

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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   | St John Vianney Catholic Primary School |
| Number of pupils in school  | 446                                     |
| Proportion (%) of pupil premium eligible pupils   | 24%                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                               |
| Date this statement was published   | September 2021                          |
| Date this statement was updated   | September 2022                          |
| Date on which it will be reviewed   | July 2023                               |
| Statement authorised by   | Dr Elaine Allen                         |
| Pupil premium lead  | Katy Arrowsmith                         |
| Governor / Trustee lead   | Slav Baran                              |

## Funding overview for 2022 – 2023

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year 2022-2023   | £138,520        |
| Recovery premium funding allocation this academic year 2022-2023  | £19,030         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0              |
| <b>Total budget for this academic year</b>  | <b>£157,550</b> |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |                 |

# Part A: Pupil premium strategy plan

## Statement of intent

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 young carers. The activity we have outlined in this statement is also intended to support their 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 below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils whilst ensuring that our higher attainers are also sufficiently challenged.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To act early at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We aim to do this through:

At St John Vianney we believe everything we do is for the **greater glory of God** and through Jesus we seek to grow as a caring **Catholic community in faith and love; knowledge and understanding; aspiration and independence**. We develop **life-long learners** who are **confident** and **resilient** in order to succeed in life. Our curriculum is **ambitious** and **inclusive** for all pupils based around the requirements of the National Curriculum and EYFS framework and is made meaningful to our children by **contextualising** the local area. It is coherently planned and sequenced to develop the essential knowledge, skills and understanding which are the building blocks for later life. As such, our curriculum is underpinned with **reading** because, through fostering a love of reading, we are providing our children with the tools to be **independent, inquisitive** and **curious** learners. Throughout our curriculum, we provide opportunities for our children to be immersed in high quality texts that are carefully selected to both engage and

promote **reading for pleasure** and **vocabulary** acquisition as well as enhancing their cultural capital. Our classrooms are rich in talk, with effective questioning to constructive **peer discussions**. **Oracy** is fundamental in our curriculum as it allows teachers to develop and encourage **critical thinking** and, through a **metacognitive** approach, allows the learner to take control of their own learning. We believe that *'words, written or spoken are the building blocks of life'* and as such our curriculum is **personalised** to meet the needs of our children. We strive to develop independent and aspirational learners who understand their mutual role in the teaching and learning process. As in the parable of the 'Mustard Seed', at St John Vianney, we want every one of our children to grow and develop from the very beginning of their education.

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that 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.
- Maximise use of additional intervention to support all learners not meeting expectations.
- Make use of academic mentor to target children who require catch up.
- To support families in home school partnership to secure best outcomes.

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 pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. School is in the top 20% nationally for the deprivation indicator, the school serves communities in the most deprived wards in Blackpool with over half the school population coming from the two most deprived wards and 97% from the 4 (out of 10) most deprived wards. School is in the top 40% for Ever 6, latest PP is 24%. With respect to Health Deprivation and Disability, 76.3% of our children's families are classified as in the most deprived band.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time and interventions/support may be spread across the academic year.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate additional staff (Teachers and/or Teaching Assistants) to EVERY class as opposed to 'shared' - providing small group work focused on overcoming gaps in learning
- 1-1 targeted support wherever possible and for those children in the most need (early reading a priority)
- Additional teaching and learning opportunities provided through tutors or external agencies including the use of an academic mentor.
- Speech and Language interventions to target our children who have joined us with below expected communication and language skills through use of our dedicated speech and language lead (increasing her time to lead on this)
- Provision of NELI for ALL children in reception who score below the baseline
- All our work through the pupil premium will be aimed at accelerating progress, moving children to reach their full potential.
- Pupil premium resources to be used to target eligible children on Free School Meals to achieve their full potential with analysis of data demonstrating a significant impact from the specific intervention/provision
- Additional learning support.
- Allocation of PD intervention by experienced TA for those children with fine/gross motor skills delay
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Pastoral lead who is a fully trained Mental Health practitioner targets children who through use of PASS data and pupil surveys are identified as requiring support.
- Social Emotional and Mental Health support to include support from outside agencies such as the Linden Centre or Headstart
- Support to ensure that attendance and punctuality is in line with that of non-disadvantaged

- pupils and providing transport where required.
- Dedicated funding to support payment of school uniform.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Low on entry baseline for children joining Nursery & Reception particularly in Communication and Language  |
| 2                | <p>Increasing the attainment of our disadvantaged pupils so that it is statistically similar to our non-disadvantaged children across Reading, Writing and Maths</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> |
| 3                | Attainment gap in children achieving greater depth particularly in writing at the end of KS2   |
| 4                | Attendance and Punctuality issues with attendance among disadvantaged pupils being lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.   |
| 5                | Increased numbers of pupils with speech and language , including speech and language/social communication, poor working memory, attention difficulties, social emotional and mental health difficulties.   |

## 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  |
|--|---|
| Increase in reading progress for our disadvantaged children. | KS2 reading outcomes in 2024/25 will show that more than 80% of disadvantaged pupils met the expected standard. |
| Increase in writing progress for our disadvantaged children. | KS2 writing outcomes in 2024/25 will show that more than 75% of disadvantaged pupils met the expected standard. |

|  |  |
|--|--|
| <p>Increase in Maths progress for our disadvantaged children.</p>  | <p>KS2 maths outcomes in 2024/25 will show that more than 75% of disadvantaged pupils met the expected standard.</p>   |
| <p>Greater Depth in Reading and Maths</p>  | <p>KS2 writing outcomes in 2024/25 will show that more than 25% of disadvantaged pupils met the expected standard.</p>   |
| <p>Attendance and Punctuality to revert to pre-covid level</p>   | <p>Ensure attendance of ALL pupils is above 96% with a reduction in lates</p> <p>Ensure attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 6%.</p> <p>Ensure the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than % lower than their peers.</p> <p>Maximise our parental engagement to support this as well.</p>  |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and vulnerable pupils,</p> | <p>Demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice</li> <li>• PASS Data</li> <li>• Student and parent surveys</li> <li>• Pupil progress meeting discussions</li> <li>• Increase in participation in extra-curricular and enrichment activities by our most disadvantaged pupils.</li> <li>• Link to use of sports premium funding for additional activities targeting disadvantaged</li> </ul> |

## Activity in this academic year 2022-2023

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: £ 53,415

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Senior Leader to work within Year 6 cohort to allow Year 6 cohort to be taught in smaller focussed groups</i></p> <p>Senior Leader - £16,640 Including on costs.</p>  | <p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>  | <p>2,3</p>                    |
| <p><i>Coaches to be released on a weekly basis to support delivery of quality first teaching and SEND support</i></p> <p><i>Autumn term – full week of coaching (50% Maths/50% English)</i></p> <p>£22326</p> <p>Spring/summer term – 1 day week</p> <p>£7144 1 day a week</p>  | <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to release key staff to be able to support less experienced members of staff so have identified 2 new members of staff who will take on and develop this role.</p> | <p>2, 3</p>                   |
| <p>Embedding oracy activities and opportunities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Member ship of Voice 21 - £1500</p> <p>Costs – £300 (half day support for oracy champion) x 38 = £5805 ½ day a week</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 on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                       | <p>2,5</p>                    |

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

Budgeted cost: £ 62,873

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>National Tutoring programme (first NTP funded)<br/>L5 enhanced TA children to receive 1:1 catch up provision from NTP<br/>£4410</p> <p>Target higher middles and lowest</p> <p>Additional Maths teacher in Year 6 based upon £25 per hour (All year)<br/>£5,700</p> | <p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the Year 4 cohort need support to address gaps in maths. They will access NTP tutoring for Maths to narrow the gaps.</p> <p>We have also identified that Maths within Year 6 has some gaps that could be effectively addressed through intensive 1:1 tuition</p> | <p>2,3</p>                    |
| <p>20 week NELI programme to be delivered to those children in Reception identified as having week language and communication skills<br/>Costs £5847 (full-time TA for 20 children for 20 weeks)</p>   | <p>The EEF has funded 19 projects with a focus on early years so far. The NELI programme is designed to improve the language skills of reception pupils (ages 4 – 5) with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early years practitioner.</p>   | <p>1</p>                      |
| <p>Additional TA support each afternoon in Year group to give a TA per class (1.5hours) rather than usual one per year group<br/><br/>£40,695</p>  | <p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>   |                               |

|   |  |     |
|---|--|-----|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Costs £4000 2 TAs 3 hours per day (3 days week average) in KS1</p> <p>1 hour a day daily for Reception £2221</p>                    | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>          | 1,2 |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 2,3 |

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

Budgeted cost: £ 41,262

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Academic Mentor appointed to support key children M6 teacher 2 hours a day<br/>£15,681 40% to be covered by school<br/>£6272</p> | <p>EEF - Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>EEF (+4)</p>   | 5                             |
| <p>Additional Behaviour Support Assistant to support key children<br/>£14,638</p>   | <p>Social and Emotional Learning – interventions which target social and emotional learning 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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> |                               |



|   |   |            |
|---|---|------------|
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Contribution to additional HT with responsibility for child mental health and well-being</p> <p>Senior Leader - £10000<br/>Including on costs.</p> <p>Employment of external PWO through authority 1 pm a week.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>  | <p>4</p>   |
| <p>Contingency fund for acute issues.</p> <p>£10352</p>   | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

**Total budgeted cost:** £ 53,415 + £62,873 + £41,262 = **£157,550**

## 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 202 to 2021 academic year.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources personalised to meet the needs of our children.

Although our internal assessments during 2020/21 suggested that the performance of children in receipt

of pupil premium funding was lower than the children receiving there was an increase in attainment for all core subjects when compared previous year

Overall attendance in 2020/21 met our target of 96%, as this did not include Covid absences, the impact of isolating and absences due to COVID still impacted on our children. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Review of outcomes – 2021-2022

| Activity  | Impact statement  |
|---|---|
| <p><i>Senior Leader to work within Year 6 cohort to allow Year 6 cohort to be taught in smaller focused groups</i><br/>Senior Leader - £11265 Including on costs.</p> <p>Maths tutoring 3 afternoons a week.</p>  | <p><b>Data outcomes:</b><br/>Key Stage 2:<br/>Reading: 85.2% 33% GD<br/>Writing: 79% 15% GD<br/>Maths: 72% 20% GD</p> <p><b>Disadvantaged</b><br/>Key Stage 2<br/>Reading: 84.6% 0% GD<br/>Writing: 69% 15% GD<br/>Maths: 61% 13% GD</p> <p>Totally closed the gap with reading; need to continue to target maths.<br/>Writing gap has closed but again, need to focus on this.</p>   |
| <p><i>Coaches to be released on a weekly basis</i></p> <p>Costs – £466 x 36 =<br/>£16777 1 day a week</p>   | <p>This has been successful and helped to support the teachers to deliver effective practice targeting the bottom 25% as seen in data outcomes above. For the academic year 2022-23 we have created a job share to increase the additional coaching time across the core subjects.</p>  |
| <p>Embedding oracy activities and opportunities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Costs – £466 x 36 =<br/>£16777 1 day a week</p> | <p>Oracy is now embedded across the curriculum as teachers have become more confident in assessing children's oracy skills and planning next steps. School gained Communication friendly status in Summer 2022 recognising that ALL staff can support and help develop our children's oracy skills not just within the curriculum but additional times of the day. Children are confident taking on different oracy roles within the classroom during different activities. Using a range of metacognitive strategies including p4c the children are given plenty of opportunities to practice and master their oracy skills.</p> |

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

**Budgeted cost: £ 50,060**

| Activity   | Impact statement   |
|--|--|
| <p>School Led Tutoring (first NTP funded)<br/>Teacher intervention<br/>children to receive 1:1 catch up provision from NTP<br/>£6000</p>   | <p>There was an increase in attainment across all pupil groups at the end of the academic year.</p>  |
| <p>NELI programme to be delivered to those children in Reception identified as having weak language and communication skills<br/>Costs £1015 TA 2.5 hours a day.</p>   | <p>Out of 20 children who accessed NELi all children made progress. 13/20 (65%) are now at ARE. The 7 remaining children are now accessing Talk Boost in Year 1</p>    |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.<br/>Costs £3045 TA 2.5 hours per day</p>  | <p>93% of children passed the PSC check. This was the same for EVER 6 children (93%).</p>  |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.<br/>Approx £40,000</p> | <p>Identified children received online 1:3 Maths tuition with White Rose. These children have all made progress across the number element of the maths curriculum.</p> |

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

Budgeted cost: £ 34, 581

| Activity   | Evidence that supports this approach  |
|--|---|
| <p>Academic Mentor appointed to support key children M6 teacher 2 hours a day £11290 25% to be covered by school £2823</p> <p>Behaviour Support Assisnant also appointed to support key children £20,493</p>   | <p>Academic mentor used to support children in Year 2 and 3 are currently not reaching age related expectations.</p> <p>All children targeted made a good level of progress and evidence gathered uploaded to DFE website.</p> <p>PASS data evidenced NO children self-identified as struggling in their self-review of mental health and well-being. Those children with identified SEMH all receive targeted support via our SEND support team and external agency support.</p> |
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Senior Leader - £11265 Including on costs.</p> | <p>Designated attendance officer to liaise and work closely with PWO to target PA families and work collaboratively to improve attendance. Due to change in recording of covid related absence Attendance was slightly below National at 93.2% but an increase on previous year.</p>  |
| Contingency fund for acute issues.   |   |

## 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              |
|--------------------------|-----------------------|
| 1:3 online Maths tuition | White Rose            |
| 1:1 Year 6 Maths tuition | St John Vianney tutor |

## 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? | £620 – small amount added into intervention |

|  |                |
|--|----------------|
|  | support budget |
| What was the impact of that spending on service pupil premium eligible pupils? | See above      |