

## Pupil premium strategy statement 2021-22

### St Ambrose Barlow Catholic Primary School

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 Ambrose Barlow Catholic Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	$37/205 \times 100 = 18\%$
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jon Clinton Head of School
Pupil premium lead	Elizabeth Traynor SENCo and DSL
Governor / Trustee lead	John Hall, Chair of Governors

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,695
Recovery premium funding allocation this academic year	£4,496
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,425
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,616

## Part A: Pupil premium strategy plan

### Statement of intent

Our vision of education at St Ambrose Barlow is that all children, regardless of background or academic ability, should be able to a) make progress across all subject areas and b) at least meet the expectations for their age.

To this end, pupil premium will be used to further supplement the provision we make for children from a disadvantaged background (including those who may already be high attaining) in order that they make progress across the year and achieve the age-related expectation or better.

We will consider the challenges faced by vulnerable pupils, whether they be academic, social or emotional, and put in provision to address these issues.

Our approach at St Ambrose Barlow is built upon providing high-quality teaching and supporting pupils to achieve regardless of background or impediment. Therefore, the following is true:

- a) measures intended to raise the standards for pupil premium children will have the same impact upon non-pupil premium children, and
- b) measures that encourage whole-class success will have the inevitable effect of raising standards for all, including pupil premium children.

Our approach will consider the needs of all, rooted in both formative and summative assessment of attainment and ability, rather than 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 are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Reading provision: lack of appropriate high quality texts at home
2	Reading provision: lack of time / opportunity to read at home
3	Additional intervention needed in phonics to access written material
4	The need to address misconceptions and underperformance in core subjects, particularly Numeracy
5	Addressing the lack of cultural capital in disadvantaged pupils (Matthew Principle)
6	Pupils requiring additional emotional support
7	Addressing low attendance

## 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 oral language skills and vocabulary for all pupils, especially disadvantaged pupils	Purchase high-quality reading texts, in line with children's phonic ability Phonics taught daily and 100% of Year One children pass
Improve reading attainment among all pupils, including disadvantaged	KS2 reading outcomes in 2024/25 show a higher percentage of disadvantaged pupils met the expected standard than previous years. School % achievement will be greater than National data at all Key Stages
Improved maths attainment for all pupil, including disadvantaged	KS2 reading outcomes in 2024/25 show a higher percentage of disadvantaged pupils met the expected standard than previous years. School % achievement will be greater than National data at all Key Stages
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying (evidenced by pupil voice and parent questionnaires)</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 96%, and that there is no attendance gap between disadvantaged pupils and their non-disadvantaged peers</li> <li>• the percentage of all pupils who are persistently absent being below 96% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>

## 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NTS).	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	4
CPD in metacognition: i.e. retention and strategies: combat Matthew Principle	Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. <a href="#">EEF Metacognition</a>	4,5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Learning to read is one of the most formative phases of a child’s school experience and it lays the foundations for so much more. Those who do not master reading at school go on to struggle with essential tasks of life, so children mastering the art of reading during their school years is vital. Learning to read is a highly complex undertaking that is underpinned by two fundamental processes: <ul style="list-style-type: none"> <li>• word reading through the recognition and decoding of words, and</li> <li>• comprehension of texts through a range of knowledge and skills.</li> </ul> It is the skilled combination of these two dimensions that facilitates all reading success.	1,2,3

	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	4
Fund teacher release time to access Maths Hub resources and CPD (including Teaching for Mastery training).	See NCTEM: drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	4
Embedding KiVa A(anti-bullying and emotional health) approach across all classes  <i>CPD and staff release time</i>	Extensive research relating children's emotional skills with outcomes at school: <a href="#">EEF Social and Emotional Learning</a>	6

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>6,7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £** £54,000 (£48,616 from PP, with rest made up from carry fwd from previous year)