



# St. Richard's RC Primary School

## Pupil Premium: 3 Year Strategy Statement



This is the third statement of three detailing our school's use of pupil premium funding (and recovery premium for the academic years 2021-2024) to help improve the progress and attainment of our disadvantaged pupils.

This report outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2023/2024), and the effect that last year's (2022/2023) spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St. Richard's RC Primary
Number of pupils in school	473
Proportion (%) of pupil premium eligible pupils	46.3% (219 pupils 10.10.2023)
Academic years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024 (this report)
Date this statement was first published	22 <sup>nd</sup> October 2021
Date on which it was last reviewed	9 <sup>th</sup> October 2023
Statement authorised by	Mr Jon Murray (Headteacher)
Pupil premium lead	Mrs Andrea Toal
Governor lead	Ms J.Taylor

### Funding overview (2023-24)

Detail	Amount
Pupil premium funding allocation this academic year inc. Early Years PPG	£298,315 (indicative) + £4,948 EYPPG
Recovery premium funding allocation this academic year	£27,840 (over 23/24 & 24/25 financial years)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2023-24)</b>	<b>£331,103 (indicative)</b>

## 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><b>Language barriers:</b> A large proportion (57% in October 2023) 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><b>IMPACT:</b> 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><b>Gaps in learning in core subjects:</b> 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><b>IMPACT:</b> 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><b>SEND:</b> 28.3% of our pupils who are eligible for the Pupil Premium Grant, also have an identified Special Educational Need or Disability.</p> <p><b>IMPACT:</b> These pupils face all of the barriers above with the additional challenge of their specific individual needs.</p>
4	<p><b>Independent learning and long-term knowledge retention across the curriculum, particularly in foundation subjects:</b> for many pupils, home support with learning is limited and pupils lack metacognitive strategies to assist with their own learning</p> <p><b>IMPACT:</b> Learning is not reinforced and forgotten over longer periods</p>
5	<p>Opportunities for engagement and enhanced learning (enrichment) in <b>extra-curricular activities</b> beyond the classroom.</p>
6	<p>New for 2023-24: We will pay additional regard to higher-attaining pupils who are Pupil Premium eligible, remove barriers to their learning to ensure that their progress and attainment is maximised.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)**, 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"> <li>• All children in Nursery and Reception will have been screened before end of Autumn 1 2023 using 'WellComm' (a speech and language toolkit which identifies starting points and tracks progress, identifying areas of concern in language, communication and interaction)</li> <li>• Been referred to a SALT for further exploration of challenges (Speech Bubble &amp; Talk Boost intervention)</li> </ul>
<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 addressed and outcomes for pupils in receipt of Pupil Premium are in line with their non-PP eligible peers. Outcomes are at least in line with national averages.</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 broadly in line with 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>An approach is 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> <p>Pupils have received adequate time, teaching and resources to achieve objectives before moving on.</p>
Improved outcomes for pupils with SEND	<p>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.</p>

## Activity in this academic year (2023-24)

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: **£221,035**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mathematics CPD</p> <p>Training and resources from the NCETM - 'Ready to Progress' criteria (refresher training)</p> <p>CPD on key areas of maths for teachers, specific to the learning needs within their class</p> <p>Resources: White Rose Maths training webinars and</p>	<p>EEF: <b>Mastery Learning</b> (+5 months progress)</p> <p>EEF: <b>Feedback</b> (+6months progress)</p> <p>EEF: <b>Metacognition and self-regulation</b> (+7 months progress)</p> <p>WRM: £250 p.a.</p>	1,2,3,4

WRM Premium resources. NCETM's videos and PowerPoints		
<p>Writing: Refine the writing process to improve independent writing outcomes across the school.</p> <p>Moderation of Writing Training (internal and external) for all teachers</p> <p>Further refinement of Long Term Writing Plans to ensure features of each genre are systematically taught in each year group.</p>	Writing CPD: £150	
<p>WellComm training for EYFS staff</p> <p>Purchase resources to support language acquisition and communication:</p> <ul style="list-style-type: none"> <li>books for the whole school</li> <li>role play and outdoor play resources for EYFS</li> </ul> <p>Investment in 'Speech Bubble' and TalkBoost programme and the relevant training for staff.</p>	<p>EEF evidence base: <b>Oral language interventions</b> (+6 months progress esp. for younger and disadvantaged pupils, text led interventions and delivery by trained TAs)</p> <p><b>Early years interventions</b> (+5 months progress (esp. for children from low income families and when delivered by trained adults who interact with children))</p>	1
'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>EEF: <b>Feedback</b> (+6months progress)</p> <p>EEF: <b>Metacognition and self-regulation</b> (+7 months progress)</p>	2,3,4
Purchase of significant numbers of new Phonic ('Bug	EEF: <b>Phonics</b> has a positive impact overall (+5 months) with very	2,3

Club') Reading Scheme resources.  Streamed phonics teaching within year groups from R-Year 4	extensive evidence. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  Bug Club Books: £1,958	
Daily, 30 minute reading skills lessons delivered.  Broad range of reading books provided for pupils to read in school and at home.	EEF evidence: <b>Reading comprehension strategies</b> (+6 months progress esp. for upper primary pupils)	2
Effective deployment of teaching assistants to support disadvantaged pupils in core subjects. Deliver split provision during parts of the day.	EEF: <b>Teaching assistant interventions</b> (+4 months progress)  EEF: <b>Within class attainment grouping</b> (+2 months progress)  £218,538	1,2,3,4
Staff training on metacognition and self-evaluation strategies	EEF: <b>Metacognition and self-evaluation</b> (+7 months progress)	4
Staff training on safeguarding for additionally vulnerable pupils and mental health/well-being	EEF: <b>Social and emotional learning</b> (+4 months progress)  DSL Training: £139	3
Training and resources for EYFS and KS1 staff as part of Manchester LA's 'Kickstarter' project	EEF: <b>Parental Engagement</b> (+4 months progress)	2

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

Budgeted cost: **£165,564**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1:1 support assistants for disadvantaged pupils with SEND	EEF: <b>1:1 Tuition</b> (+5 months progress) EEF: <b>Behaviour Interventions</b> (+4 months progress) EEF: <b>Social and Emotional Learning</b> (+4 months progress) <b>1:1 Staff &amp; Supply: £165,564</b>	1,2,3,4
Small group TA support across the curriculum to address gaps in learning	EEF: <b>Teaching assistant interventions</b> (+4 months progress)  EEF: <b>Within class attainment grouping</b> (+2 months progress)	2,3
Maths (recovery) 1:1 tuition provided by external companies (Third Space Learning)	EEF: <b>Small group tuition</b> (+ 4 months progress esp. for groups of 2 or 3 but no bigger than 6)	2,3,4

## Wider Strategies

Budgeted cost: **£18,334**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing more collaborative work in the classroom	EEF: <b>Collaborative learning approaches</b> (+5 months progress)	1,2,3,4
Introduce peer-tutoring within classes	EEF: <b>Peer Tutoring</b> (+5 months progress)	1,2,3,4
Improved parental engagement through involvement in Kickstarter Project in 2023-24, also through school website improvements (Early Help Offer) and weekly school newsletter	EEF: <b>Parental Engagement</b> (+4 months progress)	1,2,3,4,5
External agency support:	EEF: <b>Behaviour Interventions</b> (+4 months progress)	2,3



CAHMS, Educational Psychology services. Speech and language support services	EEF: <b>Social and Emotional Learning</b> (+4 months progress) EEF evidence base: <b>Oral language interventions</b> (+6 months progress) <b>EP &amp; SALT: £6,575</b>	
Significant additional extra-curricular activity will be undertaken in 2023-24, extending the scope of personal development opportunities for PP eligible pupils, ensuring they are proportionately represented (target of 50% PP pupils per club)	EEF: <b>Arts participation</b> (+3 months progress) <b>Physical activity:</b> (+1 month progress)  <b>Extra curric.clubs: £463</b>	5
Enrichment activities through out of school trips and visitors into school (workshops) to support engagement and attainment in a broad and balanced curriculum	EEF: <b>Arts participation</b> (+3 months progress) EEF: <b>Collaborative learning approaches</b> (+5 months progress) <b>Enrichment/Trips: £11,296</b>	

**Total budgeted cost: £404,933**

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

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aims (2022/2023)	Implemented	Outcomes
To provide good pastoral care	Well-being activities carried out in classes/ safeguarding training for all staff delivered.	Pupils are more aware of mental wellbeing and most are able to self-regulate effectively. Safeguarding assessments with staff demonstrated effective safeguarding knowledge.
To ensure Nursery and Reception children rapidly regain language comprehension	EYFS/Yr 1 staff were trained on the WellComm screening resource and the programme has started with Nursery (replacing Nuffield Early Language Intervention)	Early staff feedback has been positive but the WellComm programme must continue into 2023 - 2024 before any impact can start to be measured.
To ensure KS1 children rapidly regain and continue to develop phonics knowledge	Additional adults have been assigned to Year 1 and Year 2 (full time TAs) to support phonics teaching.	External phonics screening results for Year 1 pupils (June 2023) showed that lost learning in this area was being recovered (15% increase on the previous year). The % of our Y1 PP pupils meeting the expected standard in phonics was 79.2% - 9.8% about national average of all PP pupils (69.4%). Phonics must remain a high priority for EYFS, KS1 and LKS2 pupils in 2023-2024
To identify any class and/or pupil groups with significant gaps in learning and ensure that adequate support is directed towards them.	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 2023/2024: EYFS/KS1: Oral language, fine motor skills development, phonics and early reading LKS2: phonics and reading strategies UKS2: Refine the writing process to improve independent writing outcomes.

## End of KS1 Outcomes Summer 2023

Using teacher assessment judgements for the % of pupils who achieved the expected standard or more in end of Year 2 assessments in Summer term 2023, the table below shows the attainment comparisons for pupils at St Richard's who are versus those who are not FSM6 (Pupil Premium) eligible:

		Attainment & progress							
		Attainment					Progress		
Pupils		% Expected Standard + (Re, Wr, Ma) ▾					% Expected Standard + (Re, Wr, Ma) ▾		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	33	26	42%	81%	-39%	-	-	-
Gender	Male	18	12	50%	83%	-33%	-	-	-
	Female	15	14	33%	79%	-46%	-	-	-
SEN Group	SEN Support	8	2	25%	50%	-25%	-	-	-
	EHC Plan	2	1	0%	0%	0%	-	-	-
	No SEN	23	23	52%	87%	-35%	-	-	-
Ethnic Group	White	5	5	20%	80%	-60%	-	-	-
	Not White	28	21	46%	81%	-35%	-	-	-

The attainment gap between FSM6 and not FSM6 (all pupils), in Reading, Writing and Maths was -39%

## End of KS2 Outcomes Summer 2023

Using provisional data from end of KS2 test outcomes in May 2023, the table below shows both attainment and progress comparisons for pupils at St Richards who are versus those who are not FSM6 (Pupil Premium) eligible:

### Attainment & progress

Pupils		Attainment					Progress		
		FSM6	Not FSM6	Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	22	38	106.4	106.8	-0.4	-0.1	1.7	-1.8
Gender	Male	11	19	105	106.7	-1.7	0.8	1.9	-1.1
	Female	11	19	107.7	106.9	0.8	-1	1.4	-2.4
DFE Prior Attainment	Higher attainers	8	11	112.2	112.2	0	0.4	1.1	-0.7
	Middle attainers	10	20	104.1	106.9	-2.8	-0.9	2.6	-3.5
	Lower attainers	3	6	99.3	96.4	2.9	0.9	-0.3	1.2
SEN Group	SEN Support	2	8	101	105.6	-4.6	+0.0	1.4	-1.4
	EHC Plan	1	3	-	93.2	-	-11.5	-1.5	-10
	No SEN	19	27	106.9	108.7	-1.8	0.5	2.1	-1.6
Ethnic Group	White	5	16	107.5	103.7	3.8	-2.9	0.3	-3.2
	Not White	17	22	106.1	109.1	-3	0.7	2.7	-2

The attainment gap between FSM6 and not FSM6 (all pupils), using average scaled scores in Reading and Maths, was very small at only - 0.4

The progress gap between FSM6 and not FSM6 (all pupils), using average scaled scores in Reading and Maths, was still small at - 1.8

## 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*

<b>Programme</b>	<b>Provider</b>
Mathletics	3P Learning
TTRS	Edtech UK
Accelerated Reader	Renaissance Learning
1:1 Maths Tuition	Third Space Learning
Systematic Synthetic Phonics resources	Bug Club Phonics