


Pupil premium strategy statement (2021 - 2024)

This statement details our school's use of pupil premium (and recovery premium for the 2022 -2023 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	Keyham Barton Catholic Primary
Number of pupils in school	2021-2022: 147 2022-2023: 144 2023-2024:
Proportion (%) of pupil premium eligible pupils	2021:2022: 46% 2022-2023: 44% 2023-2024:
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Current: Year 2 2022-23
Date this statement was published	October 2021 November 2022
Date on which it will be reviewed	Reviewed twice annually 21-22 Review on website  Review of 2021-2022 Pupil ... 2022-23: (March 23 /Oct 23)
Statement authorised by	Rachael Riley
Pupil premium lead	Fiona Quick
Governor / Trustee lead	Alaine Cocker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22:£80,861 2022-23: £87,697
Recovery premium funding allocation this academic year	2021-22: £9,552 2022-23: £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2021-22: £0 2022-23: £0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2021-22: £90,413 2022-23: £87,697

Part A: Pupil premium strategy plan

Statement of intent

"Be who God made you to be and you will set the world on fire." St Catherine of Siena

**"A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every human being."
Pope Francis, June 2013)**

Our Curriculum Drivers

Keyham Barton Catholic Primary aims to ensure that all pupils make good or better progress and attain well across all curriculum subjects. Ensuring that all pupils have access to high quality teaching, an effective and well sequenced curriculum, and appropriate resources are integral to this aim. Our Key Keyham Drivers are:

**Wellbeing and Worth
Ambition, Aspiration, Experience
Cognition, Passion and Love of Learning
Values and Agency**

Principles:

- To ensure all children receive quality first teaching, focused on the Rosenshine Principles.
- Teachers assess dynamically, to quickly identify those children who require extra support, especially amongst those who are Disadvantaged, and provide what is needed to overcome children's particular barriers and fill specific gaps.
- High quality programmes are used for reading, writing and mathematics, which provide a strong curriculum on which teaching is based.
- Children with SEND and who are also Disadvantaged, receive bespoke support and intervention, allowing them to make the best possible progress.
- The school will seek to widen the cultural and creative curriculum that these children have access to. Where this has an impact on children's learning, teachers will support children to ensure this does not become a barrier.
- Wraparound care with breakfast is offered to support families with school attendance of disadvantaged children.
- Provide funding for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- The school will create a positive and nurturing environment where children's opinions are sought and valued. The ideas, concerns and experiences of our disadvantaged children will receive particular attention.
- Teachers will ensure that parents and carers are kept informed of their children's learning, including their next steps. The school will ensure that teachers work with families as partners to support children's learning, SEND and wellbeing needs.
- School leaders will keep governors informed of how they are working to support Disadvantaged pupils.
- In addition to additional specific academic support, other barriers to learning will also be addressed and support will be provided for pupils and their families, so that all children are able to achieve well. Our Pastoral Lead will work with individual children to help them overcome any other identified barriers.

Challenges

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

Challenge number	Detail of challenge																																													
1	<p>Early reading and phonics (decoding and comprehension)</p> <p><i>End of Summer 22 data analysis</i> showing the percentage WA or higher: EYFS word reading: PP = 71%, Non-PP = 65% EYFS comprehension: PP = 71%, Non-PP = 82% Y1: PP = 74%, Non-PP = 78% Y2: PP = 25%, Non-PP = 54% - focus Y3: PP = 60%, Non-PP = 88% - focus on lower end Y4: PP = 77%, Non-PP = 72% Y5: PP = 77%, Non-PP = 93%</p>																																													
2	<p>Emotional Regulation</p> <p>Children struggling with emotional-regulation as a barrier to learning - this has been affected further by COVID and exacerbated by the critical incident. Pastoral Lead / Nurture provision to support children with emotional regulation</p>																																													
3	<p>Attendance</p> <p>Lower attendance - PSA support. Attendance for all was impacted by COVID a lot in the 21 - 22 academic year, but as seen below, the impact on PP attendance was greater than the impact on Non-PP attendance.</p> <p><u>Summer term 2</u></p> <table border="1"> <thead> <tr> <th>Year group and PP numbers</th> <th>EYFS</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td></td> <td>7/24 29%</td> <td>7/17 41%</td> <td>8/19 42%</td> <td>11/19 55%</td> <td>9/16 56%</td> <td>13/27 48%</td> <td>13/24 54%</td> <td>68/147 46%</td> </tr> <tr> <td>PP</td> <td>92.07%</td> <td>91.86%</td> <td>91.94%</td> <td>93.79%</td> <td>92.56%</td> <td>92.48%</td> <td>89.06%</td> <td>91.83%</td> </tr> <tr> <td>Non-PP</td> <td>94.03%</td> <td>92.57%</td> <td>95.12%</td> <td>91.53%</td> <td>94.93%</td> <td>93.85%</td> <td>94.04%</td> <td>93.8%</td> </tr> <tr> <td>Difference</td> <td>-1.96%</td> <td>-0.71%</td> <td>-3.18%</td> <td>+2.26%</td> <td>-2.37%</td> <td>-1.37%</td> <td>-4.98%</td> <td>-1.97%</td> </tr> </tbody> </table>	Year group and PP numbers	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average		7/24 29%	7/17 41%	8/19 42%	11/19 55%	9/16 56%	13/27 48%	13/24 54%	68/147 46%	PP	92.07%	91.86%	91.94%	93.79%	92.56%	92.48%	89.06%	91.83%	Non-PP	94.03%	92.57%	95.12%	91.53%	94.93%	93.85%	94.04%	93.8%	Difference	-1.96%	-0.71%	-3.18%	+2.26%	-2.37%	-1.37%	-4.98%	-1.97%
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4	<p>Oracy and Writing across the school</p> <p>Poor oracy skills / Poor writing skills - grammar/spelling/handwriting</p> <p><i>End of Summer 22 data analysis</i> showing the percentage WA or higher: EYFS: PP = 57%, Non-PP = 53% Y1: PP = 67%, Non-PP = 78% Y2: PP = 13%, Non-PP = 36% - focus Y3: PP = 60%, Non-PP = 88% Y4: PP = 55%, Non-PP = 57% Y5: PP = 54%, Non-PP = 86%</p>																																													
5	<p>Fluency and recall in Maths - particularly KS1</p> <p><i>End of Summer 22 data analysis</i> showing the percentage WA or higher: EYFS: PP = 57%, Non-PP = 71%</p>																																													

Y1: PP = 83%, Non-PP = 89%	
Y2: PP = 13%, Non-PP = 27% - focus	
Y3: PP = 80%, Non-PP = 76%	
Y4: PP = 88%, Non-PP = 86%	56% full marks on MTC (national = 30%)
Y5: PP = 85%, Non-PP = 86%	

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 over 3 years	Success criteria
Raise attainment in reading through rigorously identifying the gaps; improving the quality of teaching and making assessment accurate and consistent across the school.	<p>An increase in the % of children reading at home to 85% of the class or more being heard read at home and 100% of children with school support. Reading as a visible priority across the school.</p> <p>% increase in children's reading attainment - particularly those who have been worst hit by COVID (Years 2/3/4) see above data with the aim of raising it so that it is inline with or better than national average.</p> <p>2022-23: March 23 -</p> <p>100% of children heard read in school at least twice a week with each class having regular volunteers organised.</p> <p>100% of children Y2 and above who are no longer having phonics lessons participate in AR reading and quizzing within school and at home. Next steps, ensure that all pupils meet their personalised quiz point targets each half term by closer monitoring from each class teacher.</p> <p><i>End of Spring 23 data analysis</i> showing the percentage WA or higher:</p> <p>EYFS word reading: PP = 67%, Non-PP = 86%</p> <p>EYFS comprehension: PP = 67%, Non-PP = 93%</p> <p>N.B. only 6 PP EYFS children 1 of whom should be in a specialist setting.</p> <p>Y1: PP = 71%, Non-PP = 51% - whole class focus</p> <p>Y2: PP = 67%, Non-PP = 73% - whole class focus</p> <p>Y3: PP = 86%, Non-PP = 91%</p> <p>Y4: PP = 63%, Non-PP = 80% - PP focus</p> <p>Y5: PP = 75%, Non-PP = 80%</p> <p>Y6: PP = 85%, Non-PP = 92%</p>
Developing pupil's ability to regulate their emotions and be able to access learning - removing barriers.	Children who are focused and engaged in their learning during observations as shown on DDIs

	<p>where this has been a focus before and after support. There will be an improvement in the perception of verbal and physical bullying. Children will be assertive and equipped for healthier relationships.</p> <p>2022-23: March 23 -</p>																																
<p>The attendance of PP children will rise in line with non-PP children.</p>	<p>95% or greater attendance in all classes for PP pupils. Persistent absentees will receive early intervention and their attendance will start to improve the following half term after the implementation of an IAP. Parents will be supported by class teachers and the pastoral lead to overcome barriers to attending school where an IAP is necessary. This will be evidenced through case studies of those pupils with the greatest barriers to attending.</p> <p>2022-23: March 23 -</p> <p>Spring term 2</p> <table border="1" data-bbox="772 1066 1410 1218"> <thead> <tr> <th>Year group and PP numbers</th> <th>EYFS 6/20 30%</th> <th>Year 1 7/23 30%</th> <th>Year 2 6/17 35%</th> <th>Year 3 7/19 37%</th> <th>Year 4 8/17 47%</th> <th>Year 5 8/14 57%</th> <th>Year 6 13/26 50%</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>91.86%</td> <td>94.06%</td> <td>92.83%</td> <td>92.57%</td> <td>96.55%</td> <td>90.15%</td> <td>92.4%</td> </tr> <tr> <td>Non-PP</td> <td>93.36%</td> <td>94.07%</td> <td>96.8%</td> <td>94.67%</td> <td>95.56%</td> <td>96.11%</td> <td>94.86%</td> </tr> <tr> <td>Difference</td> <td>-1.5%</td> <td>-0.01%</td> <td>-3.97%</td> <td>-2.1%</td> <td>+0.99%</td> <td>-5.96%</td> <td>-2.46%</td> </tr> </tbody> </table> <p>Attendance is higher for most PP and Non-PP groups across the school than in Summer 2 21-22. There was a decline in autumn term 2 due to significant bouts of illness, but attendance has continued to rise since then and is anticipated to continue to rise over the warmer summer term. PP attendance is still lower than non-PP attendance in all but Y4 (and Y1, where it is broadly in line). Individual attendance analysis is carried out each half term for all PP pupils. There has been a decline from 21 persistent absentees in autumn 2, to 9 in spring 2. IAPs are being rapidly implemented and additional support provided where needed. Continue with this, especially for those pupils with the poorest attendance.</p>	Year group and PP numbers	EYFS 6/20 30%	Year 1 7/23 30%	Year 2 6/17 35%	Year 3 7/19 37%	Year 4 8/17 47%	Year 5 8/14 57%	Year 6 13/26 50%	PP	91.86%	94.06%	92.83%	92.57%	96.55%	90.15%	92.4%	Non-PP	93.36%	94.07%	96.8%	94.67%	95.56%	96.11%	94.86%	Difference	-1.5%	-0.01%	-3.97%	-2.1%	+0.99%	-5.96%	-2.46%
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<p>Raise attainment in writing through rigorously identifying the gaps; improving the quality of teaching through Talk4Writing and ensuring assessment</p>	<p>An increase in the percentage of children working at or above ARE in writing to be inline with the aspirational target set for each cohort at the start of the academic year. Targets for the current year</p>																																

<p>accurate and consistent across the school. Develop pupils' ability to articulate their responses before recording them.</p>	<p>groups for the percentage of children at or above ARE:</p> <p>Y1: from 54% to 67%</p> <p>Y2: from 63% to 75%</p> <p>Y3: from 44% to 67%</p> <p>Y4: from 55% to 65%</p> <p>Y5: from 60% to 73%</p> <p>Y6: from 69% to 85%</p> <p>Children to be working on the spelling bookmarks that are appropriate for their year group so that this doesn't become a significant weakness in a cohort's writing after lockdown having a negative impact on spelling accuracy.</p> <p>A visible improvement in pupils' handwriting so that it becomes closer in line to the school's handwriting policy and legible to staff within and outside of their class during school and external moderation sessions.</p> <p>Children can clearly articulate their responses orally across the curriculum as measured through DDIs and pupil conversations with subject leads.</p> <p>2022-23: March 23 -</p> <p>Targets for writing ARE or above for the current academic year compared to actual attainment in Spring 22-23</p> <p>Y1: target 67% actual 57% - now has an additional teacher in class for writing lessons</p> <p>Y2: target 75% actual 65% - a target group is now having separate writing lessons 4 days a week with an experienced HLTA</p> <p>Y3: target 67% actual 67%</p> <p>Y4: target 65% actual 67%</p> <p>Y5: target 73% actual 70%</p> <p>Y6: target 85% actual 77%</p> <p>Moving forward, ensure all classes have a written record of the spelling bookmark that each pupil is on so that percentage at or above their year group's spellings can be calculated.</p>
<p>Improved recall and fluency of key facts in maths.</p>	<p>Children to be on age-appropriate rapid recall cards (a personalised system for our school that groups key facts (sticky knowledge) for each year group onto colour-coded cards with incentives for moving up a level).</p> <p>All pupils will have a weekly in-school session on IXL and their progress in months will be visible to</p>

	<p>see on the program in line with or greater than the number of months they have spent on the system.</p> <p>Children will know the necessary facts to access their maths lessons by having support and interventions to catch-up with any missed facts from earlier rapid recall cards.</p> <p>Children to show measurable progress on TTRS (with at least an 7 point increase in their soundcheck baseline score each year from Y2 - Y4 and the maintenance of 25/25 in their soundcheck after the Y4 MTC/further support to achieve this level in Y5/6) and the equivalent progress for Numbots.</p> <p>2022-23: March 23 -</p> <p>Y4 MTC prediction is 56%, which is the same as last year and above the 30% national average figure for last year. Continue with additional strategies employed last year, including precision teaching of individual gaps.</p> <p>Moving forward, ensure all classes have a written record of the rapid recall card that each pupil is on so that percentage at or above having rapid recall of their year group's key maths facts can be calculated.</p>
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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: £ 32,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader plus 1 x MPS6 day a half term to maintain	<p>Other schools in our trust report that Accelerated Reader has had a positive impact on children's engagement with and attainment in reading.</p> <p>This resource will benefit middle and higher attaining pupil premium children, as well as those who find reading more challenging. This is a key recommendation from the EEF.</p> <p>Children need to be fluent readers in order to fully access and learn from and about the wider curriculum.</p>	1
RWI Training plus release time for 1 class teacher (MPS6) a day each half term to assess children to regroup them according to need	<p>EEF research reports that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. This CPD will provide this.</p> <p>It will ensure that there is a consistent, effectively implemented approach to the delivery of a systematic phonics programme, which is the third recommendation of the EEF's Guidance Report for Improving Literacy in KS1.</p>	1
Talk4Writing 2 year Training Package class teacher (MPS6) a day each half term to support implementation	This programme of learning will help to develop children's language acquisition and their writing and planning monitoring skills, which are key recommendations from the EEF's Guidance Reports (Improving Literacy).	4
Trauma Informed Training and practitioners	Trauma informed approach and training for all staff implemented across the school. Pastoral	2/3

<p>1 x 11 day diploma and supply cover for UPS1 for 11 days plus supply</p> <p>2 x 2 day SLT training and supply cover for 2 MPS6 teachers</p> <p>All staff x twilight training x 3 hours</p> <p>Teachers to identify which PP children need additional academic support and to plan for TAs to be deployed across year group teams to support those PP children</p>	<p>lead/SENDCo to support and monitor implementation.</p> <p>Trauma Informed Schools is a whole school approach to supporting children where previous trauma or mental health problems can inhibit their progress. The EEF guidance report on improving behaviour released in 2019 recommends 'Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.'</p>	
<p>Power Maths with supply and ongoing training</p>	<p>Other schools in our trust report that Power Maths has had a positive impact on mathematical attainment and children's enjoyment of the subject.</p> <p>This will allow for high-quality teaching using consistent language and models across all year groups, which Sutton Trust's 2011 report recommends for having the greatest impact on PP pupils.</p>	5
<p>Purchase of standardised diagnostic assessments (NFER Reading and Maths and NMM Writing).</p>	<p>Training for staff to ensure assessments are interpreted and administered correctly. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,4,5

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

Budgeted cost: 30,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 /small group tutoring focus KS1/Y3 disadvantaged -	The children have been through two lockdowns as well as there being a critical incident within our community. There are some pupils who have been	1/4/5

<p>focused maths/ reading support TA/HLTA intervention weekly with targeted groups 4 mornings a week</p>	<p>disproportionately impacted by these events (EEF 2021) and who would therefore benefit from a tailored catch-up programme.</p> <p>EEF's 2021 review of the National Tutoring Programme: There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.</p>	
<p>Phonics Intervention Pinny time targeted intervention weekly Re-assess/ re-group/ re-target HLTA/Reading Lead release</p>	<p>Accurate assessment and monitoring has shown that some pupils' reading skills in Years 2/3/4 have been significantly impacted by the lockdowns. These pupils have not completed the full phonics programme and will need a tailored intervention in order to be able to read and spell at an age appropriate level, enabling them to access the wider curriculum.</p>	1/4
<p>Small group tutoring in maths y4-6 following diagnostic analysis of assessments (NFER) and PPMs 3 x pms/ week</p>	<p>When used effectively, diagnostic assessment can help us adapt our teaching to the specific needs and difficulties pupils experience, addressing errors and targeting the areas for improvement through appropriate levels of scaffolding, support, and challenge This approach to adaptive teaching and assessment is integral to high quality teaching.</p>	5
<p>Small group intervention to boost communication and language skills in EYFS Speech and Language intervention and support</p>	<p>An independent evaluation by the Education Endowment Foundation (EEF) has found that early language intervention boosts the language skills of four- and five-year olds by an additional three months. Early language skills are vital for children's long-term success in education and other areas. Research has shown that children with more advanced language skills at the age of five are more likely to have better qualifications and subsequently be employed in adulthood compared with their peers. However, disadvantaged children are more likely to have fallen behind before school starts.</p>	4
<p>Oracy Project implemented across the</p>	<p>APPG on Oracy recognise spoken language as a crucial component of the DFE's White Paper on Education 2022</p>	4

school with targeted support. Oracy Champion to attend all training and drive the project	Studies show that the biggest impact on learning for vulnerable pupils is high quality teaching (EEF and John Hattie)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo Role to oversee tailored support for doubly disadvantaged children and identify early targeted support and intervention. 1.5 /week x 39	Children who are doubly disadvantaged (they receive PP funding and they are SEN - 56% of all SEN pupils) in our setting perform poorer on average than children who belong to just one category. Therefore these children need additional support to ensure that they are reaching their full potential.	2/3
Pastoral Support HLTA x 3 afternoons a week	PP attendance remains below non PP with some key pupils being responsible for this difference. When children are in school they are learning and low attendance leads to lower attainment and progress. Poor attendance can also be a safeguarding concern for this potentially vulnerable group - NFER 2015, Supporting the Attainment of Disadvantaged Pupils Addressing Behaviour and Attendance.	2/3
PSA administrative assistant 50% of working hours	Following the incident in Keyham, parents have been needing support to access funding. This role will be even more key this year for improving the attendance of persistent absentees and those vulnerable to becoming so.	2
Additional PP resources and equipment	Not all of our children entitled to pupil premium funding have access to laptops, desktops or tablets at home. This restricts their ability to access our online learning programmes (IXL, TTRS, NUMBOTS and Accelerated Reader). Time is built into the school day to allow all pupils to benefit from the impact that these can have on their reading, writing and maths learning. More devices were needed to allow	1/4/5

	whole class access at a given time. The EEF Digital Technology report released in 2021 states that “using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.”	
Access to MAST (Multiagency support team) & EWO Support from Plymouth LA for Educational Psychology and Safeguarding services.	These services are essential to enable the school to provide support to our most vulnerable children	2


Total budgeted cost: £87,700

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.

Please see last year's end of year report.

 *Review of 2021-2022 Pupil Premium Strategy V5.pdf*

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
Read Write Inc.	Ruth Miskin Training
Accelerated Reader	Accelerated Reader
Power Maths	Pearson

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?	Offering wraparound care to support attendance when families were on deployment. Pastoral support was accessed in-school as needed to ensure pupils still felt able to attend during periods of difficulty i.e. when their parents were deployed elsewhere.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil 1's attendance = 97.34% Pupil 2's attendance = 99.47%