

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Blessed Sacrament Catholic Primary School |
| Number of pupils in school | 721 |
| Proportion (%) of pupil premium eligible pupils | 32% + 2 LAC |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2022 - July 2025 |
| Date this statement was published | 31.12.22 |
| Date on which it will be reviewed | July 23 July 24 |
| Statement authorised by | Mr C.Davey. Headteacher |
| Pupil premium lead | Miss J.Martin, PP Lead |
| Governor / Trustee lead | Mrs C.Armstrong Lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|--|----------------------|
| Pupil premium funding allocation this academic year | £305,145 (£7,035LAC) |
| Recovery premium funding allocation this academic year | £31,682 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £343,862 |

Part A: Pupil premium strategy plan

Statement of intent

At Blessed Sacrament Catholic Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by all vulnerable pupils across our school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- focus on developing a positive attitude to learning and to themselves in school life and beyond the classroom

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Non academic barriers to children making progress. Attendance is school number 1 priority. 97% is school target. Parental engagement is also low. |
| 2 | From rigorous assessment in EYFS, at 27% of our nursery children have low levels of language on entry. (WELLCOMM %) |
| 3 | In Year 1 data shows 68% off track for reading in Year 3 data shows 50% off track for reading |
| 4 | In KS1 and KS2 there are gaps identified in basic skills and mental strategies for English and Maths. |
| 5 | Across the school, teachers report that there is a significant downward trend in pupil's stamina, independence and attitude to learning. PASS survey indicates low self-esteem and attitudes to self. |

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 by 2025 | Success criteria |
|---|--|
| Attendance of PP children to improve to broadly in line with all children - 97% | Improved attendance and significant reduction in the number of persistent absentees in line with national data. |
| Parental engagement of PP parents to improve across the school. | Improved attendance of parent workshops and in school family events such as 'Come count with me' 'Come read with me' and 'Come write with me'. |
| PP children to achieve ELG in readiness for year 1. | PP children are broadly in line with all in the prime areas across EYFS. 72% |
| All PP children to achieve the Y1 phonics check. | 76% of children to pass phonics screening. |
| At end of Key Stage One tests and Key Stage 2 tests, PP achievements to be broadly in line with all children. | PP pupils to make progress broadly in line with all against the key measures across the school: |

| | |
|---|---|
| | <p><i>Phonics screening check 76%</i></p> <p><i>Multiplication Check 27%</i></p> <p><i>RWM at the end of KS1 52%</i></p> <p><i>RWM at the end of KS2 59%</i></p> <p><i>Pupils attaining GD in RWM at the end of KS2 Broadly in line</i></p> |
| <p>PP Pupils' attitude to self and school improves.</p> | <p>PP Pupils are able to self regulate when necessary. They are able to explain their feelings and ask/answer questions to support their own wellbeing. They demonstrate emotional intelligence in challenging situations. Improved communication skills will impact attainment across PP children.</p> |

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: £ 124,406.15

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---------------------------------|
| <p>Building upon the use of catch up funding, identify areas where opportunities for home learning have been missed.</p> <p>Develop the use of more effective teacher feedback to support progress.</p> <p>Additional teaching time to support EYFS and KS1 vulnerable groups. - spring 2 onwards.</p> <p>New reading books for KS2 linked to the foundation curriculum.</p> <p>In class support for flexible intervention. Writing across the curriculum. Use of LSA to support and apply writing skills across foundation subjects. Targeted groups for RWI get writing/fresh start in both KS1 and KS2.</p> <p>Liverpool Counts and Science Quality Mark to raise the profile of these areas.</p> <p>Investment in curriculum development and enrichment opportunities.</p> <p>Subject Leaders monitor and evaluate effectively the impact of basic skills teaching for pupils eligible for PP vs. non-PP eligible pupils.</p> <p>Effective subject monitoring includes evaluating PP group books v's Non-PP group and feedback via monitoring documents.</p> <p>Termly Achievement Team meetings (in year groups), followed up by termly Achievement Leader meetings (all Achievement Leaders) sharply focus upon the PP group progress and attainment v's Non-PP group.</p> | <p>EEF Guide to The Pupil Premium Strategy 2021.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1674134202</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</p> <p>An effective Pupil Premium strategy requires goal setting, underpinned by short, medium and long term outcomes needed to reach those goals. The ongoing rigorous evaluation of pupils' attainment, barriers to learning and needs is essential.</p> | <p>Challenge 2,3,4,5</p> |

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| <p>Quality first teaching</p> <p>Teacher development using the school bespoke Co-coaching programme.</p> <p>Staff training through SIL and link networks.</p> <p>Staff training for RWI and White Rose Maths. Introduce new multiplication strategy.</p> <p>Resources to deliver the programmes. Maths booklets? RWI packs</p> <p>Subject Leaders monitor and evaluate effectively the impact of basic skills teaching for pupils eligible for PP vs. non-PP eligible pupils.</p> <p>CPD Costs</p> | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £103,052.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|----------------------------------|
| <p>Regular 1:1 reading for targeted PP eligible pupils. ½ LSA in each yr group</p> <p>Further development of reading plus across KS2 (years 5 and 6).</p> <p>Fast maths, Fluent in 5 and TTRockstars and Numbots to improve mental strategies in Mathematics in Years R – 6 (3-5 times per week for all).</p> <p>A focus on counting, mental strategies and times tables across the school. Resources to support multiplication across 1-6 Staff cover for training 2 days</p> | <p>High quality teaching is the most powerful lever schools have for improving pupil outcomes. However, especially post-pandemic, there may be children in need of additional support with their learning. When one-to-one and small group tutoring are implemented well, following key principles, it is likely that it can be impactful.EEF</p> | <p>Challenge 2,3,4 5.</p> |

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| <p>Maths and English resources for treehouse 1 and 2 in order to support progress.</p> <p>Using the dyslexia gold, all PP children in year 4 to be screened to ensure no child is undiagnosed before UKS2.</p> <p>Extra EP assessments.</p> <p>Extra hourly support for PP children who have 1:1 funding to ensure that the child is fully supported throughout the day.</p> <p>Speech Therapy to support language development in EYFS</p> | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £116,403.10

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Attendance actions</p> <p>DH FLO and Learning Mentor to promote better attendance across the school:</p> <p>Targeted support for PP families.</p> <p>Attendance Charter.</p> <p>Attendance Quality Mark.</p> <p>Link attendance team meetings.</p> <p>Extra EWO support.</p> <p>Individual attendance profiles.</p> <p>Attendance awards in assembly.</p> <p>Nurture Support</p> <p>PASS survey- Staff training</p> <p>Drawing and talking therapy to support SEMH. Sand Therapy.</p> <p>Seedlings/Oakleaf referrals for key PP children.</p> | <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1674042760</p> | <p>Challenge 1</p> |

| | | |
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| <p>Sensory base in year 1 for key PP children unable to access class based learning.</p> <p>The development of sensory circuits across the school to promote self regulation and better focus.</p> <p>Re- introduction of parent/ family workshops.(Come read with me/ count with me). Launch the parent cafe as a 'Parent hub' offering courses with a particular focus on PP parents.</p> <p>Other</p> <p>Littlefoot Forest School to support outdoor learning engagement across the school from EYFS to Y6 including The Treehouse.</p> <p>Cost for Foodbank to support the school community.</p> <p>John Muir award and development of sanctuary space.</p> <p>To support the cost of residentials for PP children.</p> <p>Cost for supply for PP champ to meet/ review and feedback 3 days</p> | | |
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Total budgeted cost: £ 343861.75

