



St.Richard's RC Primary School

Pupil Premium: 3 Year Strategy Statement



This statement details our school's use of pupil premium funding (and recovery premium for the academic year 2021-2022 and beyond) to help improve the progress and attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2021/2022), and the effect that last year's (2020/2021) spending of pupil premium had within our school.

School overview

| Detail | Data |
|--|-------------------------------------|
| School name | St.Richard's RC Primary |
| Number of pupils in school | 467 |
| Proportion (%) of pupil premium eligible pupils | 41% (192 pupils 22.10.2021) |
| Academic years that our current pupil premium strategy plan covers | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | 22 nd October 2021 |
| Date on which it will be reviewed | 22 nd July 2022 |
| Statement authorised by | Mr Jon Murray (Headteacher) |
| Pupil premium lead | Mrs Andrea Toal |
| Governor lead | Ms J.Taylor |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year inc. Early Years PPG | £249,302 |
| Recovery premium funding allocation this academic year | £12,978 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £262,280 |

Part A: Pupil Premium Strategy Plan

Statement of intent

Our Vision

The Governing Body and entire staff team at St.Richard's RC Primary have high aspirations for all our children, and believe that every individual child, regardless of their background, can reach their full potential.

Through the establishment of high expectations of behaviour and academic excellence, our educational team across the age ranges aim to help pupils overcome barriers to learning, preparing them for the next phase of their education within St.Richard's, their future at high school and for later life.

We aim to develop the potential of each individual: physically, spiritually, emotionally and academically through rich, creative and experiential learning journeys, in an inclusive school environment that promotes respect, tolerance and resilience. We are proud to serve the local community within an ethos where children, staff, external agencies and parents work actively in partnership to enable all children to realise their full potential.

Our Aims

- To have a whole-school ethos of attainment for all, helping disadvantaged pupils overcome barriers to learning
- For children to operate as resilient independent learners and thinkers
- To provide a high-quality curriculum for all, inspiring a love of learning
- For children to value themselves and have high aspirations for their future

Our Strategy

St.Richard's is an inclusive school, where respect is a core value. As such, our disadvantaged and vulnerable pupils learn alongside their peers, accessing a broad and balanced curriculum whilst receiving targeted support in key areas, specific to the individual's needs. Our strategy focuses on the development of an effective and financially sustainable staffing structure, and the recruitment, deployment and continuous professional development of exceptional educators: teachers, teaching assistants, 1:1 support staff, middle and senior leaders. We adopt evidence-based pedagogies and resources, which enable us to provide an outstanding standard of education for all pupils through: quality-first whole class teaching approaches, and high-impact targeted interventions, alongside wider pastoral strategies for those eligible for the Pupil Premium Grant.

Our Intentions

We intend to improve the educational outcomes for our disadvantaged pupils; close the attainment gap between them and their peers; and ensure that they are extremely well prepared for the next stage in their education and their future lives.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Language barriers: A large proportion (53%) of our pupils in receipt of the Pupil Premium have English as an additional language (EAL) and some of our families do not have the resources required to provide a broad and rich experience of life beyond school.</p> <p>IMPACT: Children may not hear models of standard spoken English in the home and may not have the 'cultural capital' required to build a wide vocabulary. Language barriers make communication challenging and hinder progress in reading, limiting pupil access to the full curriculum.</p> |
| 2 | <p>Gaps in learning in core subjects: As a result of school closures due to the global pandemic, the educational progress of many disadvantaged pupils was greatly affected due to a lack of resources at home; a lack of quiet space to study; and the removal of the school structure and direct adult support.</p> <p>IMPACT: In many cases, parents did not have the time or resources to support the remote learning for several children within a family, therefore the children missed out on learning and gaps are now evident. Gaps in phonic knowledge and early reading skills are particularly evident in our pupils from reception up to Year 3, and gaps in reading, writing and mathematical knowledge (and skills) exist across school.</p> |
| 3 | <p>SEND: 31% of our pupils who are eligible for the Pupil Premium Grant, also have an identified Special Educational Need or Disability.</p> <p>IMPACT: These pupils face all of the barriers above with the additional challenge of their specific individual needs.</p> |
| 4 | <p>Independent learning and long-term knowledge retention across the curriculum, particularly in foundation subjects: for many pupils home support with learning is limited and pupils lack metacognitive strategies to assist with their own learning</p> <p>IMPACT: Learning is not reinforced and forgotten over longer periods</p> |
| 5 | <p>Opportunities for engagement and enhanced learning (enrichment) in extra-curricular activities beyond the school gates.</p> |

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 |
|---|--|
| <p>For our disadvantaged pupils to have the same broad vocabulary, effective English language structures, and confidence in communication as their non-disadvantaged peers.</p> | <p>Pupils in receipt of the PPG have had their language assessed and for those whose language was lower than that expected for their age have:</p> <ul style="list-style-type: none"> • Accessed the Nuffield Early Language Intervention (Reception & Year 1 pupils) • Been referred to a SALT for further exploration of challenges <p>(Speech Bubble & Talk Boost intervention)</p> |
| <p>Improved phonics knowledge and early reading skills of those in receipt of the PPG.</p> | <p>Gaps in phonics knowledge and early reading progress are reduced between those in receipt of the PPG and those who are not. Lost learning due to school lockdowns is recovered.</p> |
| <p>Disadvantaged pupils make excellent progress in reading (decoding and comprehension skills) in order that they can access the full curriculum and be ready for the next stage of learning.</p> | <p>Disadvantaged children receive daily, targeted reading skills lessons and interventions in reading through daily 1:1 reading opportunities and pre-teach sessions.</p> <p>Disadvantaged pupils have free access to a wide variety of high-quality and inspiring books.</p> <p>Disadvantaged pupils have a positive progress score that is at least equal to their non-disadvantaged peers.</p> |
| <p>For pupils to be skilled and ambitious learners across the curriculum, who retain knowledge, know their next steps and how to get there.</p> <p>Mastery approach adopted whereby pupils are given adequate time and resources to be secure in their learning before moving on.</p> | <p>Lost learning in core subjects has been recovered and pupil attainment in core subjects is in line with their non-disadvantaged peers.</p> <p>Pupils have received explicit teaching of metacognition and self-regulation strategies, and apply independently.</p> <p>Retention of knowledge and skills is evident through 'Sticky knowledge' quizzes.</p> <p>Sequenced learning journeys show pupil progress across topics and subjects.</p> |

| | |
|--|---|
| | Pupils have received adequate time, teaching and resources to achieve objectives before moving on. |
| Improved outcomes for pupils with SEND | Pupils are meeting SMART targets on their 1 page profiles, review meetings have taken place and new targets have been set, specific to the child. External agencies have been involved where necessary. |

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:

Delivering high quality, whole-class teaching, along with effective feedback and targeted interventions remains a priority at St.Richard's.

Budgeted cost: £ 137,987

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Mathematics CPD on Mastery approaches Training and resources from the NCETM - 'Ready to Progress' criteria CPD webinars on key areas of maths for teachers, specific to the learning needs within their class Resources: White Rose Maths training webinars and WRM Premium resources. NCETM's videos and PowerPoints | EEF: Mastery Learning (+5 months progress) EEF: Feedback (+6months progress) EEF: Metacognition and self-regulation (+7 months progress) | 1,2,3,4 |

| | | |
|--|---|----------------|
| <p>The Nuffield Early Language Intervention (NELI)</p> <p>Training for EYFS and KS1 staff</p> <p>Purchase resources to support language acquisition and communication:</p> <ul style="list-style-type: none"> • books for the whole school • role play and outdoor play resources for EYFS <p>Investment in 'Speech Bubble' and TalkBoost programme and the relevant training for staff.</p> | <p>EEF evidence base: Oral language interventions (+6 months progress esp. for younger and disadvantaged pupils, text led interventions and delivery by trained TAs)</p> <p>Early years interventions (+5 months progress (esp. for children from low income families and when delivered by trained adults who interact with children))</p> | <p>1</p> |
| <p>'Learning Journey' approach to teaching and learning for subjects (and topics within subjects) whereby pupils have a clear overview of the sequence of their learning. Timely, effective feedback, through the school's marking codes, provided to improve outcomes and identify next steps.</p> | <p>EEF: Feedback (+6months progress)</p> <p>EEF: Metacognition and self-regulation (+7 months progress)</p> | <p>2,3,4</p> |
| <p>Phonics Training for Year 3 staff</p> <p>Streamed phonics teaching within year groups from R-Year 3</p> | <p>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> | <p>2,3</p> |
| <p>Daily, 30 minute reading skills lessons delivered.</p> <p>Broad range of reading books available for pupils to read in school and at home.</p> | <p>EEF evidence: Reading comprehension strategies (+6 months progress esp. for upper primary pupils)</p> | <p>2</p> |
| <p>Effective deployment of teaching assistants to support disadvantaged pupils in core subjects. Deliver split</p> | <p>EEF: Teaching assistant interventions (+4 months progress)</p> | <p>1,2,3,4</p> |

| | | |
|---|--|---|
| provision during parts of the day. | EEF: Within class attainment grouping (+2 months progress) | |
| Staff training on metacognition and self-evaluation strategies | EEF: Metacognition and self-evaluation (+7 months progress) | 4 |
| Staff training on social and emotional learning (SEL) and mental health/well-being | EEF: Social and emotional learning (+4 months progress) | 3 |
| Training and resources for EYFS and KS1 staff on 'Dough Disco' to improve fine motor skills | Internally, staff in KS1 have found that fine motor skill development has been greatly affected (for some pupils) due to missing a significant amount of time in EYFS (pandemic) | 2 |

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

Budgeted cost: £ 110,301

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 1:1 support assistants for disadvantaged pupils with SEND | EEF: 1:1 Tuition (+5 months progress) EEF: Behaviour Interventions (+4 months progress) EEF: Social and Emotional Learning (+4 months progress) | 1,2,3,4 |
| Small group TA support across the curriculum to address gaps in learning | EEF: Teaching assistant interventions (+4 months progress) EEF: Within class attainment grouping (+2 months progress) | 2,3 |
| Small group tuition (1:3) National Tutoring Programme: Teachers to deliver out-of-hours recovery sessions for pupils in core subjects | EEF: Small group tuition (+ 4 months progress esp. for groups of 2 or 3 but no bigger than 6) | 2,3,4 |

| | | |
|---|--|-------|
| Maths (recovery) 1:1 tuition provided by external companies (Third Space & White Rose Maths). | EEF: Small group tuition (+ 4 months progress esp. for groups of 2 or 3 but no bigger than 6) | 2,3,4 |
|---|--|-------|

Wider Strategies

Budgeted cost: £13,992

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Implementing more collaborative work in the classroom | EEF: Collaborative learning approaches (+5 months progress) | 1,2,3,4 |
| Introduce peer-tutoring within classes | EEF: Peer Tutoring (+5 months progress) | 1,2,3,4 |
| | | |
| Improved parental engagement through the website, Google Classroom and Twitter | EEF: Parental Engagement (+4 months progress) | 1,2,3,4,5 |
| External agency support: CAHMS, Educational Psychology services. Speech and language support services | EEF: Behaviour Interventions (+4 months progress) EEF: Social and Emotional Learning (+4 months progress) EEF evidence base: Oral language interventions (+6 months progress) | 2,3 |
| Extra-curricular activity | EEF: Arts participation (+3 months progress) Physical activity: (+1 month progress) | 5 |

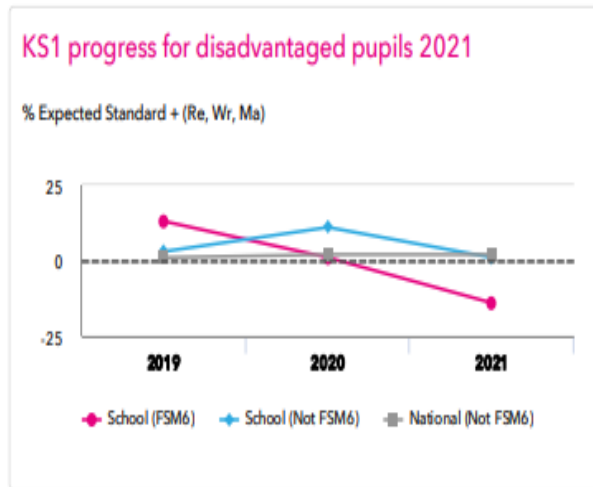
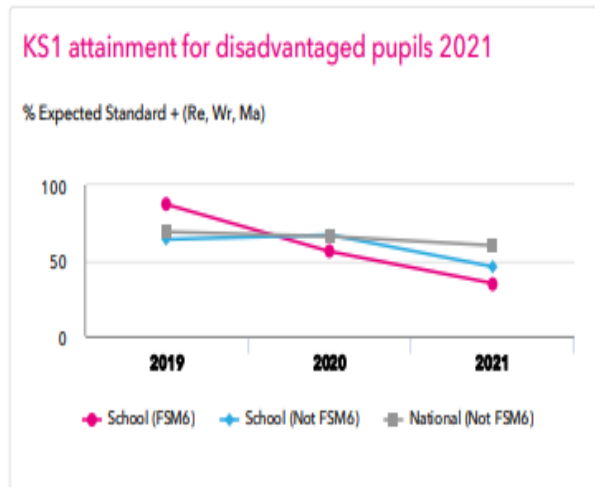
Total budgeted cost: £262,280

Part B: Review of outcomes in the previous academic year

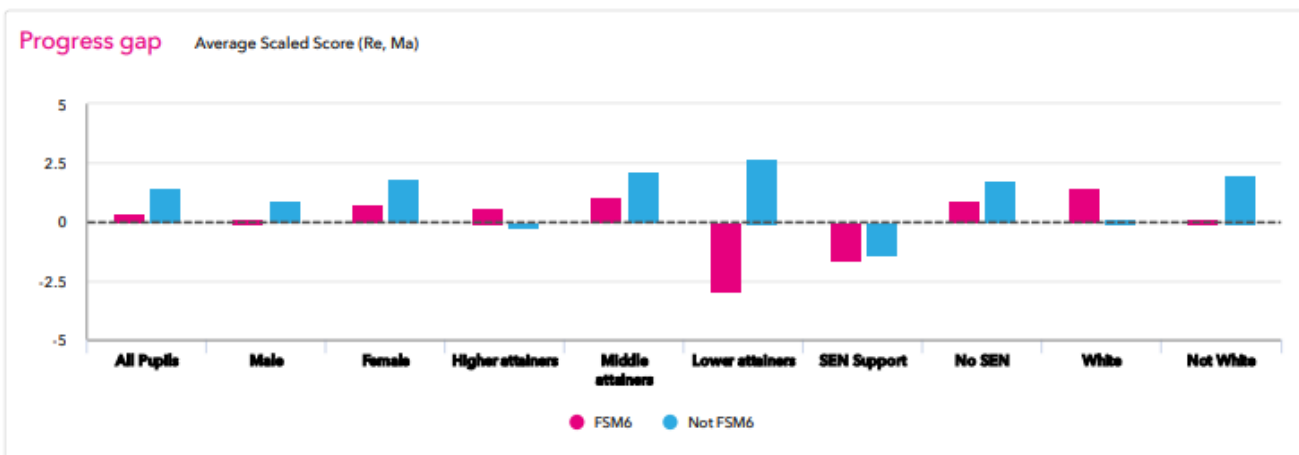
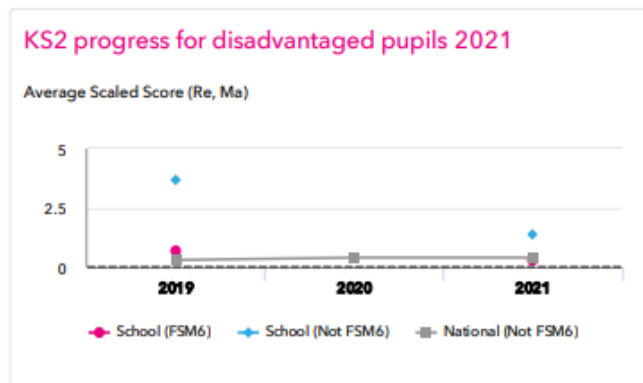
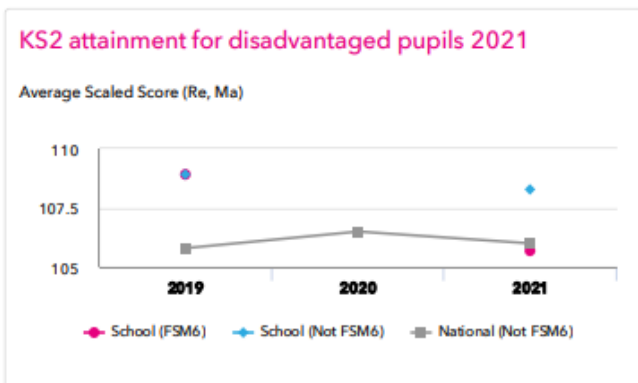
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

| Aims (2020/2021) | Implemented | Outcomes |
|--|---|---|
| To provide good pastoral care | Well-being activities carried out in classes/ safeguarding training for all staff delivered/well-being phone calls home to all families made during school closures | Pupils have settled back into school very well after each lockdown. |
| To ensure Reception children rapidly regain language comprehension (NELI project in Reception) | Some EYFS/Yr 1 staff were trained on the Nuffield Early Language Intervention (NELI) and the programme has started with some reception and Year 1 pupils. | Staff feedback has been positive but the programme must continue into 2021 2022 before any impact can start to be measured. |
| To ensure Year 1 children rapidly regain and continue to develop phonics knowledge | An additional adult has been assigned to Year 1 (as well as the class teachers and full time TAs) to support phonics teaching. | Internal phonics screening results for Year 1 pupils (June 2021) showed that lost learning in this areas was being recovered, but phonics must remain a high priority for EYFS, KS1 and LKS2 pupils in 2021 2022 |
| To implement a 'Home Learning' solution which minimises the impact of school closure on disadvantaged pupils. | Staff were trained on the use of Google Classroom to deliver the best possible remote education to all during the lockdowns Additional laptops were procured/purchased so that all disadvantaged pupils had access to online learning. CGP Books were purchased for home learning so a paper based and digital option for learning were available to all. | The outcomes were mixed for disadvantaged pupils. Overall, older disadvantaged pupils engaged better with home learning. The additional laptops purchased had positive impact enabling more pupils to access the online learning, however, there were still some barriers eg parental support, and internet connectivity. |
| To identify any class and/or pupil groups with significant gaps in learning as they return to in-person schooling. | Ongoing formative assessments carried out by teachers. 'Rising Stars' assessments were administered Accelerated Reader, Mathletics, TTRS, FFT Tracker subscription were purchased to assist with identifying gaps in learning. | The following have been identified as key areas for further recovery work in 2021/2022 EYFS/KS1: Oral language, fine motor skills development, phonics and early reading LKS2: phonics and reading strategies UKS2: grammar for writing, maths and reading (higher level skills such as inference) |

Disadvantaged pupils



Disadvantaged pupils



Based on KS2 Internal Data - June 2021

The data from our internal assessments, carried out at the end of the academic year 2020/2021, shows that the pandemic and the subsequent school closures had the greatest impact on our younger pupils. In school, gaps between our disadvantaged pupils and their non-disadvantaged peers exist, and will be addressed via our 3 year strategy commencing in the academic year 2021/2022.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|--------------------|----------------------|
| Mathletics | 3P Learning |
| TTRS | Edtech UK |
| Accelerated Reader | Renaissance Learning |

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.