfast to further break any stigma; Teachers look out for signs of fatigue or hunger in the mornings, and refer pupils to the breakfast team. 	<p>Universal free breakfast had a considerable impact on attainment and childrens PSED behaviour across the school.</p>
Additional learning resources - iPads etc.	<ul style="list-style-type: none"> To ensure that every child has access to ICT learning resources; Pupils enjoy using the resources to complete tasks and play games, whilst learning crucial online safety skills. 	<ul style="list-style-type: none"> Pupil work is evidenced through Book Looks and uploaded presentations; Incidents of non-adherence to online safety guidelines are few and far between. 	<p>Children’s learning was not interrupted during lockdown as every child had access to online virtual learning helping with maintaining levels and narrowing the gap.</p>
Supplement for school visits and residential trips.	<ul style="list-style-type: none"> No pupil is left behind because of inability to meet financial cost of trips; Pupils develop social skills, independence, team-work and perseverance through participation in various visits and trips. 	<ul style="list-style-type: none"> All eligible pupils have equal and fair access to available trip subsidy; Funding criteria are pre-approved by the Headteacher to ensure equality of opportunity. 	<p>Butlin residential is planned to proceed in June.</p> <p>Headteacher and Spanish Lead are in discussions with Spanish connections – Valencia.</p>
Additional targeted Specialist support: CAMHS/WAMHS, SaLT, Behaviour Support, Specialist Teacher Re-Engagement Unit, support, TA and Apprentice TA	<ul style="list-style-type: none"> Some PP pupils require specialist intervention to achieve the desired progress; Support can be provided at very short notice by the specialist providers; Multi-disciplinary support and collaboration can be quickly mustered to ensure minimal loss of learning. 	<ul style="list-style-type: none"> Regular monitoring of specialist provision by the SENCo; SENCo and Headteacher agree on desired outcomes and benchmark attainment against these. 	<p>Overall impact in children’s SEMH through the use of specialist service, advice and school workshops. Prevention of major behaviour outbursts especially in K2</p>

Date of this review: March 2022



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Pupil Premium Funding and its impact on eligible pupils remains a regular agenda item for the Resources Committee of the Governing Body.

Impact and progress towards these intended outcomes will be measured at the Pupil Progress Meeting with the Headteacher.

This Strategy is reviewed regularly and reported to the Governing Body annually.

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