

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
School name	St Charles Borromeo Catholic Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	4.76%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	14.10.21
Date on which it will be reviewed	14.02.22
Statement authorised by	Helen Curtis
Pupil premium lead	Helen Curtis
Governor / Trustee lead	Amanda Bristow Gordon Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,760
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3999 to be spent on IT for students following parent follow up

Part A: Pupil premium strategy plan

Statement of intent

At St Charles, our aim is that all children are confident, articulate, independent, resilient and reflective learners. We value each person's qualities as a unique child of God, and model values of inclusion and community. Our curriculum is designed to give children the knowledge and skills that enable them to fulfil the St Charles Mission statement of Grow, Learn, Work and Follow. In learning, we build cultural capital to benefit all members of our school community, and to help narrow gaps for SEND and disadvantaged pupils.

We consider the difficulties faced by our disadvantaged pupils and are always striving to find the best possible solutions that will have the greatest impact on them so they can make good progress and achieve high attainment across all subjects. We use our pupil premium strategy to support our children in reaching their very best potential in all aspects of life- academic, creative, sporting etc. Quality first teaching is at the heart of all we do and it is proven to have the greatest impact on our children and ensure that any gaps are closed. We aim to close these gaps as quickly as possible.

Our methods will be responsive to common challenges and individual needs, based upon assessments and not assumptions about the impact of disadvantage, which can be misplaced. The methods we have adopted, balance each other to help pupils excel in a variety of ways. To ensure they are effective we will: ensure disadvantaged pupils are challenged in the work they are set and given the same opportunities as all other children. We aim to act early to intervene at the point need is identified and gaps as closed as quickly as possible. Our whole school approach, where all staff take responsibility for disadvantaged pupils' outcomes and all have the same high 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	Children have missed time in school and had a lot of upheaval in recent years due to the COVID pandemic, leading to a negative impact on their mental wellbeing and gaps in learning
2	Vulnerable families with emotional and social needs

3	PP children do not always make expected progress from their starting points.
4	Where children are targeted to do so, that they achieve greater depth in Reading and Writing and Maths
5	In a school with diverse socio economic situations, levelling the position for all children, so that there is equal access to provision, and that specific talents are nurtured

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
Most children to have caught up on missed learning due to Covid but with specific targeted groups for PP children.	All pupil premium children, whatever their prior attainment, make at least expected progress.
Social, emotional and behavioural problems affecting wellbeing and progress, especially related to COVID 19, improve for our PP children	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and staff observations.
Support is provided for families' and pupil's social, emotional and health needs	Parents using the resources such as HSLW, Rainbows, ELSA, Time to Talk
PP tracking is robust and is used to inform subsequent provision	Regular input by staff - teacher and LSAs- on progress of the children and alterations made regularly to groups to support them, informed by evidence and data
100% of more able PP pupils are achieving at high levels of progress	Children exceed expected standard where FFT data indicates that should be the case
Pupils are provided with access to a wide range of experiences that enhance their knowledge and understanding of the world. That they receive the same chances and resources as the other children in our school	All pupils experienced trips/ residential/ homework books in line with all children in the school. Curriculum was enriched and expanded the children's breadth of knowledge and experience.
Specific gifts and talents are identified and encouraged	Children with the desire to learn have the opportunity to pursue talents and dreams through extra clubs and lessons

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: £ **4,119**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for Rainbows and ELSA</i>	https://www.elsanetwork.org/elsa-network/other-research/	1,2
<i>Maths Hub Teaching for Mastery</i>	https://www.ncetm.org.uk/maths-hubs-projects/pd-lead-development-and-accreditation-programme/	1,3,4
<i>IT provision to enhance learning experiences from home</i> <i>(Four PP families highlighted as having need for device provision to support home learning)</i>	EEF. To be spent in 2021/22	5

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

Budgeted cost: £ **6,633**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nessy</i>	AUSPELD and DSF 1, global partner of the International Dyslexia Association	3,4
<i>Write Words</i>	EFF Report on the Impact of school closures on the attainment gap: And the EFF Guide to Supporting School Planning: A Tiered Approach to 2020-21	1,3

<i>Grammar Group</i>	See report above	1,3
<i>Individual reading</i>	See report above	1,3
<i>Maths challenge group</i>	See report above	1,4
<i>Reading group</i>	See report above	1,4
<i>Third Space</i>	Third Space and PP report as well as previous success from ourselves and other Xavier mat schools	1,3

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

Budgeted cost: £ 3,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rainbows</i>	https://www.elsanetwork.org/elsa-network/other-research	1,2
<i>Elsa</i>	As above	1,2
<i>HSLA</i>	https://link.springer.com/content/pdf/10.1007/978-0-387-35403-3_13.pdf	1,2,3
<i>Clubs- multisports, Dance, dodgeball, football, arts and craft, choir</i>	Research to understand successful approaches to supporting the most academically able disadvantaged pupils Research report November 2018 Stephen M.Cullen ¹ , Mairi-Ann Cullen ¹ , Siobhan Dytham ² , Nikita Hayden ¹	5
<i>Music lessons</i>	As above	5
<i>Access to trips and residentials</i>	As above	5
<i>Milk</i>	As above	5
<i>Specialist books for use in school and homework</i>	As above	5
<i>Transition 1;1 support in preparation for SATs and secondary schools</i>	As above	2

Total budgeted cost: £ 14,525

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.

Summary Information			
Academic Year	2020/21	Date of PP review/report	July 2021
Total Number of Pupils	210 (excl Nursery)	Amount of funding received per pupil	£1345
Number of Pupils Eligible for PP	11 (5%)	Total PP funding	£19,286 Includes carry over of £3324

Attainment (Progress by Steps)			
11 pupils in Years 1 – 6 Based on data for 2020/21 (Summer 2 2020 – Summer 2021)	Reading	Writing	Mathematics
Progressed by five or more steps	10	10	9
Progressed by four steps	1	1	2
Progressed by three steps			
Progressed by two steps			
Progressed by one step			
No Progress / Regressed			

We have no test data for Summer 2 of 2020 as we were closed due to COVID so we have used teacher assessment. Although we were closed again in the spring we have continued to use Target Tracker so this data is included. We use the data from Target Tracker data from Summer 2 2020 to Summer 2 2021

Externally provided programmes

Programme	Provider
One to One Maths tuition	Third Space Learning