



PUPIL PREMIUM STRATEGY PLAN

2021/2022

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 Aloysius Catholic Primary School
Number of pupils in school	343 (inc Nursery) 115
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021/ 2022 Year 2 of 3
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Miss Wrigley
Pupil premium lead	Mrs O'Brien
Governor / Trustee lead	Mrs Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,675
Recovery premium funding allocation this academic year	£16,675.00(115 KS2)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£171,350

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Here at St Aloysius we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. All children at St Aloysius Primary School will be in receipt of high-quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong/good progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. 32% of children who are pupil premium are also SEND, teachers work very closely with SEND support and the learning mentor to ensure a holistic approach to meeting their needs. We want to enhance oral language skills, address attendance issues, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high-quality adult support through targeted intervention programmes. We expect all pupils to engage in all aspects of school life equally. However, we acknowledge that some of our parents have difficulty in being able to do this consistently.

We will continue to provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at St Aloysius. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on children’s academic achievement and well-being.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Pupil premium allocation does not reflect the true picture of increasing poverty and deprivation within the community

Demography and School Context

St Aloysius is a larger than average-sized voluntary aided Catholic Primary school. Most pupils are White British. A small proportion of pupils speak English as an additional language. Many of our children come from low- income families and live in households where few adults have experienced higher education. Pupils have access to limited resources at home, for example, language rich reading material and a range of experiences: visits to museums, theatre and galleries. Unemployment is relatively high with those employed mainly in lower sector positions. Parental engagement is difficult, often due to parents own educational experiences and low aspirations

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data. For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus go on to achieve GCSE's in English and Maths

Achieving These Objectives:

The range of provision the Governors consider making for this group include and would not be limited to:

- providing quality first teaching for all by providing CPD to staff and bespoke training to support to pupils and families as and when necessary
- To allocate an additional teacher in upper key stage 2 providing smaller group work to overcome gaps in learning
- 1:3 support from DFE Tutor for Maths (15 hours) Additional teaching and learning opportunities provided through tutor for Maths (initially with Year 6 and then Year 5).
- Reduce payments for all activities, educational visits and residential ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Aloysius values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require

Challenges

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

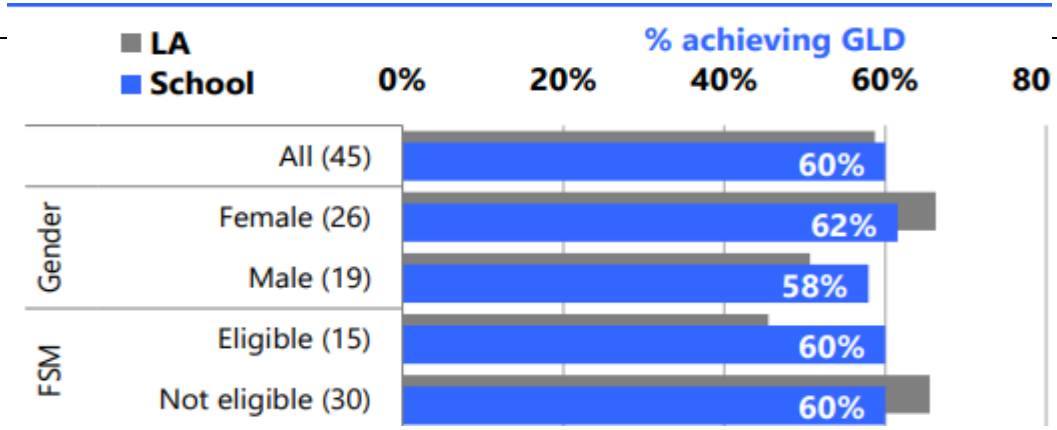
Challenge number	Detail of challenge
1 Outcomes	Poor language and communication skills in the EYFS
2 Outcomes	In most year groups the disadvantaged pupils are not consistently meeting expected or higher-level standards compared to the rest of the school. They generally have low expectations and aspirations.
3 Attendance	The attendance of pupils in receipt of PP is currently below that of their peers and a greater proportion are classed as persistent absentees.
4 Pastoral	Chaotic family lives and Social Care involvement
	Challenging family dynamics which impacts on children's experiences and enrichment opportunities Quality of parental support

5 Pastoral	Pupil's emotional wellbeing, social and behavioural needs affecting children being in a position to be able to make progress and their readiness to learn. Some children have a lack of relational experiences, a disturbed attachment cycle and have poor emotional literacy skills
6 Pastoral	A proportion of our disadvantaged pupils fall into another vulnerable group especially having an additional educational need Lack of parental support often means that appointments are missed meaning children do not have access to specialist support

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																												
1.Improved communication and language skills	Greater emphasis on CLL and a vocabulary rich curriculum	<p>Cohort information:</p> <table border="1"> <thead> <tr> <th>Reception</th> <th>Boys</th> <th>Girls</th> <th>PP</th> <th>SEN</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>19</td> <td>26</td> <td>15 (33%)</td> <td>3 (7%)</td> <td>3</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>2022</th> <th>Comp</th> <th>Word Reading</th> <th>Writing</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>67%</td> <td>62%</td> <td>60%</td> <td>73%</td> </tr> <tr> <td>PP (15)</td> <td>73%</td> <td>67%</td> <td>60%</td> <td>73%</td> </tr> </tbody> </table>	Reception	Boys	Girls	PP	SEN	EAL	45	19	26	15 (33%)	3 (7%)	3	2022	Comp	Word Reading	Writing	Number	All	67%	62%	60%	73%	PP (15)	73%	67%	60%	73%
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14 children requiring speech and language intervention – 31%
 18 summer birthdays – 40% of the cohort

Autumn Term Data

Literacy – 31% on track

Maths – 38% on track

End Of Year Data:

GLD – 60% (27 children)

In the Spring and Summer term, the Reception TAs delivered Talk Boost Intervention) to the 14 children highlighted on the Wellcomm screening. Although this was very demanding and required a TA to be off rota to deliver it, the programme was very successful with most children making rapid progress to become in line with their peers. Those needing additional support were already accessing Speech and Language support. We aim to train more staff to use the Wellcomm screening tool. More vocab is evident in all areas of Nursery and Reception.

WellComm

School continues to deliver speech and language interventions, targeting those children in the amber and red categories. We use Talk Boost and the Big Book of Ideas (Wellcomm) to deliver weekly interventions. Children remaining in the red/amber categories, despite intervention, will be referred for S&L therapy.

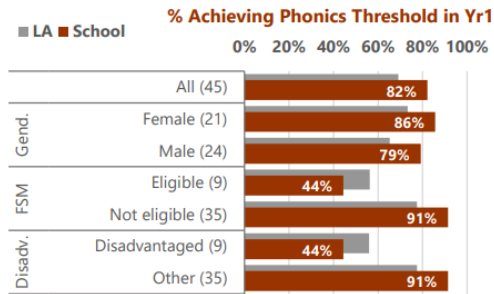
Speech and Language

School has a link speech and language therapist who visits school regularly to deliver therapy to children, across all key stages and to complete assessments. A member of staff attends these sessions so that the intervention

		<p>can then be delivered in school. This has been a much more successful approach this year as children are not being discharged from the service due to non-attendance outside school.</p> <p>A number of children have been discharged from S&L therapy as regular intervention has been successful. School staff have been effectively supported by our therapist so that intervention can continue in school. This strategy will be continued next academic year.</p>	
<p>2. For our attendance of our PP pupils to be no lower than attendance for non-PP pupils. For attendance to be good' compared to National- above 96%</p>	<p>More use made of EWO to support non-attendance.</p> <p>New initiatives to engage and support particular families.</p> <p>Successful implementation of the Knowsley attendance strategy</p>	<p>Jennifer Nock Training – Attachment Disorder</p>	<p>All staff had access to this training over three sessions. They now have a better understanding of attachment disorder and how it effects children.</p> <p>It was decided that since Covid the school would need capacity for two learning Mentors, to support all children and families. One LM is being trained on ELSA.</p> <p>We have a new attendance team in place with Mrs Hayes (Learning Mentor) working more closely with SLT (Mrs O'Brien) We have weekly meetings to discuss patterns of absences and discuss cases.</p> <p>We have developed a new attendance strategy (Knowsley) which has a clear pathway for escalating attendance should it be necessary.</p> <p>We have developed a one-page profile with all key information for parents. This will be given out at parent conference meetings and panel meetings.</p> <p>Some strategies used:</p> <ul style="list-style-type: none"> • Attendance is always a focus in assembly and on our Weekly News • 100% daily attendance is celebrated on Twitter

		<ul style="list-style-type: none"> • Attendance action plans for specific children • Half termly attendance records are sent to parents • Monitoring letters sent to parents of children who are close to going below 96% • Warning letters to parents of children below the school target of 96% with offers of support <p>Mrs Hayes will be attending all parents' evenings to promote attendance. We have completed an attendance audit with schools' students and teachers' network (SSAT) and have a review session booked in with them on 24th March.</p> <p>We currently have 2 children under case review for attendance with the Local Authority. Both children have Aims Plans. We have witnessed a marked improvement in one child's attendance. Unfortunately, the other child's parent have been difficult to engage with, having missed four planned meetings. We have still produced an Aims Plan for this child and will process it to the next stage, if the targets are not met.</p> <p>Two panel meeting sessions have taken place this term with the Local Authority and our attendance team. We met with eight families to discuss attendance concerns and set out expectations for improved attendance.</p> <p>Meetings have also been held with parents of targeted PA children within school with our Attendance Team. These meetings have offered support to parents and expectations made clear of the next steps if attendance does not improve.</p>
<p>3.Support families to ensure that children's basic needs are being met improving family wellbeing and children's outcomes</p>	<p>Families have less barriers towards school and are able to approach staff for support. They engage with the school community and well-being is improved Parents attend more meetings and children's outcomes improve.</p>	<p>Donating food vouchers and food hampers to families in crisis. Sign posting to MHST, listening ear Graduated response to well being Coffee mornings School nurse drop in sessions LM trained as ELSA practitioner Families encouraged to take part in St Aloysius Passport activities Family Bingo sessions in Parish Club Bereavement Support offered Breakfast Club offered to families in crisis</p> <p>In Autumn Term 2022, we will receive our own education mental health practitioner (EMHP). This member of staff will be based in school for half day per week initially delivering evidence-based interventions for our children</p>

and young people. This will be greatly received as we have a number of children experiencing mental health difficulties and support from other mental health services (CAMHS) is extremely difficult to access.

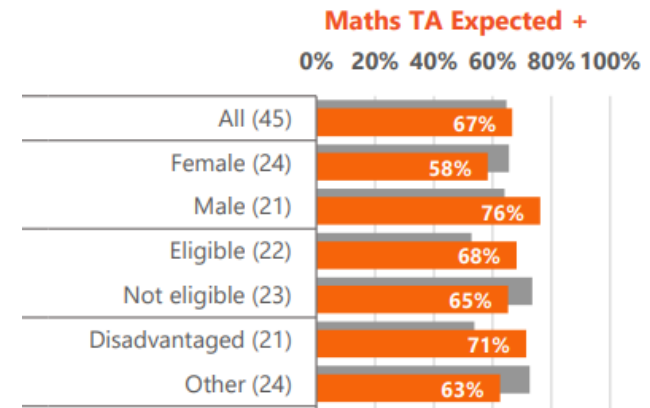
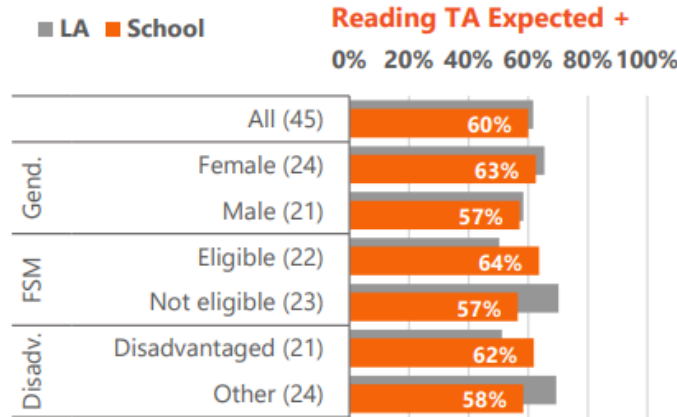


Higher rates of performance in Reading and Maths for pupils (eligible for PP) across KS1 and KS2

Pupils eligible for PP to perform in line with their peers in Key Stage 1&2 in reading and Maths. Measured by teacher assessments, formal assessments (NFER), statutory assessments (SATs) and successful moderation practices across the collaborative.

KS1

PP children's performance in the phonic screen was significantly lower than NPP. 47% gap. However, in Year 2 the performance of PP children compared to that of NPP was better.



This year in KS1 pupils eligible for PP are performing in Reading and Maths better than the pupils than non-eligible pupils

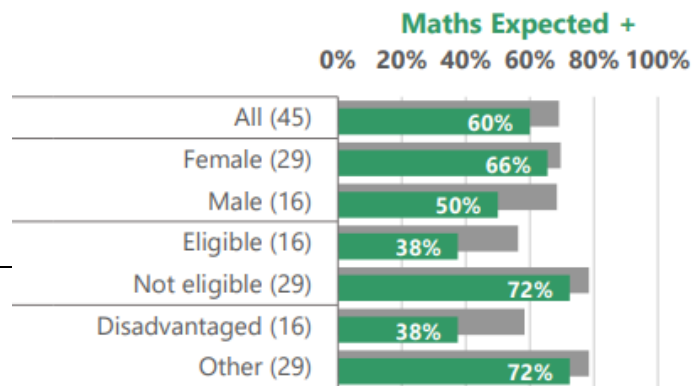
Re-timetabling of TA staff in the afternoons is an area of strength.

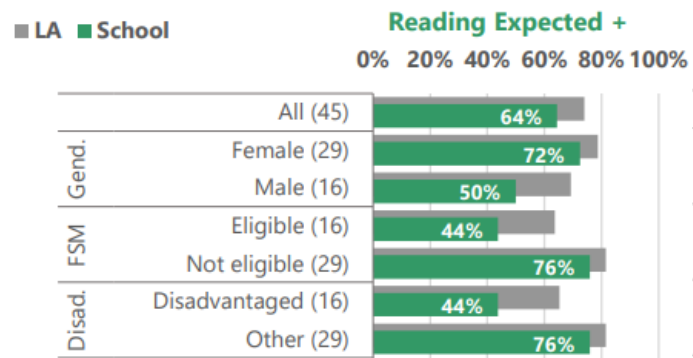
shading used can be found on page 4

	Pupils No.	Reading		Writing		Maths		RV	
		Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	
All Pupils	45	60%	0%	53%	0%	67%	4%	47%	
Gender	Female	24	63%	0%	63%	0%	58%	0%	50%
	Male	21	57%	0%	43%	0%	76%	10%	43%
	Gap (Male - Female)		-6%	-	-20%	-	+18%	+10%	-7%
FSM	Eligible	22	64%	0%	50%	0%	68%	5%	50%
	Not eligible	23	57%	0%	57%	0%	65%	4%	43%
	Gap (Eligible - Not eligible)		+7%	-	-7%	-	+3%	+1%	+7%
Disadv.	Disadvantaged	21	62%	0%	48%	0%	71%	5%	48%
	Other	24	58%	0%	58%	0%	63%	4%	46%
	Gap (Disadvantaged - Other)		+4%	-	-10%	-	+8%	+1%	+2%

KS2

NPP performance is significantly better than the performance of PP pupils.





vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

ie. cases pupil nos. will be lower for individual
s. Information on shading used can be found on

	Pupils No.	Reading		Writing (TA)		Maths		RWM		GPS		
		Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	
All Pupils	45	64%	20%	71%	4%	60%	11%	56%	2%	73%	18%	
Gender	Female	29	72%	24%	79%	3%	66%	7%	62%	3%	83%	14%
	Male	16	50%	13%	56%	6%	50%	19%	44%	0%	56%	25%
	Gap (Male - Female)		-22%	-11%	-23%	+3%	-16%	+12%	-18%	-3%	-27%	+11%
FSM	Eligible	16	44%	6%	56%	6%	38%	6%	38%	6%	56%	13%
	Not eligible	29	76%	28%	79%	3%	72%	14%	66%	0%	83%	21%
	Gap (Eligible - Not eligible)		-32%	-22%	-23%	+3%	-34%	-8%	-28%	+6%	-27%	-8%
Disadv.	Disadvantaged	16	44%	6%	56%	6%	38%	6%	38%	6%	56%	13%
	Other	29	76%	28%	79%	3%	72%	14%	66%	0%	83%	21%
	Gap (Disadvantaged - Other)		-32%	-22%	-23%	+3%	-34%	-8%	-28%	+6%	-27%	-8%

		<p>Performance is significantly for PP in Year, but much better in Year 2.</p> <p>In house data is showing that in Years 1 and 3, PP children are performing less well than NPP children in Reading, writing and Maths.</p> <p>In Year 5 writing currently appears to be an issue in Year 5- this will be addressed as the children enter Y6 next term.</p>
Ensure all PP children have access to enrichment activities	Attendance at after school clubs and offer of attendance to holiday clubs	All staff are hosting an extra-curricular club throughout the school year to increase variety and number of opportunities for our children. School funds some places on the Year 5 and Year 6 residential trips. School funds places on holiday camps for vulnerable families,

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: 76,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Directing teaching and support staff on to relevant courses hosted by Collaborative ensuring high level of knowledge and understanding. (Literacy counts and Maths Mastery) including supply costs</i>	<p>EEF guide to PP tiered approach shows that first quality teaching is top priority.</p> <p>EEF also recognises Mastery maths teaching + 5 month</p>	6

	£9,000 supply cost	
<p><i>Skilled staff to deliver small group interventions to support communication and language skills</i></p> <ul style="list-style-type: none"> <i>Purchase of additional phonics materials for parents and reading books to improve comprehension skills and vocabulary</i> <i>Develop a class library in every phase</i> 	<p>EEF – Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners use of vocabulary , articulation of ideas and spoken expression . Impact in early years (+ 7 months)</p>	1
<p><i>Access to National College to provide high quality CPD</i></p>	All staff are registered and relevant courses are regularly emailed to them.	6

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional 1:3 led tutoring in Year 5 and 6 in Maths</i></p>	<p>EEF – small group tuition is defined as one teacher or trained teaching assistant working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually a separate classroom. Intensive tuition in a small groups is often provided to support lower attaining learners or those who are falling behind, but it can be also used as a more general strategy to ensure effective progress, or to teach challenging topics or skills + 4 months</p>	2
<p><i>Additional Educational Psychologist time</i></p>	<p>Evidence is provided from school experience and therefore school based. The increasing high number of PP pupils who present as SEN and need access to an EP means that the quicker that children are assessed by the EP, the quicker the support/interventions can be put in place</p>	6

<i>Investment in further training for all staff in RWI Phonics & Reading</i>	EEF development of early reading skills particularly for children from disadvantaged backgrounds and has a positive impact of plus five months. Phonics improves the accuracy of children's reading. Alongside phonics reading comprehension is a crucial component of reading instruction. Reading comprehension strategies have high impact, on average six months plus. £	1
<i>Specialist support programmes</i> <ul style="list-style-type: none"> • <i>Reading plus</i> • <i>Times tables Rockstars</i> 	Studies have shown that being taught how to use reading comprehension strategies has additional benefits for PP children. (EEF)	2

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

Budgeted cost: £ 20.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Mentoring</i>		
<i>Attendance Officer/SLA to analyse and contact persistent absentees</i>	Advice from National Strategies (hosted on the National Archives) says that 'the links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16.	3
<i>Enhancement activities/ extra-curricular trips residential trips</i>	School evidence: Disadvantaged children lack cultural capital outside of school. This in turn affects their knowledge base, language skills, confidence and progress. School therefore uses PP to support access to various activities.	4

<i>PE kit supplied to enable pride in school and encourage participation in PE and after school sports clubs</i>	<p>Although the EEF states there is only a small positive impact of physical activity on attainment (plus one month) the impact of physical activity on our children is evidenced by pupil voice makes our children 'feel alive' and increases energy levels and impacts greatly on engagement in lessons.</p> <p>Supplying all children with a PE kit raises self-esteem and self-confidence of our children and allows children to feel equal.</p>	5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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
Wellcomm	Knowsley Education Authority
Reading Plus	Reading Solutions UK

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a