

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 | Keyham Barton Catholic Primary |
| Number of pupils in school | 147 |
| Proportion (%) of pupil premium eligible pupils | 46% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 21 - 24 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | Reviewed twice annually |
| 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 | £80,861 |
| Recovery premium funding allocation this academic year | £9,552 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | N/A |
| 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 | £ 90,413 |

Part A: Pupil premium strategy plan

Statement of intent

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 strategy also involves using the 1:1 Tuition funding to release teachers to work 1:1 and in small groups with their cohort so that pupils can benefit from specific, targeted intervention where needed.

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. We will reintroduce the FRIENDS Resilience programme as this also supports with perseverance, self-regulation and children being ready and willing to learn and 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 | Poorer reading skills (decoding and comprehension) |
| 2 | Children struggling with emotional-regulation as a barrier to learning - this has been affected further by COVID and exacerbated by the critical incident. |
| 3 | Lower attendance - PSA support |
| 4 | Poor oracy skills / Poor writing skills - grammar/spelling/handwriting |
| 5 | Fluency and recall in Maths - particularly KS1 |

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 |
|---|---|
| Raise attainment in reading through rigorously identifying the gaps; improving the quality of teaching and making assessment accurate and consistent across the school. | An increase in % 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. |

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| | % increase in children's reading attainment - particularly those who have been worst hit by COVID (Years 2/3/4). |
| Developing pupil's ability to regulate their emotions and be able to access learning - removing barriers. | Fewer break and lunchtime incidents. Children who are focused and engaged in their learning during observations. There will be an improvement in the perception of verbal and physical bullying. Children will be assertive and equipped for healthier relationships. A reduction in incidents reported on CPOMs. |
| The attendance of PP children will rise in line with non-PP children. | 95% or greater attendance in all classes for PP and Non-PP pupils. Persistent absentees will receive early intervention and their attendance will start to improve. Parents will be supported by class teachers and the pastoral lead to overcome barriers to attending school where necessary. |
| Raise attainment in writing through rigorously identifying the gaps; improving the quality of teaching and making assessment accurate and consistent across the school. Develop pupils' ability to articulate their responses before recording them. | An increase in the percentage of children working at or above ARE in writing. Children to be working on spellings that are appropriate for their year group. A visible improvement in pupils' handwriting. Children can clearly articulate their responses orally across the curriculum. |
| Improved recall and fluency of key facts in maths. | Children to be on age-appropriate rapid recall cards. All pupils will have a weekly in-school session on IXL and their progress will be visible to see on the program. Children will know the necessary facts to access their maths lessons. Children to show measurable progress on TTRS and Numbots. |

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: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Accelerated Reader £5586 plus supply to establish £1000</p> | <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> | <p>1</p> |
| <p>RWI Training £3000</p> | <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> | <p>1</p> |
| <p>The Write Stuff £1300 plus supply and training £1500</p> | <p>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).</p> | <p>4</p> |
| <p>Restarting FRIENDS resilience across the school in response to increasing behavioural</p> | <p>FRIENDS resilience is recognised by the World Health Organisation as an effective strategy in improving anxiety.</p> | <p>2/3</p> |

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| <p>challenges after two lockdowns and a critical incident in our community.</p> <p>quote is currently in Australian dollars</p> <p>£3000 with training and books</p> | <p>The programme was successful in our setting previously as it helped children to name different emotions and explored ways of managing negative emotions effectively.</p> | |
| <p>Power Maths CPD</p> <p>£2622</p> <p>£3000 with supply and 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 |

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

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>1:1 /small group tutoring</p> <p>£10,000</p> | <p>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 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> | 1/4/5 |
| <p>Phonics Intervention</p> <p>£2000</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</p> | 1/4 |

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

Budgeted cost:

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| SENDCo Role 1.5 /week x 39 on MP6 £14,880 | Children who are doubly disadvantaged (they receive PP funding and they are SEN) 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 £3937 | 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 £9197 | Following the incident in Keyham, parents have been needing support to access funding | 2 |
| Y1 class taught mornings £18,340 | Smaller group tuition to enable the lowest attainers to make accelerated progress | 1/4/5 |
| TA support 0.65 | High needs PP SEND children receiving targeted support | 1/4/5 |

Total budgeted cost: £90,413

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.

Please see last year's end of year report.

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 |
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Service pupil premium funding (optional)

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

| Measure | Details |
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| How did you spend your service pupil premium allocation last academic year? | Offered wraparound care to support attendance when families on deployment. Pastoral support accessed in-school as needed. |
| What was the impact of that spending on service pupil premium eligible pupils? | 3 pupils 99% attendance 99% attendance 100% attendance 100% attendance |