

# St. Bede's Catholic Infant School



## **Pupil Premium Strategy/Action Plan 2020-2023 Reviewed and updated annually (updated Summer 2021)**

The Pupil Premium Strategy is a statutory document approved by the Governing Body. The Plan covers 3 years but is reviewed and updated at St. Bede's on an annual basis. The review process is carried out annually by relevant staff and governors. The Pupil Premium Strategy is fully integrated into the School Development Plan. Monitoring of the progress towards objectives/targets is rigorous and ongoing by the headteacher, staff and governors as appropriate.

### **COVID-19**

On return to school in September for all year groups our intention is that pupils will return to their normal rates of outstanding progress very quickly, supported by early assessment of needs and appropriate provision of support/intervention including Personal Health and Well-being and Basic skills in English and Mathematics. Teachers in Reception will focus on the prime areas of learning, including: communication and language, personal, social and emotional development and physical development. They will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

Other priorities and our school curriculum (see website) demonstrate that this will be in the context of and continued commitment to an ambitious and broad curriculum.

When all children return, time and resources, including the deployment of staff will be allocated to support their transition, assessment and progress. Part time teacher's hours will provide proven teaching expertise, continuity and familiarity of staff for the children. A high focus will be upon the children's well-being, attitudes to learning and consolidation of basic skills. As stated this will be in the context of our broad and ambitious curriculum. We must not compromise on the children's rights to this and their need to develop the cultural capital to support their future success.

**Due to COVID-19 all statutory assessment requirements for the year ending July 2021 were removed. Consequently there is no national or school end of year data to demonstrate attainment of children this year.**

1. Summary Information 2021-2022					
School	St. Bede's Catholic Infant School				
Pupil Premium Champion	Miss J Scragg Trained Pupil Premium Reviewer				
Academic Year	2021-2022	Total PP Budget	£57490	Date of most recent PP Review	July 2021
Number on roll	230	Number of eligible pupils Proposed Actual	43	Date for internal review of this strategy	December 2021 March 2022 July 2022

**Due to COVID-19 all statutory assessment requirements for the year ending July 2021 were removed. Consequently there is no national or school end of year data to demonstrate attainment of children this year.**

2. Most Current comparative National and School Attainment 2019		
	Pupils eligible for PP (School)	Pupils not eligible for PP (National)
% achieving expected standard or above in Reading	74%	78%
% achieving expected standard or above in Writing	74%	73%
% achieving expected standard or above in Maths	84%	79%
% achieving expected standard or above in reading, writing and maths combined	74%	69%
% achieving GDS in Reading	26%	28%
% achieving GDS in Writing	21%	17%
% achieving GDS in Maths	21%	24%
% achieving GDS in reading, writing and maths combined	16%	13%
% making expected progress in reading (as measured in the school)	100%	
% making expected progress in writing (as measured in the school)	100%	
% making expected progress in mathematics (as measured in the school)	100%	
Phonics	Pupils eligible for PP (School)	Pupils not eligible for PP (National)
Year 1	81%	84%
Year 2	83%	93%
EYFS GLD	Pupils eligible for PP (School)	Pupils not eligible for PP (National)
	55%	74%

<p>3. Barriers to future attainment and evidence of barriers</p> <p>National Priority (Crosses all internal and external barriers detailed below)  School will continue to follow the most up to date guidance and advice in regard to the COVID-19 pandemic.</p> <p>In September our intention is that all pupils will continue to meet their normal rates of outstanding progress, supported by early assessment of needs and appropriate provision of support/intervention/tutor groups.</p> <p>Other priorities and our school curriculum (see website) demonstrate that this will be in the context of and continued commitment to an ambitious and broad curriculum.</p> <p>When all children return, time and resources, including the deployment of staff will be allocated to support their transition, assessment and progress. Our permanent floating teacher will continue to support children with identified needs providing proven teaching expertise, continuity and familiarity of staff for the children. A high focus will continue to be upon the children’s well-being, attitudes to learning and consolidation of basic skills. As stated this will be in the context of our broad and ambitious curriculum. We must not compromise on the children’s rights to this and their need to develop the cultural capital needed for their future success.</p>
<p>Academic barriers</p> <p>Baseline and ongoing assessment over many years evidences that the main academic barriers to learning and achievement for our pupils are as follows. Historically Pupil Premium children as a group in school also have a higher percentage of children identified as SEN in comparison to the non-pupil premium children in school.</p>
<p>In-school barriers (issues to be addressed in school)</p> <p>A Language and communication skills-Historically on entry children are below age expected in language and communication skills with limited development in vocabulary and are undergoing or soon after admission undergo referral to speech and language specialist.</p>
<p>B Literacy skills- Historically on entry children are below age expected in reading and writing and most specifically phonic knowledge with a lack of access to and familiarity with books.</p>

As measured through school flags (teacher assessment against National curriculum objectives) % on entry to year group in September 2021 on track to be EXS/GDS																
	Year 1				Year 2											
	EXS PP	EXS Non-PP	GDS PP	GDS Non-PP	EXS PP	EXS Non-PP	GDS PP	GDS Non-PP								
Reading	53%	84%	0%	21%	60%	82%	15%	34%								
Writing	53%	82%	0%	16%	60%	80%	10%	27%								
Maths	58%	89%	16%	23%	70%	88%	20%	36%								
<p>C SEND-Historically on entry there is a higher percentage of children with SEND as compared to the Non PP Group. In recent years there has also been an increase in the number of children with complex needs with a variety of needs identified across cohorts. These children enter or soon have an EHCP with varying specific areas of SEND.</p>																
<p>Sept 2021</p> <table border="0"> <tr> <td>Year 1</td> <td>Year 2</td> </tr> <tr> <td>6/19 Pupils who are PP are also SEND</td> <td>7/20 Pupils who are PP are also SEND</td> </tr> <tr> <td>4/56 Pupils who are Non-PP are SEND</td> <td>4/56 Pupils who are Non-PP are SEND</td> </tr> <tr> <td>6/10 SEND Group are PP</td> <td>7/11 SEND Group are PP</td> </tr> </table>									Year 1	Year 2	6/19 Pupils who are PP are also SEND	7/20 Pupils who are PP are also SEND	4/56 Pupils who are Non-PP are SEND	4/56 Pupils who are Non-PP are SEND	6/10 SEND Group are PP	7/11 SEND Group are PP
Year 1	Year 2															
6/19 Pupils who are PP are also SEND	7/20 Pupils who are PP are also SEND															
4/56 Pupils who are Non-PP are SEND	4/56 Pupils who are Non-PP are SEND															
6/10 SEND Group are PP	7/11 SEND Group are PP															
External barriers (issues which also require action outside of school)																
D Personal and social development-On entry to school an increasing number of children are demonstrating a lack of self-regulation and some a lack of boundaries limiting engagement.																
E Emotional Health and Well-being for some children due to a number of factors including Family issues, separation, bereavement, SEMH as part of SEND																
F Physical health and well-being-link to Reception weights and measures data; link to PE and Sports Premium Strategy																
G Need to extend opportunities outside school to develop cultural capital e.g. Arts including visits to museums, to the theatre, music and Art and outdoor learning																
<p>H Attendance for Pupil Premium children was broadly in line with school level attendance in 2018-19 at 95.71 compared to 96.28 respectively. The focus is on persistent absenteeism and specific families.</p> <p>Due to COVID there is no comparable data for academic year 2020-21.</p> <p>However at time of lockdown in March the attendance for PP children remained broadly in line with school level attendance – 94.70% compared to 95.45% respectively.</p>																
<b>The following will need to be considered in light of any school, local or national lockdowns when the Remote Education Policy and Plan will be implemented. (See school website)</b>																

4.		
Barrier	Desired outcomes	Success Criteria how they will be measured
A	<p>Majority of children to achieve ELGs for Communication and Language (Speaking and Listening)</p> <p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>End of Key Stage 1 outcomes link to B</p>	<p>Monitoring, including planning and assessment records and pupil observations evidencing use of extended language and vocabulary and use of correct grammar/sentence structure orally impacting positively on confidence and on reading and writing outcomes.</p> <p>Monitoring demonstrating creative activities planned and delivered resulting in attentive/engaged listeners. ( Cross reference to Monitoring activities in B)</p>
B	<p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading and writing and maths (Targets will be set at the end of September using school flags)**</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children nationally at EXS+ and GDS in reading, writing and maths</p>	<p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set</p> <p>Monitoring and evaluation activities evidencing challenged progress</p> <p>On entry gaps between PP and non-PP in school (see table above) narrowing by the end of KS1 evidenced through school Flag system and end of Key Stage outcomes.</p> <p>End of KS1 attainment PP children in school in line with other children nationally at EXS+ and GDS in reading and writing and maths</p> <p>At least 80% of pp children in Year 1 to meet KS1expected phonics standard</p> <p>All PP children in Year 2 to meet KS1expected phonics standard Application of basic skills at flag 2 and above evident in work.</p>

<p>A, B</p>	<p>High standards of speaking and listening and teaching and learning in reading and writing supported through effective home school partnerships including; High expectations of parental engagement from Induction, through curriculum meetings, family learning activities, links to activities through school website, 'Just Imagine' home library reading initiative, phonics and comprehension books provided for home use, reading diaries.</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children in school and nationally at EXS+ and GDS in reading and in Phonics</p>	<p>End of KS1 attainment PP children in school in line with other children nationally at EXS+ and GDS in reading and phonics</p> <p>At least 80% of pp children in Year 1 to meet KS1 expected phonics standard All PP children in Year 2 to meet KS1 expected phonics standard</p> <p>Children changing and sharing their books with their family at least weekly.</p> <p>Monitoring evidencing children enjoying wider variety of books at home impacting positively on their reading and writing targets in school.</p> <p>Positive impact on other areas of development including social skills and speaking and listening extending vocabulary through the wide range of reading materials offered including non-fiction.</p>
<p>C, D, E</p>	<p>Pupil Premium children including those with SEND to make accelerated progress from their starting points which is equal to or above Non-PP children</p> <p>To support children to work collaboratively, critically, creatively Focus: continue and extend personal, social, emotional health and well-being programmes.</p>	<p>SENDCO and Year group TAs delivering interventions focusing on individual needs including daily nurture interventions continuing personal, social, emotional health and well-being programmes as appropriate including:</p> <p>Adapted Silver SEAL and Time to Talk Sunbeams in place for those children with separation and loss issues impacting on self-esteem, relationships and ability to cope with situations in and out of school.</p> <p>P4C Small group programme impacting upon social and emotional well-being and learning.</p> <p>Children develop skills to form opinions and present them to others during discussions and debates.</p>

		<p>Monitoring and evaluation activities evidencing revision to schemes of work supporting pupil directed learning and differentiation across the curriculum</p> <p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set</p> <p>Monitoring and evaluation activities evidencing challenged progress</p>
D, E, F, G	<p>The curriculum and extra-curricular offer for all including PP children is broad and enriched supporting the development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment as measured through engagement, parent and pupil feedback</p>	<p>Themed weeks across the year including  Emotional Health and Well being week (October)  Parliament/Anti-bullying/Multi-Faith Week (November)  Arts/Awe and Wonder/Equalities Week and  Community Saturday (March)  Sports and Physical well-being week (June)</p> <p>Monitoring of attendance engagement evidencing 100% of PP children having the opportunity to participate in a range of extra-curricular activities including Art, Craft, Choir, Speaking Choir, Drama, Emotional Health and well-being, Tennis, Multi-sports, Gymnastics, Library Club, Reading, Puzzle Club, Spanish (Focus Children’s University Hours)</p> <p>Educational visits include focus on cultural experiences</p> <p>Children’s gifts and talents developed and interests and ambitions broadened through the wide range of activities in and outside of school.</p> <p>Children’s learning and achievement celebrated e.g.  Children’s University Family celebration</p>
H	<p>Increased attendance rates for Pupil Premium Persistent Absentees. Cross reference to rationales for individual targets</p>	<p>Weekly analysis and ongoing work alongside the EWO to evaluate rationales for and progress of Pupil Premium Persistent absentees to reach individual targets</p>

5. Planned Expenditure					
Academic Year		2021-2022			
Quality of teaching for all					
Desired Outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
On return to school in September children to continue to make the expected progress and needs to be met	<p>School to follow any ongoing guidance due to COVID-19 Pandemic</p> <p>Early assessment of needs and appropriate provision of support/intervention including Personal Health and Well-being and Basic skills in English and Mathematics.</p> <p>One permanent floating teacher (0.6) will undertake and oversee the appropriate assessments of children for group support/tutor groups/intervention. This strategy will ensure the provision of proven teaching expertise, continuity and familiarity of staff for the children.</p>	<p>National Priority (Crosses all internal and external barriers detailed below)</p> <p>Impact of absence from school due to COVID-19</p> <p>See EEF guidance including COVID-19 Support Guide for schools</p>	Cross reference to all monitoring activities below.	Miss Parle All staff	Half termly

	<p>A high focus will be upon the children's well-being, attitudes to learning and consolidation of basic skills. As stated this will be in the context of our broad and ambitious curriculum (see other priorities and school website).</p> <p>We must not compromise on the children's rights to this and their need to develop the cultural capital needed for their future success.</p>				
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Desired Outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>A</p> <p>Majority of children to achieve ELGs for Communication and Language (Speaking and Listening)</p> <p>Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>End of Key Stage 1 outcomes link to B</p>	<p>Sharing of acquired strategies from CPD through lesson studies, learning Walks as timetabled and ongoing discussion through PPA</p> <p>Ongoing across the curriculum Creative use of “listening” games and activities including ICT</p> <p>High focus on speaking clearly with confidence and control, using appropriate sentence structure and showing awareness of the listener.</p> <p>High focus on modelling and correcting use of incorrect grammar.</p> <p>High focus on developing self confidence and self awareness through discussion and questioning, including resources used for home school links e.g. Holiday books, Proud Moments, class bears.</p>	<p>Quality First Teaching is fundamental to success</p> <p>Lesson studies and PPA time this academic year will continue to focus on the sharing of good practice/strategies.</p> <p>Strategies historically proven (refined and adapted to need) See also additional detail section below</p>	<p>Monitoring activities as timetabled across all subjects</p> <p>Planning, Assessment</p> <p>Work Scrutiny</p> <p>Learning Walks. Pupil Voice</p> <p>Lesson Studies</p>	<p>Mrs Towell Mrs Paton All staff</p>	<p>December 2021 March 2022 July 2022 (Evaluation of outcomes and rationale for any gaps)</p>

	<p>High Focus on continuous provision, including role play, planned activities and assessment across Year Groups in planning Monitoring and evaluation activities evidencing revision to schemes of work supporting pupil directed learning and differentiation across the curriculum</p>				
<p>Cost of monitoring activities</p>					<p>£500</p>

ii Targeted Support					
Desired Outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>A, B Pupil Premium children making accelerated progress from their starting points which is equal to or above Non-PP in school.</p> <p>By the end of Key Stage 1 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading and writing ((Targets will be set at the end of September using school flags)**</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children nationally at EXS+ and GDS in reading, writing and maths</p>	<p>Timetabled deployment of 0.6 floating teacher to assess children on return to school in September and identify needs alongside class teachers. Staff deployed to undertake interventions working with groups of children focus more able PP/SEND</p> <p>Timetabled and responsive flexible deployment of to work across year groups, in groups and in class focusing on LA PP and PP with additional needs and/or vulnerabilities</p> <p>Clear entry and exit criteria are in place for these interventions which are responsive to achievement of defined and successful outcomes.</p>	<p>Historically proven strategy</p> <p>Clear entry and exit criteria for groups linked to Flag criteria</p> <p>Flexible deployment allows for strategies to be redefined to ensure success</p> <p>Intensive tuition in small groups is highly effective.</p> <p>COVID-19 Support Guide for Schools (as needed)</p> <p>See also additional detail section below</p>	<p>Undertake following Monitoring and Evaluation Activities:</p> <p>Pupil progress reviews half-termly</p> <p>Refine intervention strategies/groups</p> <p>20.10.21 (SM)</p> <p>15.12.21</p> <p>16.2.22</p> <p>30.3.22</p> <p>25.5.22</p> <p>20.7.22</p> <p>Pupil progress focus of staff appraisals</p> <p>Week Beginning</p> <p>4.10.21</p> <p>6.11.21</p> <p>23.4.21</p> <p>13.7.22</p> <p><u>Reading</u></p> <p>Pupil Voice/ Planning and Assessment</p> <p>11.10.21, 1.11.21, 5.01.22, 17.01.22, 9.03.22, 27.04.22</p> <p>Work Scrutiny</p> <p>11.10.21, 18.3.22</p> <p>Case studies</p> <p>14.6.22</p>	<p>Mrs Bird (SENDCO)</p> <p>Miss Scragg (PP Reviewer)</p> <p>Miss Parle</p>	<p>December 2021</p> <p>March 2022</p> <p>July 2022</p> <p>(Evaluation of outcomes and rationale for any gaps)</p>

			<p><u>Writing</u> Learning Walk/ Pupil Voice 18.03.22 Planning and Assessment 6.10.21, 5.01.22, 9.03.22, 27.04.22 Work Scrutiny 20.10.21, 1.12.21, 19.1.22, 18.3.22</p> <p><u>Mathematics</u> Learning walk/Pupil Voice 17.1.22 Planning and Assessment 6.10.21, 5.01.22, 9.03.22, 27.04.22 Work Scrutiny/SM 4.01.22</p>		
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<p>C, D, E Pupil Premium children including those with SEND to make accelerated progress from their starting points which is equal to or above Non-PP children</p> <p>All children achieving their potential as evidenced in achievement of or by exceeding individual targets set</p> <p>Focus: most specifically on return to school to continue to extend personal, social, emotional health and well-being programmes. supporting children to work collaboratively, critically, creatively and improving self-esteem</p> <p>Children develop skills to form opinions and present them to others during discussions and debates.</p>	<p>Assessment of needs on return to school and appropriate provision of support/intervention including Personal Health and Well-being</p> <p>Floating teacher (0.6) and Year group TAs delivering interventions focusing on individual needs including daily nurture interventions continuing personal, social, emotional health and well-being programmes as appropriate including: adapted Silver SEAL and Time to Talk; Sunbeams; P4C</p> <p>Continue wide variety of pupil steering groups</p> <p>Continue to take part in inter-school debating forum (if re-established following return to school in line with Government guidance)</p>	<p>Historically effective strategies to be continued. See also additional detail section below</p>	<p>Ongoing monitoring of implementation and impact including feedback from parents and pupils. Completion of SDQ well-being questionnaire on entry and exit to groups and Boxall Profile as appropriate Also see pupil progress monitoring timetabled above</p> <p>Monitoring and evaluation activities evidencing challenged progress</p>	<p>Mrs Bird (SENDCO) Miss Scragg Miss Parle Year group TAs</p>	<p>Review half termly or on completion of groups</p>
Total budgeted cost					<p>(Teachers) £35 960 (TAs) £21 530</p>

ii Other approaches					
Desired outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>DEF</p> <p>The social, emotional, health and well-being of all children ensured impacting upon readiness to learn most specifically on return to school.</p> <p>To support children to work collaboratively, critically, creatively</p> <p>Focus: continue and extend personal, social, emotional health and well-being programmes.</p>	<p>Extend links to external agencies/providers to provide CPD/workshops for staff relevant to supporting personal, social, emotional health and well-being</p> <p>Implement as appropriate skills provided through HBC</p> <p>Employ skills of School Mental Health First Aiders (x 3 staff)</p>	<p>Support existing proven strategies and enhance self-sustaining provision</p>	<p>Staff feedback following CPD and initiatives and impact on identified children in relation to individual barrier to well-being</p> <p>Pupil Voice</p>	<p>Miss Scragg</p> <p>Miss Webber</p> <p>Miss Hesling</p>	<p>November 2021</p> <p>March 2022</p>
Budget cost £400					

Desired outcome	Action	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Dates
<p>A, B</p> <p>High standards of speaking and listening and teaching and learning in reading and writing supported through effective home school partnerships including;</p> <p>Positive impact on other areas of development including social skills and speaking and listening extending vocabulary through the wide range of reading materials offered including non-fiction</p> <p>By the end of Key Stage 1 Pupil Premium children in school to attain at least in line with other children in school and nationally at EXS+ and GDS in reading and in Phonics (Phonics screening Year 2 Autumn 2021 following COVID-19) At least 80% of pp children in Year 2 (Autumn 2021) and Year 1 (June 2022) to meet KS1 expected phonics standard</p>	<p>High expectations of parental engagement from Induction, through curriculum meetings, family learning activities, links to activities through school website, 'Just Imagine' home library reading initiative, phonics and comprehension books provided for home use, reading diaries.</p> <p>Remote Education provided as needed.</p>	<p>Historically effective strategies to be continued. See also additional detail section below</p>	<p>Ongoing monitoring</p> <p>Children changing and sharing their books with their family at least weekly.</p> <p>Monitoring evidencing children enjoying wider variety of books at home impacting positively on their reading and writing targets in school.</p>	<p>Mrs Bird Miss Hesling</p>	<p>Annually Summer 2022</p>

All PP children in Year 2 to meet KS1 expected phonics standard by the end of the year.					
Budget Cost £600					

<p>D, E, F, G</p> <p>The curriculum and extra-curricular offer for all including PP children is broad and enriched supporting the development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment as measured through engagement, parent and pupil feedback</p> <p>Children's gifts and talents developed and interests and ambitions broadened through the wide range of activities in and outside of school.</p> <p>Children's learning and achievement celebrated e.g. Children's University Family celebration</p>	<p>Themed weeks across the year including Arts/Awe and Wonder/Equalities Week and Community Saturdays (October/December) Parliament/Anti-bullying/Multi-Faith Week (November) Emotional Health and Well being week (March) Sports and Physical well-being week (June)</p> <p>Offer a wide variety of extra-curricular activities including Art, Craft, Choir, Speaking Choir, Drama, Emotional Health and well-being, Tennis, Fun with Food, Multi-sports, Gymnastics, Library Club, Reading, Spanish, Puzzle Club (Focus Children's University Hours)</p> <p>Educational visits include focus on cultural experiences</p>	<p>Historically effective strategies to be continued and extended. See also additional detail section below</p>	<p>Staff, Parent and pupil feedback on the impact planned and incidental of themed weeks and Community Saturdays</p> <p>Staff, Parent and pupil feedback on the impact planned and incidental of educational visits</p> <p>Monitoring of attendance engagement through termly overview evidencing 100% of PP children having the opportunity to participate in a range of extra-curricular activities</p> <p>Produce termly overview of progress towards children's university hours and record of children's achievements and awards</p>	<p>Mrs Jackson Miss Tittensor Miss Scragg Mrs Bellard Mrs Towell Club leads</p>	
Budget cost £200					

<p>Increased attendance rates for Pupil Premium          Persistent Absentees-cross reference to rationales for individual targets.          Focus on return to school.</p>	<p>Specific focus on return to school and resumed expectations of attendance.          Designated Lead Management time allocated to specifically support vulnerable families on return to school and those with anxieties          Attendance lead monitor attendance of all and most especially vulnerable children/groups          Work alongside EWO/Link Governor          Engage parents through high focus on significant impact of good attendance from Induction and throughout the year at parents meetings, newsletters, prospectus.</p>	<p>Historically effective strategies to be continued.          See also additional detail section below</p>	<p>Feedback from families          Weekly analysis and ongoing work alongside the EWO to evaluate rationales for and progress of Pupil Premium Persistent absentees to reach individual targets</p>	<p>Miss Scragg          Mrs Faulkner (EWO)</p>	<p>As timetabled</p>

### Additional Detail

Pupil Premium is additional funding paid by means of a specific grant based on the school census figures for pupils registered and eligible at any period in the last 6 years for Free School Meals (FSM) or pupils who have been looked after for one day or more or were adopted from care. These pupils are referred to by the DfE as 'disadvantaged', although they are from all ability levels. It is for schools to decide how the pupil premium is best spent to serve the needs of their disadvantaged children.

Specific allocation of the funding for the current year is detailed in the Pupil Premium Strategy Action Plan for 2021-2022 and the impact of the deployment of the previous years funding is detailed in the reviewed Pupil Premium Strategy Action Plan/Impact Statement for 2020-2021. Copies are posted on the school website and are also included in the School Development Plan (A hardcopy is available from the school office).

The DfE have acknowledged that Pupil Premium funding is allocated for each financial year but has asked that schools refer to the academic year in their Pupil Premium Strategy.

### Current Attainment

Excellent standards across all year groups have been maintained and sustained over many years. Historically by the end of Key Stage 1 school Pupil Premium pupils as a group have consistently performed broadly in line with or better than other pupils nationally. Our School target is to maintain high standards for all pupils and narrow the gap between Pupil Premium and non-Pupil Premium in school. From EYFS Baseline and in terms of school flags and tracking all pupil premium children make significant progress across all year groups.

(The ratio of SEND children within these groups is taken into consideration when evaluating impact and success criteria)

### Main Barriers to Learning to future Attainment/Evidence of Barriers

#### (For pupils eligible for Pupil Premium, including high ability)

Baseline and ongoing assessment over many years evidences that the main barriers to learning and achievement for our pupils are language and communication skills, literacy skills and personal and social development. Historically Pupil Premium children as a group in school also have a high percentage of children identified as SEN in comparison to the whole cohort.

Ongoing observation and assessment of individual children's needs is undertaken across all year groups throughout the year and these needs are identified in Personalised Learning Records.

Pupil Progress meetings are undertaken at least half termly which facilitate staff discussion and planning to support all children including focusing on long term or transient needs and barriers as they arise. These may include for example attendance, poor health, attitudes to learning, parenting or safeguarding concerns or narrow experience of life outside of school.

### Rationale and evidence base for chosen approaches

The timing of the allocation of the Pupil Premium to school and the fluidity of Free School Meals (FSM) as a group drives decisions relating to the deployment of this funding within school to ensure the most efficient and effective use of the funding.

We recognise that not all pupils who are entitled to Pupil Premium are disadvantaged or vulnerable and that there are those children not eligible for Pupil Premium who are. Strategies such as group interventions funded by the grant may be made up of Pupil Premium pupils and non-Pupil Premium pupils where needs are similar.

Sir John Dunford National Pupil Premium Champion for the Government advised that schools focus on the quality of teaching to ensure all children reach their full potential. This is integral to our Mission Statement and Catholic ethos and drives our Pupil Premium Strategy.

The Sutton Trust and Learning Toolkit and Education Endowment Foundation (EEF), consider a wide range of common approaches and strategies to raising achievement and analyses them in order to identify the high impact approaches. The Pupil Premium Strategy Action Plan is based on some of the higher impact strategies and on the Ofsted document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'. We are confident then that we are using interventions and approaches with a track record of success.

In line with our Mission Statement Pupil Premium has been and will continue to be deployed to staffing, to CPD and also to resources and extended activities as appropriate to meet identified needs. This enables children to maximise their progress and meet their potential in an atmosphere of trust and mutual respect.

#### Monitoring and Evaluation

The Headteacher and Staff as appropriate regularly and rigorously monitor and evaluate the impact of strategies employed. Plans for the deployment and evaluation of the impact of Pupil Premium is a standing agenda item at Governing Body Committee Meetings and is reported in the Headteacher's Termly Report to Governors. This ensures a strong focus on Pupil Premium by Governors.

#### Trained Pupil Premium Reviewer

Miss Scragg who is a senior member of our teaching staff is a trained Pupil Premium reviewer.

Miss Scragg (as above) and Mrs Paton (EYFS/Assessment co-ordinator) and Miss Coughlan (Headteacher) are also members of HBC 'Disadvantaged Working Group' formally 'Diminishing the Difference Working Group'.