

Pupil premium strategy statement 2021-20222

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 Basil's Catholic Primary School
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Oct 2021
Date on which it will be reviewed	July 20222
Statement authorised by	Angela Sheppard / Stuart Evans
Pupil premium lead	Jill O'Donnell
Governor lead	Stuart Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,545
Recovery premium funding allocation this academic year	£18,000 (Estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,400
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	£245,945

Part A: Pupil premium strategy plan

Statement of intent

At St Basil's Catholic Primary School, we have high aspirations and ambitions for all our children and we believe that all learners should be able to reach their full potential.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our Context

St Basil's is a Voluntary Aided, Catholic School. Our vision 'Everyone striving for excellence together', and mission, 'We love, learn and succeed following Jesus' reflects our Christian values and permeates the life and work of our school. The school is a larger than average two form entry primary school with a decreasing role of approximately 292 pupils (Sept' 21)

The school serves a deprived white, British community (school location & pupil base quintile 5 'most deprived' Oct'20). Children come from a wide variety of socio-economic backgrounds many with limited experiences.

The school is the top 20% of all school for the proportion of FSM (Whole School 48% September '21). The proportion of pupils eligible for FSM has risen steadily over recent years (37% Oct '18, 48% Sept'21). Covid has not significantly affected the proportion of pupils eligible for FSM. 75% FSM pupils have been eligible for FSM for $\geq 90\%$ of their education and have experienced long term deprivation

The school population has a high proportion of vulnerable pupils with safeguarding need, adverse childhood experiences and a number of hard to reach families. Consequently during partial school closures a high proportion of vulnerable pupils attended school. The Family Support Team (HT, 6 DSL's and EWO) work to minimise the negative and disruptive factors, including safeguarding and attendance, on pupil well-being.

Due to early identification and monitoring of pupil progress, the number of pupils identified with Special Needs is well above national and is a reflection of the community that the school serves. 20% of pupils have been identified as having Special Educational Needs or Disability

(Sept '21). A high proportion of disadvantaged pupils (24% disadvantaged, 20% whole school) also have SEND, predominantly Social Emotional and Mental Health or Speech Language and Communication Needs. The school has increased the capacity for support of pupils with SEMH needs through increased intervention and support.

On entry some pupils have starting points that are typically well below expectations for their age. At the end of EYFS the proportion achieving GLD is in line with or close to the national (3 year trend). On entry pupils have poor speech and language development and this persists into KS2 which is demonstrated by low average verbal reasoning score. This significantly declined following partial school closures: verbal reasoning (83% FSM/Non FSM 87%) & non-verbal reasoning scores (91% FSM / 91% Non FSM) March '20.

Principles

- We recognise that a disproportionate number of children with SEND, in particular children with SEMH, are disadvantaged or are persistently disadvantaged and this is a barrier to learning.
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure the sustainability of curriculum experiences by providing equality of opportunity for all (i.e. arts, trips / visits and cultural capital)
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Key Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6

Key Principals:

We will ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teacher to each Year Group - providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning teachers.
- To allow the children to learn a participate in a variety of arts projects
- Behaviour and nurture support during lunchtimes.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
A	To reduce the learning gaps created from school closures for disadvantaged children.
B	Pupils have poor communication, spoken language and verbal reasoning skills
C	Some pupil premium children have fallen behind or at risk of falling behind in English and Maths, from their starting points.
D	Pupil premium children are making slower rates of progress and failing to achieve expected rates of progress than other pupils
E	There is a higher proportion of PP with SEND than non PP SEND
F	Effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are not fully embedded within Quality First Teaching
G	Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school
H	School needs to further support and engage parents and carers with their child's learning
I	Pupils may have social, emotional and mental health needs which prevent them from fully accessing the curriculum.
J	Pupils across school have poor communication, language and literacy skills from an early start
K	High percentage of pupil premium pupils with persistent absence or safeguarding needs
L	Pupils have limited life experiences

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
To develop communication, spoken language and verbal reasoning skills	To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing) as evidenced in NFER data
To improve outcomes for PPG pupils so that attainment is in line with Age Related	Pupils eligible for PP make accelerated progress so that there is diminishing gap in the

Expectations (ARE) nationally through target teaching 'Catch Up Groups'	attainment of FSM and non FSM pupils in all years from Sept 2021 – July 2022 in English (Reading, Writing, SPAG/Phonics) and Maths levels Target – to close the gap to National All Pupils
To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths through targeted interventions (Teaching Assistants) and teaching	Improvement in attainment in English & maths. Y1-6 the proportion of disadvantaged pupils achieving ARE will be Maths >70% Reading >70%, Writing >70% and achieving Greater Depth will be >10%
To ensure that SEND pupils make at least expected progress	SEN children make a least expected progress with a majority making more than expected progress.
Ensure effective feedback (pupil & teacher), questioning, metacognition and growth mind-set are embedded consistently in all teaching	Improved questioning skills evident in all teaching and pupil questioning skills.
Ensure the curriculum provides opportunities for pupil engagement in arts projects, residential trips and after school clubs (Wider engagement)	Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well being
Parents and carers are fully engaged with their child's learning	Parents understand what their child is learning and how they can support them with this.
Develop pupils' social, emotional and mental health so they fully access all aspects of school life.	Improved pupil well-being through whole school culture, mentoring, PHSE, social & emotional interventions/support and parent partnership etc. Pupils demonstrate improved attitudes to, and behaviour for learning.
Pupils across school who have poor communication, language and literacy skills from an early start	To improve language skills so that PPG make rapid progress in reasoning (Maths) and English (S & L, reading, writing)
To reduce persistent absence for PPG children so that they make good progress both educationally and socially	Attendance \geq 96% & reduced PA for PPG; Family Liaison & Welfare Officer support for pupils and families and parent partnership
Through the curriculum provide life experiences for pupils	Ensure that pupils are provided with breadth and balance within the curriculum

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: £27,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly pre teaching of vocabulary</p> <p>Daily pre teaching of maths</p>	<p>All pupils Year 3 – Year 6 have undertaken NFER verbal and non-verbal reasoning tests (March 2021). These show a significant decline in scores from previous testing but most importantly that the majority of pupils have below average verbal reasoning scores – a clear indicator for thinking and learning.</p> <p>Sutton Trust Oral language interventions 5+ months</p> <p>Sutton Trust Small group tuition 4+ months;</p>	<p>A, B, D, J</p>
<p>Further develop metacognition</p> <p>To provide appropriate training for P4C</p>	<p>Sutton Trust Feedback 8+ months progress</p> <p>Staff continue to receive P4C Support and the school is working towards achieving the P4C Gold award.</p> <p>Philosophy for Children has given the opportunity to reflect on, discuss and deepen their understanding of a range of topics.</p> <p>Children show real enjoyment in the P4C lessons and pupil voice indicates that the children feel that P4C shows them how they can have a different opinion to others and that all ideas and opinions are accepted.</p> <p>Sutton Trust Meta cognition & self-</p>	<p>F</p>

	regulation 8+ months progress	
Weekly Music lessons Y1-Y6	Every child should have the opportunity to learn to play an instrument/perform in front of an audience. The music service ensures that all children receive group tuition and learn to play an instrument / perform each year.	G
Arts and Drama Projects throughout the year for all year groups	The curriculum has been enhanced through drama and arts experiences. The children took part in HAPH Arts Project.	
Careers Service	Sutton Trust Arts participation 2+ months progress	
Pupil wellbeing Reading Project	Increased involvement and commitment in school life. Increased engagement in curriculum	

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

Budgeted cost: £182,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention including small group intervention & mastery teaching (gap, corrective or greater depth)	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p> <p>Reading The gap between Disadvantaged & non Disadvantaged has increased to 13%</p> <p>Writing The gap between Disadvantaged & non Disadvantaged has decreased to 14%</p> <p>Maths The gap between Disadvantaged & non</p>	A, C

	<p>Disadvantaged has decreased to 13%</p> <p>There is a focused use of data and assessment to identify children for targeted intervention and small group support.</p> <p>Sutton Trust Small group tuition 4+ months; Mastery teaching 5+ months;</p>	
<p>Intervention programmes (Talk Boost, Better Readers Programme, Elklan, NELI)</p>	<p>The school ensures that the needs of the pupils are well matched to the interventions they access.</p> <p>End of year data for reading shows that 93% of children who received Better Readers intervention made expected progress and a further 32% made more than expected progress.</p> <p>Talk Boost: Better readers : Reading age 12+ months, Comprehension age 5+ months</p>	A, D
<p>1:1 Teaching targeted</p> <p>Targeted support by SENCO for SEND/PP Pupils</p>	<p>Additional support targeted at specific pupils who are making slower progress in learning.</p> <p>Sutton Trust Small group tuition 4+ months; One to one tuition 5+ months</p>	A, E
<p>To provide Speech and Language intervention</p>	<p>Pre learning of vocab is part of weekly guided reading sessions and Learning Challenge lessons including vocabulary relating to science / history and geography.</p> <p>Teaching assistants have delivered Talk Boost, speech and language interventions and NELI and this focuses on use of basic language and word usage.</p> <p>Sutton Toolkit Oral Language Intervention 5+ months progress</p>	J

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

Budgeted cost: £71,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all pupils can have access to class visits and visitors to enhance their life experiences	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum.</p> <p>Sutton Toolkit Outdoor Education 3+ months progress</p>	L
Ensure pupils attendance is good and safeguarding needs are met	<p>Overall attendance for disadvantaged pupils is 92.1%.</p> <p>30.2% of pupils with persistent absence are disadvantaged pupils.</p> <p>A family and Learner support team, involving the EWO, has been established to address the needs of pupils who have PA.</p>	K
<p>All children to receive a bagel at the start of the day.</p> <p>Family Breakfast.</p>	<p>Research shows hungry children do not perform as well. Providing pupils with breakfast will enable pupils to make a positive start to the day.</p>	I
Ensure children have access to residential trips	<p>Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum.</p> <p>Sutton Toolkit Outdoor Education 3+ months progress</p>	G
To provide counselling for pupils affected by bereavement, friendship issues, domestic	<p>The learner support team will continue to provide support and engagement for the most vulnerable pupils.</p>	I

<p>violence and marital breakdown</p> <p>To provide Nurture Lunch and / or Nurture Group for identified children</p>	<p>As there are a significant numbers of pupils with acute needs, the nurture programmes will be adapted to meet the needs of these children.</p> <p>Sutton Toolkit Behaviour Interventions 4+ months</p>	
<p>To provide extensive support for parents through Family Liaison Officer</p> <p>Achievement for All – structured conversations</p>	<p>The Family and Learner support system continues to identify barriers to learning which are discussed and actions taken at weekly meetings. This has been and will continue to be further developed through the use of a behaviour support consultant.</p> <p>Sutton Trust Parental Involvement 3+ months</p>	H
<p>PASS - Pupil Attitudes to Self & School</p>	<p>Accurate and clear understanding of pupil's attitudes and dispositions</p>	I

Total budgeted cost: £281,112

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.

See Pupil Premium Review Report 2020-2021

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
Oxford Reading Buddy	Oxford University Press
MyMaths	Oxford University Press
TT Rockstars	Maths Circle
Purple Mash	2Simple
Spelling Shed	Education Shed
GL Assessment	GL Assessment
NFER Hub	NFER

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)