

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 Jude's Catholic Primary School
Number of pupils in school	179 (as at 27/9/22)
Proportion (%) of pupil premium eligible pupils	54.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023, 2023/2024
Date this statement was originally published	20 th September 2021
Date of the current review	27 th September 2022
Statement authorised by	St Jude's Governing Body
Pupil premium lead	Mr D Wilson
Governor / Trustee lead	Mr G Hunt Mrs A Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation 21/22 academic year	£144,190
Covid Recovery funding allocation 21/22 academic year	£ 11,419
Funding carried forward from 21/22 (enter £0 if not applicable)	£ 0
Pupil Premium funding allocation 22/23 academic year	£152,270
Covid Recovery Premium	£ 11,527
Total budget for 22/23 academic year	£ 163,797

Part A: Pupil premium strategy plan

Statement of intent

At St Jude's our ultimate objective is to close the gap between our disadvantaged and none disadvantaged pupils. We will ensure that all children, regardless of background have the same access to the curriculum. We will support our children so that they can catch up to their peers both academically and socially through our experiential learning.

Challenges

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

Challenge number	Detail of challenge
1	Children start St Jude's at a lower than average starting point and progression in attainment is historically substantially lower than locally and nationally.
2	Being situated in an area of high deprivation, social and emotional issues create barriers to learning for a great number of our children
3	During school closures and compulsory isolation periods, engagement with home learning was low, particularly in disadvantaged pupils.
4	Attendance for 2021-2022 was 92.2% compared with 93.1 nationally and 93.1% in the North West. School attendance for pp children was 90% and 93% for non-pp. Late marks of PP children should be in-line with non-PP children. Children are marked late as of 9:01am and receive an unauthorised absence if they are in school after 9:15am. Late marks for pp children is 1158 for non pp is 233 (this number is due to primarily to 3 specific families)
5	Poor parental engagement with school (home learning, homework and reading, overall involvement with school)

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
Accelerate learning in YR to ensure children have a secure foundation to enable learning in KS1 and beyond	Ensure that the progress made by EYFS children is 6 steps across the school year or more, depending on their starting points.
Narrow the gap between PP children and non-PP children	Pupil premium children are making the recommended 6 steps of progress across the school year, in line with non-pupil premium children.

Narrow the attainment outcome gap between disadvantaged and no-disadvantaged children at the end of Key stage tests.	Attainment gap narrowed in RWM in both key stages.
Provide additional support to ensure children are ready to learn when in school	Identified children are to be given tailored support. For these children, we expect to see improved engagement in the classroom and the quality of work produced improve.
Increase children's cultural capital	Children are to be given the opportunity of experiential learning at least once per term.
Improve punctuality and attendance of PP children	Attendance for PP children should be in-line with non-PP children. For 2021-2022 there was a 3% gap. This will be narrowed. Late marks- the gap is reduced
Through quality first teaching, ensure that children have the opportunity to catch up on lost learning and/or gaps in learning.	Teachers and Teaching Assistants can recognise and address gaps in learning during the daily teaching cycle and address these daily with children.

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 for 22/23: £ 104,918

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress to Date
Teaching Assistant Support	Having an additional person in class allows for a lower pupil to staff ratio, allowing the teacher the flexibility to work alongside targeted children or to direct the TA to assist with learning or children's needs.	1, 2 & 4	
TA Training	Provide training for all of our Teaching Assistants so that they are able to support the needs of our pupils.	1, 2, 3	
Continue a rigorous CPD program for teachers.	Provide further training to ensure staff can meet the needs of all learners and improve progress and attainment for all.	1,2 & 3	
Providing opportunities for reading	The ability to read directly impacts other areas of learning. Children who are not reading at their age-appropriate level are more likely to	1, 2, 3 & 5	

Date of review: 27/09/22

	struggle in all their academic subjects. Reading develops vocabulary and communication skills. Studies have shown that children who frequently read at the age of 10 are more likely to achieve in their GCSE's than those who don't. Additionally, those who read for pleasure have improved self-esteem.		
Continue the Read Write Inc Catch up programme for children who need phonics support in year 3, 4, 5 and 6.	The teaching of a systematic synthetic phonics programme is the best way in which to support children to learn to read and write. This catch up programme is in line with the school's new phonics programme and will be delivered by our highly trained staff.	1 & 3	
To further utilise Rosenshein's principles across school including TA training and teaching triads.	Studies show that without repeated referral back to previous learning that learning will not be embedded and will be lost. Using Rosenshein's methods will enable learning to be revisited and embedded within the long term memory.	1,2,3 & 4	

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

Budgeted cost for 22/23: £ 12,800

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress to Date
Phonics Keep up time	Supporting pupils to keep on track with our new phonics programme is essential for them to make progress. Research shows that children who can read can have greater access to the whole curriculum and will continue to make progress.	1 & 4	
1:1 reading time	Supporting children who do not read at home is essential to supporting them to make progress.	1, 4 & 5	
Wellcomm	We have a number of children across Early Years with limited language acquisition, this will help the children increase their vocabulary.	1, 3 & 5	

Date of review: 27/09/22

Introduce no nonsense grammar across school.	No nonsense grammar will be used across school and in interventions, to enable children to improve their writing.	1,2 & 3	
--	---	---------	--

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

Budgeted cost for 22/23: £ 34,552

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress to Date
A dedicated Pastoral Manager	Having a consistent person within school who knows and understands the needs and family situations of our children. This ensures that the emotional welfare is met, or that appropriate strategies are put in place when needed. Our dedicated pastoral manager can further support any emotional or welfare needs ensuring that our children can come into school and be ready for learning despite any family issues.	2 & 4	.
Employ a School Counsellor – 1 day per week	Counselling offers children and young people a space to talk about their thoughts and feelings in a safe environment. It helps them to share any worries or problems they may have and to build their confidence and self-esteem	2	.
LA Attendance Service	The LA provide a dedicated attendance expert to thoroughly monitor attendance and trends. Intervening early and engaging with parents will prevent any further absences, raising attendance. Robust escalation procedures also prevent reoccurrence to sustain future attendance.	4	
Access to Fisher Family Trust attendance data	Keeping up to date with most recent statistics about attendance data is vital to ensure we are on track with our attendance targets.	4, 5	
Experiential learning	Due to our demographics, our children (particularly the disadvantaged children) do not experience social mobility. At home they do not always have the	1, 2 & 3	

Date of review: 27/09/22

	<p>opportunity to experience culture in the wider world.</p> <p>Research shows that children who visit museums, galleries etc. go on to achieve better exam results.</p>		
Early Years Well-being approach	Train a member of staff within Early Years in the Well-being approach. A none EY member of staff will also be trained as many of the approaches can be used across school.	2	
Breakfast and Afterschool club access	As many of our children come to school without breakfast we are offering places at our breakfast club, funded for Pupil Premium children. If children do not want to attend Breakfast club, bagels and fruit are provided prior to the start of school so no child needs to start the day hungry.	2	
To implement an increased mental health and wellbeing approach across school.	Studies show that children must be mentally 'ready to learn'. By increasing our offer we will ensure more children have their mental health and wellbeing needs met. This will enable these children to access more of the curriculum as through this support they will be 'ready to learn'.	1,2,3,4 & 5	

Total budgeted cost for 22/23: £ 152,270

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 2021 to 2022 academic year.

Last year each class had additional adults in the form of Teaching Assistants in classes full time to lower the pupil to adult ratio and support the needs of our children.

Teaching staff and TA's have now been trained in the use of Read Write Inc. This phonics program has been rolled out across EYFS, KS1 and as required for certain children KS2. Throughout the year further support has been given to school from both RWI and the English HUB. Outcomes have proved successful; e.g. KS1 reading SAT's results (this is a class that has been heavily affected by COVID lockdowns) School's reduction of those children reaching EXS compared to 2019 is -4% whilst locally it is -9% and nationally -8%.

Each class now has a daily "Storytime session" which is a chance to enjoy a book that is not linked to the curriculum. This is enjoyed by all pupils. Common areas such as the School Library and Parent Library are open and library use is timetabled to ensure YR to Y4 children are picked up by parents from the library once per week- this is to further encourage parental engagement with reading.

Pastoral Manager continues to monitor attendance and supports families who need it most. The pastoral manager is supported in this by the Wigan Schools Attendance Service. We also supplied breakfast for all and nurture for some of our children. In doing so we ensured that their basic needs were met before we expected them to learn. Overall attendance for 2021-2022 was 92% compared with 93% national and 93% North West.

Post Covid school has once again instigated experiential learning opportunities for all of our children. Examples of this include a YR visit to 'Imagine That' to see science in action, a Y5 visit from a Viking and Y6 visited the Lake District for OAE activities.

The learning by Questions resource was purchased and is being used in upper key stage two.

At the end of the last academic year 2021 – 2022 the normal test schedule resumed. This data shows that there was a decrease in attainment in the majority of areas since the last test year 2019. However, the majority of these decreases were in line with local and national decreases which were expected due to the after effects of lost learning.

Our data shows that children who have had additional support from the use of our Covid Catch up funding (National Tutoring Programme and Intervention teacher) have made progress. However, it is difficult to say if this progress is solely due to the catch-up programme provided or because children were back into school with their teachers accessing face to face quality first teaching.

A robust CPD calendar resumed with all staff receiving high quality training as required.

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
NTP	Connexus Tuition