# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | St Leo’s and Southmead Catholic Nursery and Primary School |
| Number of pupils in school | 197 |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | A Tambourini |
| Pupil premium lead | A Tambourini |
| Governor / Trustee lead | I Jardine |

**Pupil Premium Funding Information**

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| **Pupil Premium Funding** |
| The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.    The Department of Education will allocate the following amounts for 2022/2023    - £1,385 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)  - £2,410 per pupil for Looked After Children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority  - £2,410 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order  - £342 for disadvantaged EYFS children |
| **Service Pupil Premium (SPP)** |
| There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.    Pupils attract the premium if they meet the following criteria:    - one of their parents is serving in the regular armed forces  - they have been registered as a ‘service child’ in the school census at any point since 2011  - one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)  Schools will receive £320 for each eligible pupil. |

**St Leo’s and Southmead Pupil Premium Funding Overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | PP + LAC £107,253  EYPP £342 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £107, 595 |

## Part A: Pupil Premium Strategy Plan

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

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| Challenge number | Detail of challenge |
| 1 | Backgrounds where aspirations are low |
| 2 | A lack of family engagement with learning, and where education is not valued |
| 3 | Emotional difficulties accompanied by lack of self-esteem and self-confidence |
| 4 | Poor attendance |
| 5 | Limited language and restricted vocabulary |

## Key Personnel

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| **Pupil Premium Key Personnel** | |
| **Team Member** | **Role** |
| Headteacher | Leading staff in high aspirations. Ensuring quality first teaching for all. Actions can then be completed by class teachers or relevant subject leads. |
| Pupil Premium Champion – Deputy Headteacher | Acting as champion for pupil premium children. Leading staff in high aspirations. Ensuring quality first teaching for all. Actions can then be completed by class teachers or relevant subject leads. |
| Lead Practitioner -  Assessment Leader | Monitoring impact of effective teaching strategies and high quality targeted academic support. |
| SENCo | Support staff in delivering effective interventions that narrow attainment gaps and support positive mental health. |
| Learning Mentor | Working with identified Pupil Premium Children for social and emotional support |
| Inclusion Governor | Monitoring and evaluating the impact of the strategy. |
| Review dates for academic year | In line with termly assessment periods |

## 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.

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| Intended outcome | Success criteria |
| To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills. To respond rapidly with targeted teaching and intervention for pupils at risk of underachievement. | * Pupils will meet (or exceed) age related national expectations in English and maths. * All staff will receive appropriate CPD to facilitate development and high quality teaching. * Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil needs. * Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths. * Support staff will support learning effectively. * Additional intervention sessions will take place, based on gaps/need. |
| To develop opportunities for oracy across the school.  Pupils will be challenged through a metacognitive approach. | • Pupils read regularly outside of normal class reading. • Pupils (who need to) will have opportunities for additional reading in school.   * Reading Heroes in KS1 and KS2 to support reading at lunch times. * Guided reading sessions will include elements of retrieval, meaning and inference. * Teachers will give pupils precise feedback which the pupils can respond to regularly. * Pupils will complete reasoning activities within most maths sessions. |
| All disadvantaged pupils will meet national expectations for attendance and punctuality. | All our disadvantaged pupils will match or exceed school averages for non-disadvantaged pupils (2021 data showed disadvantaged attendance to be at 90.2% with non-disadvantaged being 95%) • Learning Mentor will work closely with families who are not meeting this objective.  • Families to engage with school inclusion team where additional support is deemed neces-  sary. •  Breakfast club will be offered to priority pupils with discounted rates.   * High engagement with parents to encourage positive attendance. * Using Knowsley Attendance Strategy to ensure we are doing all we can to raise attendance for disadvantaged pupils |
| To support children in being able to deal with conflict in a positive way so that they have the skills to be effective communicators in challenging situations in the future. | • Age appropriate subject skills will be taught throughout the curriculum. • Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experi-  ences within (and outside) the school day.   * Discounted rates for PP children on educational residential visits. |

### 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: £5,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Curriculum co-ordinators to monitor curriculum planning and delivery to ensure that disadvantaged pupils have opportunity to engage fully and achieve in line with non-disadvantaged pupils | All staff complete KASH document for each topic area (each term) identifying how disadvantaged pupils are supported to ensure they are able to attain in line with non-disadvantaged pupils.  All curriculum co-ordinators to ensure the curriculum design is engaging, accessible and of value to disadvantaged pupils. Ensure language used within topics is designed to broaden vocabulary. Training to be accessed via SIL sessions through Southern Area Schools. | 1,2, 3, 4, 5 |
| Class teachers to continue to consider to a forensic degree the various needs of the disadvantaged children in their classes, and make carefully reflected decisions about tailored, well-pitched work and interventions (where necessary) that will make a positive difference to their disadvantaged children. | Staff to ensure that all disadvantaged children receive well pitched and delivered interventions and teaching input which is carefully designed to help them overcome barriers to learning.  Termly RAP completed by teachers will identify measures to continue to close the gap.  Barriers to learning are overcome, disadvantaged children learn at the same pace as their ‘non-disadvantaged’ peers and confidence grows. | 1, 2, 3, 4 |

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

Budgeted cost: £45,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to use the pupil premium grant to fund more support staff than we could otherwise afford to facilitate the delivery of a range of interventions to a range of groups of children, particularly disadvantaged, vulnerable and low attaining. | LSAs play a valuable role in delivering small group support, not only as part of a lesson, but also to deliver appropriate interventions to individual children and small groups to move their learning forward. LSAs have received formal internal and external training to support their role in areas such as Phonics, Read Write Inc, Power Maths, Speech and Language training, etc.  Children’s learning progress, confidence and self-esteem continue to receive enhancement from the intensive input of the LSAs throughout the school, especially the disadvantaged and vulnerable. | 1, 3, 5 |
| School to continue its commitment to maintaining full LSA support in each EYFS class in order to improve the chances of educational success of those children from disadvantaged backgrounds who do not begin school with the expected level of development in language, vocabulary, social, behavioural and a range of other skills. | Many research initiatives have shown that children from pupil premium and otherwise disadvantaged backgrounds do not start school with the language and vocabulary skills (along with a range of other expected skills) of their non-disadvantaged peers. The extra adult support will allow a greater degree of intervention work to be focused on children who need it in order to narrow attainment gaps with their non-disadvantaged peers.  The language, vocabulary and general skill development of the pupil premium and vulnerable children in the Early Years will be enhanced and accelerated, so the skill development gap between them and their non-disadvantaged peers is narrowed. | 1, 3, 5 |
| Training to be provided for teaching staff and support staff to improve the delivery of teaching strategies and interventions for disadvantaged children. | We promote a metacognitive approach to teaching and learning across the school through our ‘Super Learning Powers.’ According to the EEF Toolkit, Metacognition plays a vital role in the development of children’s ability to select an appropriate strategy to support their learning in any given task. | 1, 3, 5 |

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

Budgeted cost: £57,595

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To fund the position of a Learning Mentor whose work supports parents and children (frequently of disadvantaged and vulnerable pupils) in a number of areas in order to have a positive impact upon the psychological and emotional well-being and academic performance. | Learning Mentor will support families and their children with issues related to attendance, persistent absenteeism, child and parental mental health and well-being, parenting issues etc.  Attendance issues addressed promptly as they arise and solutions found. Persistent absenteeism is significantly reduced, especially amongst the disadvantaged and vulnerable children. Parent support meetings and skills/nurturing groups are set up to support parents in strengthening their parenting skills and improving the quality of their family life (subject to circumstances). Children’s and parent’s well-being (particularly the disadvantaged and vulnerable) and sense of security is enhanced by Learning Mentor intervention. | 1, 2, 3, 4 |
| Disadvantaged children to receive discounts for attendance at Breakfast Club. | ‘Pupil Premium’ discounts for ‘disadvantaged’ families are in place and parents are therefore encouraged to make use of them, possibly supporting some parents in moving themselves into work.  Disadvantaged children who might have come to school hungry are provided with a breakfast through the Magic Breakfast Scheme and parents may have a greater opportunity to move into the world of work, or more highly paid work.  We invest in ‘Magic Breakfast so that all children receive breakfast in school each morning, this is through the disadvantaged criteria of Magic Breakfast. | 2, 4 |
| Assessment Lead allocated set time to analyse data meticulously to ensure progress is sustained. | In order for children to make accelerated progress, a robust assessment system is needed to identify any gaps in learning. In addition to this, rapid identification of gaps is vital to enable targeted support is provided where needed. | 1, 3, 5 |
| Release of staff members to work collaboratively to support disadvantaged students. | Collaboration is needed to fully tailor the deployment of support throughout the school. At various points throughout the year, staff will need to be released to work with other members of staff across the school. An example of this could be the pupil premium champion working with the senior leadership team. | 1, 2, 3, 4, 5 |
| High emphasis on culture capital with all children experiencing cultural educational visits at least 4 times each year. | The demographic of our school means that a lot of our children do not experience cultural activities both within their immediate location or further afield. We are a school that values these opportunities and want our children to discover the world beyond their local area. Every child will go on an outward bounds residential in KS2 and a Cultural Residential Visit to London at the end of Year 6. All children will visit the theatre each year as well as visiting local landmarks and attractions. The impact of this is to raise the aspirations of our disadvantaged children. | 1,2,3,4,5 |
| Introduction of Restorative Practice as a method to enable pupils to manage their emotions and deal with conflict in a positive manner. | We want to enable our children to understand their emotions and reactions to a variety of situations. By ensuring all staff within the school are trained to follow the Restorative Practice principles, we will be able to support the children and give them valuable tools needed to resolve conflict and understand theirs and others feelings when faced with challenging situations. | 3 |

**Total budgeted cost: £107,595**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

**St Leo’s and Southmead Catholic Primary School Pupil Premium Strategy 2020-21**

**Pupil Premium Grant Allocation for 2020-21:** £110,747

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| **Action** | **Rationale** | **Impact Evaluation** |
| To fund an additional teacher to support in Year 6 and Year 1 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children, through quality first teaching in small groups. | The evidence of 2 years of funding an extra teacher tells us that focused curriculum support for our disadvantaged, vulnerable and lower attaining engenders a much greater degree of progress than would otherwise be the case. As a result, pupil premium funding (including covid catch up) will be used to fully cover this position. Over time, all children have benefited and will continue to benefit from this strategy.  The progress of our ‘disadvantaged’ children in Y6 is at least good from their starting points, and gaps that exist will diminish. It is intended that the disadvantaged children will make accelerated progress, which will be evident in end-of-year assessments and work books. | Year 1 end of year data indicated that disadvantaged pupils (non-SEND) attained in line with non-disadvantaged pupils.  Year 6 SATs attainment data:  Disadvantaged Non-Disadvantaged  Reading: 78% 89%  Writing: 44% 83%  Maths: 56% 89%  Year 6 Progress Measures:  Disadvantaged Non-Disadvantaged  Reading: +3.2 +0.6%  Writing: +0.4 +0.1  Maths: +1.6 +2.7  Although attainments data is not in line, the level of progress made by disadvantaged pupils in reading and writing is above that of non-disadvantaged pupils. The gap is smaller than it was at the beginning of the academic year. Without the support of an additional teacher in this class, the gap in reading and writing would not have narrowed. |
| Class teachers to continue to consider to a forensic degree the various needs of the disadvantaged children in their classes, and make carefully reflected decisions about tailored, well-pitched work and interventions (where necessary) that will make a positive difference to their disadvantaged children. | Well pitched and delivered interventions and teaching input which is carefully designed to help them overcome barriers to learning will positively impact the learning of disadvantaged pupils.  Termly RAPs ensure interventions take place in a timely fashion and enable the gap to be closed. | RAPs have been valuable in identifying the needs of disadvantaged pupils, they have ensured that interventions are planned for and completed on a regular basis with clear start and end points.  Teachers and LSAs use the RAPs as a point oof reference for regular intervention, raising the profile of interventions throughout the school. |
| Continue to use the pupil premium grant to fund more support staff than we could otherwise afford to facilitate the delivery of a range of interventions to a range of groups of children, particularly disadvantaged, vulnerable and low attaining. | TAs play a valuable role in delivering small group support, not only as part of a lesson, but also to deliver appropriate interventions to individual children and small groups to move their learning forward. TAs have received formal internal and external training to support their role in areas such as Phonics, Read Write Inc, Power Maths, Speech and Language training, etc.  Children’s learning progress, confidence and self-esteem continue to receive enhancement from the intensive input of the TAs throughout the school, especially the disadvantaged and vulnerable. | All staff have received training in Read Write Inc. Phonics scores were in line with National average in 2022 (74%) and continue to Improve.  RAPs (raising attainment plans) clearly identify where interventions are to take place and as a result of this our disadvantaged pupils attain well and make excellent progress. |
| School to continue its commitment to maintaining full TA support in each EYFS class in order to improve the chances of educational success of those children from disadvantaged backgrounds who do not begin school with the expected level of development in language, vocabulary, social, behavioural and a range of other skills. | Many research initiatives have shown that children from pupil premium and otherwise disadvantaged backgrounds do not start school with the language and vocabulary skills (along with a range of other expected skills) of their non-disadvantaged peers. The extra adult support will allow a greater degree of intervention work to be focused on children who need it in order to narrow attainment gaps with their non-disadvantaged peers.  The language, vocabulary and general skill development of the pupil premium and vulnerable children in the Early Years will be enhanced and accelerated, so the skill development gap between them and their non-disadvantaged peers is narrowed. | Our GLD at the end of the academic year was above national and local levels (75%). This is due to the level of support given to the children by the highly competent staff in the Early Years department of the school. Having an additional TA has meant more focused work has been able to take place in order to support those children from disadvantaged backgrounds. |
| Training to be provided for teaching staff and support staff to improve the delivery of teaching strategies and interventions for disadvantaged children. | We promote a metacognitive approach to teaching and learning across the school through our ‘Super Learning Powers.’ According to the EEF Toolkit, Metacognition plays a vital role in the development of children’s ability to select an appropriate strategy to support their learning in any given task. | Training has taken place for all teachers by Scholl Improvement Liverpool. Further training has taken place in house to ensure all staff are aware of the ways in which children learn. Children are now more independent learners and are more resilient that they were before this approach began. |
| To fund the position of a Learning Mentor whose work supports parents and children (frequently of disadvantaged and vulnerable pupils) in a number of areas in order to have a positive impact upon the psychological and emotional well-being and academic performance. | Learning Mentor will support families and their children with issues related to attendance, persistent absenteeism, child and parental mental health and well-being, parenting issues etc.  Attendance issues addressed promptly as they arise and solutions found. Persistent absenteeism is significantly reduced, especially amongst the disadvantaged and vulnerable children. Parent support meetings and skills/nurturing groups are set up to support parents in strengthening their parenting skills and improving the quality of their family life (subject to circumstances). Children’s and parent’s well-being (particularly the disadvantaged and vulnerable) and sense of security is enhanced by Learning Mentor intervention. | Our Learning Mentor is a key member of the Inclusion team and has supported with daily attendance, identified those disadvantaged children who need targeted support and completed work with parents. She supports all children with their emotional needs and has positively impacted on the mental wellbeing of all disadvantaged children that she has worked with. |
| Disadvantaged children to receive discounts for attendance at Breakfast Club. | ‘Pupil Premium’ discounts for ‘disadvantaged’ families are in place and parents are therefore encouraged to make use of them, possibly supporting some parents in moving themselves into work.  Disadvantaged children who might have come to school hungry are provided with a breakfast through the Magic Breakfast Scheme and parents may have a greater opportunity to move into the world of work, or more highly paid work.  We invest in ‘Magic Breakfast so that all children receive breakfast in school each morning, this is through the disadvantaged criteria of Magic Breakfast. | This provision is available for identified disadvantaged children as and when the need arises.  8 disadvantaged children have been offered breakfast and after school club places in 2021/2022.  All children receive breakfast when they arrive at school every day. |
| Assessment Lead allocated set time to analyse data meticulously to ensure progress is sustained. | In order for children to make accelerated progress, a robust assessment system is needed to identify any gaps in learning. In addition to this, rapid identification of gaps is vital to enable targeted support is provided where needed. | Clear processes are in place with all staff aware of the gaps within their classes which need to be addressed. All staff met with assessment lead to discuss vulnerable groups and their progress. |
| Release of staff members to work collaboratively to support disadvantaged students. | Collaboration is needed to fully tailor the deployment of support throughout the school. At various points throughout the year, staff will need to be released to work with other members of staff across the school. An example of this could be the pupil premium champion working with the senior leadership team. | A clear and precise handover took pace at the end of the academic year enabling all disadvantaged pupils to transition to their next class seamlessly.  Disadvantaged pupils discussed in every inclusion meeting. |
| High emphasis on culture capital with all children experiencing cultural educational visits at least 4 times each year. | The demographic of our school means that a lot of our children do not experience cultural activities both within their immediate location or further afield. We are a school that values these opportunities and want our children to discover the world beyond their local area. Every child will go on an outward bounds residential in KS2 and a Cultural Residential Visit to London at the end of Year 6. All children will visit the theatre each year as well as visiting local landmarks and attractions. The impact of this is to raise the aspirations of our disadvantaged children. | We heavily subsidised a trip to London in July 2022.  Colomendy subsidised in September 2021.  We took the children on a further four trips last year (cinema, theatre, science curriculum and summer day out) at no cost to families. |

**The following are the perceived ‘Barriers to Learning’ of many of the children who qualify for Pupil Premium funding:**

* Backgrounds where aspirations are low.
* In some cases, a lack of family engagement with learning, and where education is not valued.
* Emotional difficulties accompanied by a lack of self-confidence and self-esteem.
* Poor attendance in some cases.
* Limited language and restricted vocabulary.

The action plan above has been completed with such barriers in mind, with the intention of removing them or improving matters for these children.