



Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	12 th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Claire Gillespie Headteacher
Pupil premium lead	Fiona Cullen Inclusion Manager
Governor / Trustee lead	John Ryan Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76175
Recovery premium funding allocation this academic year	£8265
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84440

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

To develop a school culture where the children and their learning needs are placed first; giving every child the opportunities (each term) to thrive, succeed and make excellent progress across the curriculum and on a personal level.

Our intention is that all children make good progress and achieve highly, regardless of their background and the challenges that they face. Through Quality First Teaching and carefully personalised and targeted assistance it is our intention to support disadvantaged pupils (and those who have social care involvement) in the areas where they require the most support. In addition to academic support, our tiered approach also includes pastoral support and non-academic provision for those pupils who present with social and emotional difficulties, attendance, and behaviour concerns. Throughout the school, there is a “no glass ceiling” mentality and this will ensure the highest expectations and opportunities for the children in St Winifred’s.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the highest possible quality of teaching is our primary objective. Not only will this directly impact the progress and attainment of our disadvantaged pupils, our non-disadvantaged pupils will also benefit.

The strategies we implement will reflect the common challenges and barriers to success and pupils’ individual needs through careful assessment and partnership working with pupils and families.

Our approach will be responsive but rooted in assessment data rather than assumptions and bias.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows that pupils, in Nursery and Reception enter the school with lower levels of language and greater need of SALT provision. Through feedback and observation, it appears that the importance of adults who can facilitate and model language, as well as deliver SALT therapies is crucial in ensuring that we address this need.
2	Assessment and observation data show that there is an attainment gap between disadvantaged and non-disadvantaged in Reading, Writing, Maths and R,W, M combined at Key Stage 1 and 2.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been adversely affected by the partial school closures of the past two academic years. These findings are supported by national studies.
4	Within our school community, we recognise that a number of other children (with social care involvement, no recourse to public funds or young carers) are also achieving lower than their peers.
5	Some pupils may have a narrower range of experiences which may affect their confidence and aspirations.

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
Improved Communication, Language and Literacy outcomes for children in Reception	Assessments and observations show improved outcomes in writing, language and number for disadvantaged pupils. This can be seen through progress data, engagement, portfolio scrutiny and formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils in Year 1 and 2.	KS1 reading outcomes show that more disadvantaged pupils are meeting and exceeding the expected standard with increasing numbers passing the phonics assessment.
Improved numbers of disadvantaged pupils achieving 'expected' and 'greater depth' in Writing (Y3-Y6)	KS2 outcomes show that more disadvantaged pupils are achieving expected and greater depth.
Improved numbers of disadvantaged pupils achieving 'expected' and 'greater depth' in Maths (Y3-Y6).	KS2 outcomes show that more disadvantaged pupils are achieving expected and greater depth.
Improved numbers of disadvantaged pupils achieving 'expected' and 'greater depth' in Reading (Y3-Y6).	KS2 outcomes show that more disadvantaged pupils are achieving expected and greater depth.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	By 2024/25 we will have achieved high levels of wellbeing for pupils in KS2 demonstrated by: Pupil surveys, pupil voice, teacher observations. Decreased numbers of children exhibiting worrying levels of anxiety.

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: £ [£4,290]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Synthetic Systematic Programme (SSP) for Phonics	<p>By ensuring high-quality phonics teaching the we want to improve literacy levels to:</p> <ul style="list-style-type: none"> • give all children a solid base upon which to build as they progress through school • help children to develop the habit of reading widely and often, for both pleasure and information <p>Yearly Online Subscription: £995</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) (Recommendation 3)</p>	1, 2, 4
Literacy Tree- whole school Reading and Writing CPD	<p>The Literacy Curriculum is a complete, book-based approach to the teaching of primary English for teachers, home educators and whole schools.</p> <p>Developed by The Literacy Tree, a group of English specialists who have all been teachers, school leaders and moderators, the Literacy Curriculum immerses children in a literary world, creating strong levels of engagement to provide meaningful and authentic contexts for learning. Children become critical readers and acquire an authorial style as they encounter a wide-range of significant authors and a variety of fiction, non-fiction and poetry.</p> <p>Yearly Online Subscription: £795 KS1 &2: Guided Reading Texts: £ 500 Total:</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
Enhancing of teaching and curriculum planning for English and Maths in line with EEF guidance. Teacher release time and CPD funded to embed key elements of guidance.	<p>Quality First Teaching is key. Subject leads need to monitor and ensure the delivery of their subjects is effective.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>£2,000 (2 ½ days per lead a half term)</p>	1, 2, 4

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

Budgeted cost: £ [53,828]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Assistant Support within lessons	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>TAs are used to ensure that all teachers are supported in their delivery of quality first teaching. Teachers are supported to target groups and individuals to narrow the gap caused due to school closures and the pandemic</p>	1,2,4
Targeted interventions to support R, W and M	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistants and Teachers to lead targeted interventions for identified individuals and groups.</p>	1,2,4

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

Budgeted cost: £ [£26,322]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catholic Children's Society - Counselling Service	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Cost: £12,000	3
Restorative Justice whole school approach to behaviour management	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) £500	3
Targeted interventions delivered by trained members of support staff	Drawing and Talking Train one additional staff member on foundation training and one on the enhanced, in order to facilitate group sessions. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Training for additional members of staff: £500	3
To ensure all disadvantaged pupils have access to wider enrichment opportunities as their peers	Pupil Premium fund to fund: <ul style="list-style-type: none"> - Educational visits (Approx £50 per year = £3,100) - Residential Trips (£260 x 10 = £2,600) - Instrumental lessons (£234 with hire of instrument per year x 23 = £5,382) - After school clubs (£40 x 56 = £2,240) Total: 13,322	4, 5

Total budgeted cost: £ [84,440]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

Intended outcome	Outcomes
Improved Communication, Language and Literacy outcomes for children in Reception	Assessments and observations show improved outcomes in writing, language and number for disadvantaged pupils. This can be seen through progress data, engagement, portfolio scrutiny and formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils in Year 1 and 2.	Internal assessment and progress shows that Pupil Premium children are achieving as well as non. When Pupil Premium children have not met expected standards, other contextual information is to be taken into account
Improved numbers of disadvantaged pupils achieving 'expected' and 'greater depth' in Writing (Y3-Y6)	Internal assessment and progress shows that Pupil Premium children are achieving as well as non. When Pupil Premium children have not met expected standards, other contextual information is to be taken into account
Improved numbers of disadvantaged pupils achieving 'expected' and 'greater depth' in Maths (Y3-Y6).	Internal assessment and progress shows that Pupil Premium children are achieving as well as non. When Pupil Premium children have not met expected standards, other contextual information is to be taken into account
Improved numbers of disadvantaged pupils achieving 'expected' and 'greater depth' in Reading (Y3-Y6).	Internal assessment and progress shows that Pupil Premium children are achieving as well as non. When Pupil Premium children have not met expected standards, other contextual information is to be taken into account
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Pupil surveys provided to encourage pupil voice. Target ongoing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.