



St Nicholas Catholic Primary School

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

Detail	Data
Name of School	St Nicholas Catholic Primary School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Martin Davies, (Headteacher)
Pupil premium lead	Emma Baines, SENDCO
Governor / Trustee lead	Mrs Maureen McDaid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,110
Recovery premium funding allocation this academic year	£5365
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	£58,475

Part A: Pupil premium strategy plan

Statement of intent

At St Nicholas, our intention is to ensure that any barriers to learning for all pupils are removed so that all pupils are able to reach their full potential in all areas of the curriculum.

We aim to ensure that all pupils have the opportunity to thrive academically through a rich curriculum and to grow as a person. That we will provide guidance and support in order for pupils to be confident, resilient, independent, motivated learners and to offer an active and positive contribution to school life, the diverse community they live in and beyond.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers and high attainers will continue to progress well.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme / Academic Mentor Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not 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're set throughout the curriculum
- 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	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps reading to pupils falling further behind age-related expectations, especially in reading.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our pupils for whom English is an additional language and pupil premium need additional support in accessing the curriculum due to language barriers and a lack of English upon arrival at the school. This results in more support being needed in the use of a phonics programme and additional EAL LSA support.
4	Some of our pupils have limited life experiences and access to everyday opportunities e.g. visiting the park, library etc., limited involvement in school and Poor attendance, lack of access to technology/sports/clubs etc. Support is needed to help these pupils in being able to access
5	Some of our pupils experience physical barriers to learning which can include: poverty, vulnerable parenting – dysfunctional home: mental health, domestic violence, poor basic skills, unemployment, drugs and alcohol, poor nutrition, SEND issues: Which amongst other issues can include poor language/communication skills, immature development socially, emotionally and physically, Low IQ, specific learning/health needs which have not been identified/accepted by families resulting in delayed intervention and support, we support individual families to overcome some of these difficulties on a case by case basis.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3 -5% lower than for non-disadvantaged pupils.

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 among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

	Pupils will be supported using RWI, the NELI programme and WELL-COMM programme to support language development.
Close the attendance gap between PP and non/PP pupils.	<p>The attendance gap between PP and non/PP pupils is closed.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% higher than their peers
Improved attainment for PP EAL pupils.	EAL pupils will make significant progress in basic English and maths skills after sustained phonics intervention across the school.
Close the attainment gap between PP and non/PP pupils.	<p>The attainment gap between PP and non/PP pupils is closed.</p> <p>KS2 statutory assessment outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
Reduction in barriers to learning and improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained levels of wellbeing will be demonstrated through:</p> <p>Qualitative data from pupil voice, parents' surveys, Pastoral Manager feedback and teacher observations.</p> <p>Reduction in behavioural incidents</p> <p>Increase in enrichment opportunities</p> <p>Increase in attendance of groups/whole school.</p>

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: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase of additional resources to support our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, we use Read, Write, Inc.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access SIL resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1, 2, 3
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across the school. Impact of each event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives,</p>	<p>A major review of professional development by Ofsted when developing the Education Inspection Framework (EIF) highlighted that the quality and quantity of professional development are directly related to a school or colleges effectiveness and improvement.</p> <p>https://thenationalcollege.co.uk/news/how-do-ofsted-inspect-cpd</p>	1, 2, 3

subscriptions and high quality texts for EYFS, KS1 and KS2.		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4, 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time e.g. in LA vocabulary Project and Subject Lead briefings to support vocabulary enhancement in all curriculum subjects.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

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

Budgeted cost: **£15,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of programmes NELI and WELL COMM to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
Additional phonics sessions using Read write inc which is targeted at disadvantaged and EAL PP	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged and EAL backgrounds. Targeted phonics interventions have been shown to be more effective when</p>	1,2,3

pupils who require further phonics support.	delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Pro-gramme to provide an academic mentor 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Teaching assistants will provide further intervention with a focus on Pupil Premium children. Resources and training will be provided to ensure that high-quality intervention reduces gaps in progress.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	1,2,3

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

Budgeted cost: **£7675 (+£3000 contingency)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including domestic violence. Parental abandonment through separation or divorce.</p> <p>A parent with a mental health condition. being the victim of abuse (physical, sexual and/or emotional).</p> <p>Research has shown that early intervention is key to reducing the impact ACES can have on later life.</p> <p>https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/</p>	<p>4,5</p>
<p>SENDCo, Pastoral Care Manager and safeguarding team identify and support families and children and work to alleviate barriers.</p>	<p>Families with identified social, emotional or health needs are proven to need more support and time in a school setting.</p> <p>Pupils are supported by school staff so that the needs are removed or alleviated – families are also supported.</p>	<p>4,5</p>
<p>Headteacher and Attendance Lead to ensure that all parents are aware of expectations in regards to good attendance.</p> <p>Parents receive 3 reports per year including information on their child's attendance.</p> <p>School liaise with the Education Welfare Officer (EWO) (Paid service) to ensure attendance expectations remain high. Strategies to encourage high attendance are funded.</p>	<p>We can't improve attainment for PP children if they aren't attending as much as NPP children.</p> <p>Missing school for just a few days a year can damage pupils' chances of achieving well. Published by the Department for Education today (24 March 2016).</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	<p>6</p>
<p>School trips are partly funded to ensure that all pupils have access to curriculum enrichment which will enhance their</p>	<p>Support for non-academic issues that impact success in school, such as attendance, behaviour</p>	<p>4,5</p>

<p>learning experiences and allow their knowledge to develop</p> <p>Disadvantaged pupils have had wraparound care provided and paid for by the school using this funding.</p>	<p>and social and emotional challenges, for example helping with the cost of educational trips or visits, is recommended by the government.</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</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: £58,475

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 suggested that the performance of most pupils, including disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Due to the impact of the pandemic, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and our online learning platform.

We were able to provide school places for our most vulnerable pupils to be educated in school during the lockdown as we recognised that these children were most at risk of becoming further behind without the additional classroom support.

We identified gaps in children's education caused by lockdowns which we addressed with targeted support using phonics support and SIL intervention support.

During the summer term 2021, we used our catch-up premium to fund two tutors from the National Tutoring programme to support our pupils in Years 3-6, catch up learning in maths and English.

Overall attendance in 2020/21 was higher than in the preceding 19-20 year at 95.82%, and was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5% higher than their peers, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for some of our disadvantaged pupils for which we have put in extra emotional support but our pupils were also very resilient. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.