



## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 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 John Henry Newman Catholic Primary School
Number of pupils in school	223 (26 <sup>th</sup> November 2023)
Proportion (%) of pupil premium eligible pupils	29 pupils ( 13% pupils)
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Autumn 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mark Cooper (Headteacher)
Pupil premium lead	Sandra Lopez (Assistant Headteacher)
Governor	(PPG lead governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (financial year 23/24)	£ 40.000
Recovery premium funding allocation this academic year (based on 91 FSM eligible children Oct 22 census) Quarterly payments, final quarter based on Oct 23 census figures and adjusted accordingly.	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 40.000

# Part A: Pupil premium strategy plan

## Statement of intent

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, they are founded on the following EEF principles:

- Leaders focus on a small number of priorities in each year in areas likely to make the biggest difference.
- It is embedded within a wider strategic cycle and impact is reported termly in the Headteacher report and Assessment Point Analysis. Our approach is linked closely to EEF evidence.
- We will spend some of our PPG funding on non-academic interventions, such as improving attendance as this will boost attainment and pupil's mental wellbeing.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers. The activity we have outlined in this statement is also intended to support pupils' 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 in this plan, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

**Progressing together – inside and out**

Our school motto exemplifies our shared values and expectations. It represents our approach and ethos. We expect our PP pupils to have high aspirations of themselves and the confidence to progress and achieve well in all aspects of their life. Of all our school values that are instilled in our pupils, resilience and belonging are integral to ensuring our PP pupils are successful.

Our key principles are:

- To improve PP pupils attendance – particularly the attendance of PP persistent absentees.
- To ensure every disadvantaged child can exit Y1 having passed the phonics screening test.
- Ensure staff use effective scaffolding and modelling strategies every day to ensure PP pupils make at least good progress in lessons, whatever their starting point.
- Ensure Communication, Language and Oracy skills are prioritised, to address gaps in PP pupils spoken and written vocabulary.
- Ensure that PP pupils access PP tutoring to address R/W/M knowledge gaps, ensuring progress is accelerated.
- To ensure disadvantaged pupils' wellbeing is well supported.

## Challenges

Challenge number	Detail of challenge
1	<b>Poor attendance</b> - amongst those pupils in receipt of PPG, attendance is lower than that of their peers. Those children with persistent absence (PA) tend to fall in the PPG group, therefore attendance needs to be closely monitored to ensure pupils can access good quality learning. St John Henry Newman school is developing its own Emotional, Behaviour, Well-being, Welfare Officer who supports families in a range of ways, including engagement with school and attendance. The EBWWO will have regular support from the Education Welfare Service.
2	<b>Phonics</b> – some PP pupils are not getting the opportunities they need to remember and recall phonics. Some pupils do not experience parental engagement at home to reinforce and extend their phonic knowledge. We ensure these children read daily and have 1:1 phonics tuition at school.
3	<b>Cognitive load</b> – teachers have begun to utilise strategies to reduce cognitive load in lessons through the use of scaffolding. These strategies are not yet consistently embedded enough for PP pupils to achieve age related expectations (ARE).
4	<b>Communication, Language and Oracy skills</b> – Poor pupil language levels and vocabulary can hinder the progress of some PP pupils across the curriculum. Many children also have speech, language and communication difficulties that impacts on progress across the curriculum. Staff are aware of the importance of Communication, Language and Oracy skills to improve social mobility and the life chances for PP pupils. Oracy continues to be embedded in the culture of our school.

5	<b>Lost learning</b> – Internal data, assessment and observation has demonstrated that many PP pupils have been disadvantaged by unauthorised attendance, widening the gap. These pupils will require additional interventions to close gaps.
6	<b>Emotional resilience and complex family situations</b> – high level of emotional needs to be met before they can engage fully in learning. PP pupils can find it hard to express emotions verbally and require access to emotional literacy support (ELSA) to enable them to feel happy, secure and ready to learn.
7	<b>Low baseline on entry to Foundation Stage</b> - There is a significant gap in pupil attainment on entry to our Foundation Stage between pupils in receipt of PPG and others i.e. they are below age related expectation & have on-going poor basic skills (see Foundation Stage Baseline)
8	<b>SEND</b> - It is significant that 21% of our pupils in receipt of PPG also have special educational needs (SEND). Only 1 pupil has an EHCP.

## Intended outcomes

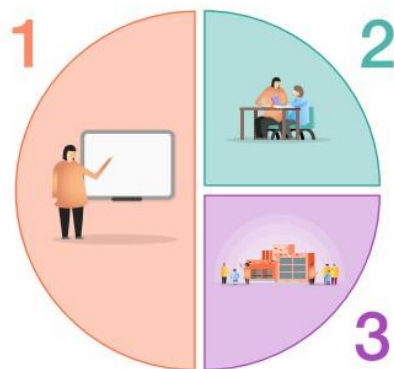
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Those PP pupils with less than 90% attendance improves by 25% or is at or above 95% (national).	<ul style="list-style-type: none"> <li>• Headteacher/ EBWWO / Education Welfare Assistant reports improved PP attendance</li> <li>• More families engaging with the Pastoral team and attendance lead to improve attendance</li> </ul>
2. 80% of PP pupils (without significant SEND) pass the phonics screening at the end of Y1.	<p>Increasing number of pupils passing the screening year on year.</p> <p>Phonics screening data demonstrates no gaps for PP and non-PP pupils or that the gap is narrowing.</p> <p>The number of pupils leaving the phonics programme and moving to whole class shared reading increases in Year 2.</p>

<p>3. Teachers plan activities with effective scaffolding that enables all children to access learning.</p>	<p>Book monitoring shows that PP pupils are completing work set in lessons.</p> <p>Scaffolds chosen are supporting pupils to make good progress in lessons.</p> <p>PP pupils can speak positively about how scaffolds support them to be independent learners.</p>
<p>4. Communication and language is explicitly planned for in all areas of the curriculum.</p>	<p>Gaps close between PP and non-PP pupils in core subjects.</p> <p>Pupils are confident to present and speak in full sentences in standard English about their learning both in class venues and to visitors.</p> <p>Emotional regulation is improved as pupils are better equipped to speak about their feelings instead of reverting to anti-social behaviours to show how they feel.</p>
<p>5. PP pupils access targeted tutoring and interventions to address R/W/M knowledge gaps ensuring they make accelerated progress.</p>	<p>Internal data demonstrates accelerated progress from start points in:</p> <ul style="list-style-type: none"> <li>• 1:1 phonics tuition</li> <li>• Afternoon intervention sessions RWI/Fresh start</li> <li>• PP tutoring sessions – targeting fluency in R/W/M through RWI and White Rose</li> </ul>
<p>6. PP pupils in FS to make accelerated progress through targeted interventions so that they achieve the Good Level of Development</p>	<p>100% of PP pupils (without significant SEND) to achieve GLD at the end of Foundation Stage.</p>
<p>7. All PP pupils with SEND to have their needs identified and met with high-quality teaching and internal/external additional provision so that they meet targets set on their learning plans or EHCPs.</p>	<p>PP pupils will have aspirational targets set on their learning plans and be supported to make at least good progress towards them.</p> <p>PP pupils who need alternative provision will be supported by the school to access it.</p> <p>Families will feel supported by the school and this will be evidenced in annual reviews (EHCPs) and learning plan reviews (SEND).</p>

## Activity in this academic year (2023-24)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.



**Diagram Source:**

<https://educationendowmentfoundation.org.uk/news/new-pupil-premium-supportresource-for-schools>

*Please see Appendix A for the EEF's tiered model and menu of approaches to spending Pupil Premium funding effectively.*

### 1. High Quality Teaching (for example, CPD, recruitment and retention)



#### Costs:

£2,482 RWI Ruth Miskin's Phonics training for the whole school inset and development day

£280 Visit another school with a focus on PP pupils







£400 NELI Language Link Screening Tool and C&L intervention programme for Foundation Stage (Purchase, development and implementation of oral language interventions (NELI in EYFS) for pupils who have delayed language skills.) [Speech and Language Assessment, Interventions, Strategies and Support](#) ( To be follow up)

**Total budgeted cost: £3,402**

**EEF Toolkit Key**

The **padlocks** give a guide on the 'risk' connected with the evidence base i.e. how secure the evidence base is. The **£** is related to cost. The **number in the circle** is the average number of months progress children make with the intervention.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant and new staff (including new staff) have received training to deliver the phonics scheme effectively and consistently.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics   </p> <p><small>High impact for very low cost based on very extensive evidence</small></p>	2, 3, 4,
<p>Early identification of children with weak C&amp;L skills – the school will identify what the child's difficulties through the Language Link screening tool are and address them as soon as possible.</p> <p>An intervention/target sheet on the wall on classrooms states what C&amp;L difficulties pupils have so that all staff are aware.</p> <p>Colourful semantics to be used as the main intervention.</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</p> <p>Communication and language approaches   </p> <p><small>Very High impact for very low cost based on extensive evidence</small></p>	4, 6, 7, 8

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

### Costs:

£1,325 RWI programme - phonics delivery online subscription and resources

Nessy – Learning Platform £400








Classroom Teaching Assistants x 3 £27,692 to carry out afternoon interventions. Funded from PPG to cater for larger eligible children across these KS groups, for intervention group work and improved classroom targeted support.

Lovelace (Room Class) Teacher additional time 0.15 FTE for planning and supporting curriculum for SEN/PPG children £8,580  
 School Led Tutoring- £12,480 in house paid upper threshold qualified teacher (one day a week) to support RWI.

Establish small group maths and reading intervention with our catch-up tutor for disadvantaged pupils falling behind. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.

**Budgeted total cost: £51,914**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged pupils have phonics interventions as part of their 1:1 reading lessons – this includes Fresh Start for children in Years 5 and 6</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics  <small>High impact for very low cost based on very extensive evidence</small></p> 	<p>2, 3, 5, 7</p>
<p>Pupils in Year 2 (who did not pass the screening) will have phonics lessons until they are secure on their letters and sounds</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics  <small>High impact for very low cost based on very extensive evidence</small></p> 	<p>2, 3, 5, 7</p>
<p>Establish small group interventions with our PP tutor for disadvantaged pupils falling behind age-related expectations. These will focus on PPG pupils with a particular emphasis on maths fluency.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition  <small>Moderate impact for low cost based on moderate evidence</small></p> 	<p>3, 5, 8</p>

<p>Establish small group interventions with our teaching assistants for disadvantaged pupils falling behind age-related expectations. These will focus on PPG pupils with a particular emphasis on fluency in core subjects.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> 	<p>3, 5, 8</p>
<p>Scaffolding effectively for lowest 20% and Breaking Barriers intervention within KS2 Maths lessons to support disadvantaged pupils at risk of falling behind age-related expectations</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> 	<p>3, 4, 6, 8</p>

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

#### Costs:

£17,708 (HLTA 4 days per week to support pupil's wellbeing across the school)

Leadership Interventions and support £10,000 (accounts for 1 day per week of SLT time)

Wellbeing Hub— part time salary for Emotional Wellbeing Behaviour and Welfare Officer role £15,025 supporting low income/ hard to reach PPG families to improve and promote sustainable attendance.

SLA buy back LA attendance support Educational Welfare £1,470 (from April 24) providing the procedural responsibility to target families whose children are missing education due to non-attendance at school.

ELSA (2 days per week) – £7,425

Costs for supporting PPG eligible families - £4,220 holiday clubs/after schools extra-curricular activities (Ukraine families are supported separately from the Ukraine grant received 22/23)

Music lessons for PPG children (3 chn) £800

PPG free or subsidised places for school trips c £2,600 (includes subsidy 55% for PPG children for Year 6 Residential and subsidy towards other trips)

Signing in system for managing late attendance - £950 to promote good attendance and reduce absence, including persistent absence

- ensure every pupil has access to full-time education to which they are entitled. Enable school to act early to address patterns of absence to ensure all children are receiving full time education. It includes daily, weekly and year-to-date information on attendance and absence, in addition to reasons for absence.


Active Leaders course for Year 5 (high level of PPG) £1,000- Aimed at primary school children in Years 5 and 6. It develops activity ambassadors, leaders of playground activities and independent, confident, responsible role models.

Support for PP with buying uniform, for example, Year 6 hoodies circa £250 (second hand uniform is offered free of charge by the school)

Communication stations around the school to enable PP pupils with SEND to communicate feelings £500

Theraplay training £100

**Total budgeted cost: £62,548**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to help up-skill staff across school in supporting children with SEMHD needs	<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> <div data-bbox="465 368 1355 451"> <p>Social and emotional learning  <small>Moderate impact for moderate cost, based on extensive evidence.</small></p>  </div> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <div data-bbox="465 518 1355 601"> <p>Metacognition and self-regulation  <small>High impact for very low cost, based on extensive evidence.</small></p>  </div> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p>	4, 6, 8,
The lead of the Wellbeing Hub at school will provide support for		1, 6
families with attendance and acute need	<div data-bbox="465 802 1384 885"> <p>Parental engagement  <small>Moderate impact for moderate cost, based on moderate evidence.</small></p>  </div> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p>	
The SEND lead to ensure that PP pupils with SEND can communicate effectively by the instalment of communication stations around the school.	<div data-bbox="465 978 1406 1061"> <p>Communication and language approaches  <small>Very high impact for very low cost based on extensive evidence</small></p>  </div> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=interactive-reading">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=interactive-reading</a></p>	3, 4, 8

**Total budgeted cost: circa £100,000**

**Unbudgeted - £26,000 (additional spend identify in year to support children with PPG and SEN needs).**

## 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.

During the 2021/22 academic year we don't have any data showed. Our school opened its door on September 2022/23.

The Pupil premium strategy statement document only referred data of 2022/2023.

Since we opened our doors in September the school have rapidly growth. We started our academic year in Autumn term with 26 pupils in EYFS and only 24 pupils in KS1.

15% EYFS have been identified as disadvantage pupils.

12% KS1 pupils have been identified as disadvantaged pupils.

Our data showed that EYFS disadvantaged pupil's performance was lower in their baseline assessment compare with the rest of the class, by the end of the Autumn term:

75% of PP in EYFS made good progress across all Prime areas of the curriculum.

75% of PP were on track to achieve their Goal on Reading comprehension, however 100% of PP weren't on track to achieve word reading and Writing. Only 50% PP were on track to achieve Number and 100% weren't on track to achieve Numerical Patterns.

We experienced 25% of mobility of EYFS PP pupils during the Autumn term.

Internal KS1 baseline assessments during Autumn term suggested that 75% the performance of disadvantaged pupils was lower than the rest of the class.

During Spring term, our school opened their doors to Yr4 and 5, the number of disadvantaged pupils on rolled across the whole school has increased by double.

Our data showed that by the end of Summer only 27% of disadvantaged pupils across KS2 were on track of achieving the expected level.

In KS1 60% of disadvantage pupils met the expected level across all areas.

In EYFS 60% of disadvantage pupils have met GLD by the end of Summer term.

In our Intent we want to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Overall attendance for all pupils across school for this academic year is 94%+. Our disadvantaged pupils attendance this year was 95.7%.

Persistent absenteeism for all pupils is below national average with disadvantaged pupils and non-disadvantaged pupils.

Phonics outcomes for disadvantaged pupils in Early Years and Key Stage 1 children lead to KS2 reading outcomes, it's becoming in line with their non-disadvantaged peers. In the first week of the 2022-23 academic year, phonics lead assessed phonic knowledge of PPG children. They were grouped accordingly, with the lowest 20% being taught by the class teacher. KS1 Teacher and Phonics lead ran intensive 1:1 reading interventions for PPG children in EYFS and KS1, this included phonics teaching. Every half term children were reassessed and pupils were placed in different groups accordingly to their attainment in Phonics. RWI training programme has been purchased and staff have begun their training this year.

67% of disadvantage pupils in Yr1 have passed their phonics screening assessment.

100% of disadvantage pupils in Yr 2 have passed their phonics screening assessment.

80% of disadvantage pupils in EYFS have achieved their GLD in Word reading and comprehension.

Collection of reading weekly data by the end of the Summer term show that disadvantage pupils have less support at home with reading than non- disadvantaged pupils.

In our Intent this year we focus on disadvantaged pupils in EYFS, we ensure that pupils improve oral language skills and vocabulary among disadvantaged pupils to enable them to fully access and engage in the whole curriculum.

Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor area to reflect the topic learnt. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and the stage are able to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate – largely those in receipt of PPG - are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills –currently done through Language interventions. All C&L opportunities are now highlighted on planning and the timetable has been revised allowing all core learning (with the exception of phonics) to take place in the morning. Talk for Writing has supported oracy across EYFS.

## 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
RWI training	RWI practitioner
Tapestry	

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	Pupils in EYFS made good progress in Phonics.

## Further information

Other ways we support pupil premium children:

- Class teachers target disadvantaged children for conference marking
- Class teachers target parents to ensure they all attend parents evening
- Class teachers send positive texts sent home, work photocopied

# Appendix A: EEF's Tiered model and menu of approaches

