

## 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 RC Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	20.35% (35 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr Patrick Kennedy
Pupil premium lead	Miss Rachael Gavin
Governor / Trustee lead	Mrs Nicola McGonagle

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,005
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

### Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and well-being to enable them to access learning at an appropriate level

### We aim to do this by:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that the 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
- When 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 pupils 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Achieving these objectives:

The range of provision the Governors consider making for this group of include:

- ensuring Quality First Teaching is delivered by all teachers and that learning is appropriate and specific to individual children
- support and targeted intervention delivered by Teachers, TAs and Specialists from outside agencies
- Additional learning support both inside and outside the classroom
- Behaviour and nurture support delivered by professional outside agencies
- Offering and providing counselling and nurture to our disadvantaged children, helping them control and manage their feelings and share their worries
- support payment for parents so that children to enjoy an enriched curriculum and a varied diet of learning beyond the classroom

## Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement resulting in Pastoral intervention to support parents
2	Narrowing the attainment gap across English, Reading and Writing
3	Poor vocabulary, speech and language
4	Behaviour
5	SEN support (both internally and externally with outside agencies/ professionals)

## 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
Progress in Reading	Achieve National Average Progress Scores in KS2 Reading
Progress in Writing	Achieve National Average Progress Scores in KS2 Writing
Progress in Maths	Achieve National Average Progress Scores in KS2 Maths
Mental Health of children is positive	Engagement with IMPACT groups around anxiety and friendships

## 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: £ 9040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapist	1:1 sessions with play therapist for children with difficulties and behavioural issues	4
Associate SENDCo	SENDCo is best placed to put in place appropriate support to help children who are PPG. SENDCo is also a specialist teacher and so can provide appropriate strategies.	5

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

Budgeted cost: £35736.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA intervention across KS2 20 children to receive support @ £14.11 per hour for 22 hours	<p>Structured and targeted phonics intervention using the bounce back phonics scheme for 5 children in Y3 which is proven to address gaps in learning.</p> <p>Reading interventions develop comprehension skills of the children focusing on retrieval and inference.</p> <p>Maths support fills in gaps which have been highlighted following teacher assessment. Children develop and secure calculation strategies and apply this to problem solving situations.</p> <p>Writing intervention focuses on sentence structure and grammar. Children develop their skills to proof read, edit and improve their work.</p>	2 and 3

<p>27 x children receiving targeted support by UPS teacher daily for 7 weeks during Autumn 1 £33 x 32 hours a week X 7 weeks</p>	<p>1:1 tuition by UPS teacher delivered to children daily focusing on phonics, reading, early writing and maths. Daily repetition and precision teaching of sounds and tricky words is an effective way of developing reading fluency and early writing.</p> <p>6x Children in Y2 and 3 were identified as needing intensive support in phonics, reading and writing.</p> <p>1 child in Y2 was identified as needing targeted tuition in maths, securing knowledge of number, place value and early calculation.</p> <p>1x EAL child in Y4 was identified as needing support with spoken English, Grammar and writing</p> <p>4x children in Y2 were given intensive, structured grammar sessions following the SFS scheme</p>	<p>2 and 3</p>
<p>TA Targeted intervention</p>	<p>Data has been analysed and children have been identified as needing specific, targeted intervention to help fill gaps in learning.</p>	<p>2 and 3</p>

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

Budgeted cost: £ 35451

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play Therapy Specialist</p> <p>Blossoms Therapy - £210 per afternoon.</p> <p>Number of weeks 6 x £210 = 1260</p>	<p>Play therapy helps children to express themselves in their own way; especially if they are struggling to understand how they are feeling, or are finding it hard to put their experiences into words.</p> <p>Play Therapy can be a particularly helpful approach for children in need of therapeutic support.</p>	<p>4</p>
<p>Pastoral Manager to work with vulnerable families and improve parental engagement (CAF, TAF, smile duties, family learning projects etc)</p>	<p>We define parental engagement as the commitment and active participation of the parents to their child and their school life.</p> <p>This can be general approaches such as reading or homework or supporting</p>	<p>1</p>

	<p>parents in improving their child's attendance or mental well-being.</p> <p>This is done in a supportive manner and can involve outside, professional agencies if needed.</p> <p>TAF meetings in our setting have a positive impact on all family members and ensure that the correct support is put in place for the child(ren) and or their parents.</p>	
<p>Pastoral Support on a 1-1 basis with the child.</p> <p>(included as above)</p>	<p>Social and Emotional Learning support which target social and emotional learning and seek to improve pupil's interaction with others and self-management of emotions rather than focusing directly on the academic or cognitive elements of learning</p>	1

**Total budgeted cost: £ 80,227.40**

## 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.

N/A – due to Covid-19

### 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
IDL Literacy	International Dyslexia Learning Solutions Ltd.
WellComm	GL Assessment

### Service pupil premium funding (optional)

Measure	Details
Pastoral Support for children	<ul style="list-style-type: none"><li>• Access to play therapist and our school's Pastoral lead if required.</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"><li>- Children were able to keep up with the class- based learning whilst learning at home</li><li>- Children were able to communicate with their class teacher/ TA on a daily basis and were able to ask for support with their learning.</li></ul>

## Further information (optional)