



St Veronica's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Veronica's RC Primary School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	01.09.2022
Date on which it will be reviewed	01.09.2023
Statement authorised by	Nicola White Head Teacher
Pupil premium lead	Julie Cawtherley Assistant Head Teacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,175
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£23,350

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, young carers and those experiencing food poverty. The activity we have outlined in this statement is intended to support our 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 disadvantaged 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 recover, 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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work they are set
- act early to intervene at the point it is needed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Reading daily with an adult Our assessments, observations and monitoring of reading diaries indicate that some children (both disadvantaged and non-disadvantaged) do not read with an adult at all, or they are not read to by an adult. This results in many pupils

	falling behind in reading and not reaching age related expectations. Teachers already target the lowest 20% or readers for a Daily Reading Intervention but add to this with other pupils who do not read daily.
2	Phonics Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Phonics Screening results suggest that disadvantaged children are more likely to fail the Year 1 Phonics Screening test.
3	Knowledge retention Assessments, observations and discussions with pupils indicate poor recall of key curriculum knowledge among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Maths Internal and historical external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Targeted interventions in each Year group mean that at the end of KS2 most disadvantaged pupils leave at the expected standard for maths.
5.	Pastoral Support Pupils who have emotional needs and struggles need pastoral support. The mental health and well-being of pupils can impact all areas of school life. The pandemic may have impacted on pupils wellbeing but external home factors can also have a huge impact in school.

Intended Outcome

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023 KS1 and KS2 results showing that disadvantaged pupils are achieving expected standard. Internal reading data shows disadvantaged pupils are meeting Year Group expected standards.
Improved Phonics attainment in Year 1.	Phonics screening in Year 1 indicates more disadvantaged pupils meet the standard.
Disadvantaged pupils know more and can do more.	Assessments and observations indicate significantly improved retention of curriculum knowledge. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1 and KS2 outcomes in 2023 show that more disadvantaged pupils meet the expected standard.

Pastoral support for pupils will improve mental health and wellbeing of pupils.	
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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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund TA support within Year 1 and Year 2 to work specifically on phonics, reading and maths skills.	Evidence suggests that early intervention for children who are struggling academically has a greater impact than leaving it until KS2	1, 2, 3 and 4
To fund TA support to deliver interventions specifically in Reading, Phonics and Maths	Evidence suggests that delivering the correct intervention by either a TA or Teacher improves the attainment of the children involved in the intervention.	1, 2 and 4
To fund a TA/Pastoral Lead to support the mental health and wellbeing of all the pupils.	Evidence suggests that time spent supporting children with their mental health and wellbeing will have a positive impact both emotionally and academically.	5

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

Budgeted cost: £ 2,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. Some	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 and small group sessions.	1, 3 4

of these children will be disadvantaged pupils.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	2

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

Budgeted cost: £ 1,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues.	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 – such as uniform, school trips, residential, families in hardship, school clubs	5

Total budgeted cost: £23,350

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.

Internal observations, monitoring and assessments during 2021/2022 suggested that the performance of disadvantaged pupils was broadly in line with previous years. Despite the pandemic and national lockdowns disadvantaged children have made progress in line with their starting points. Most disadvantaged children were invited into school during the lockdowns or given technology/devices to access our on line learning sessions. School were identified by HMI in 2020 as delivering an outstanding Home Learning Strategy which minimised lost learning throughout the pandemic.

During 2021-2022, interventions in all key areas helped children to catch up with any lost learning and diminish the difference between disadvantaged and non-disadvantaged pupils.

Our assessments and experience indicated that pupils' wellbeing and mental health were significantly impacted by the pandemic, the impact was particularly acute for disadvantaged pupils. We used Pupil Premium funds 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.

Further information

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by Pupil Premium or Recovery Premium. That includes:

- CPD training for whole school Phonics Training
- Educational Psychologist support
- External Agency support such as Specialist Teacher Observations and Speech and Language support