



Pupil Premium Strategy Statement 2022-23

This statement details our school’s use of pupil

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. Ignatius Catholic Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	C. Hendy Headteacher
Pupil premium lead	E. O’Neill Deputy Headteacher
Governor / Trustee lead	C. Greaney Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,330 (plus £7,230 post LAC) £87,560
Recovery premium funding allocation this academic year	To be confirmed
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	£87,560



Part A: Pupil premium strategy plan

Statement of intent

We believe that every child is God-given and deserves every opportunity to ensure that their potential is met. Our school vision is inclusive and holistic, as we seek to develop, nurture and achieve the best outcomes for each child in our care. We have three key aims: 'Excellence, Unity and Service' and the pupil premium grant helps us to achieve this by ensuring all children, irrespective of their background or the challenges they face, are given the best quality education we can provide, with a wide range of opportunities to support them in developing their God-given gifts and talents. We have high aspirations for all our learners, ensuring pupils make good or better progress and achieve highly across all subjects, whilst caring for, nurturing and developing the whole child's personal, social and emotional development.

The ultimate objective of our pupil premium strategy therefore is to support disadvantaged pupils to achieve this goal by addressing the main barriers they face. We will achieve this through rigorous tracking, careful planning, high-quality teaching that personalises learning and targeted support and intervention, providing all children with the access and opportunities to enjoy academic success.

Our pupil premium strategy works towards achieving these objectives by ensuring high-quality teaching is provided for all our children, with a focus on the areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefitting the non-disadvantaged children in our school.

Integral to our strategy is the provision of targeted support to enable disadvantaged pupils to make accelerated progress, including those disadvantaged pupils who are already high attainers.

We recognise the well-being and personal development of the whole child as being equally as important as raising attainment and our priorities are centred around meeting the needs of every disadvantaged child. As such, our strategy ensures we nurture and enrich the personal development of all our children, as well as their academic achievements.

As explained above, our approach will be to ensure our approaches are effective, our strategy plan follows these key principles:

- We will ensure all disadvantaged children are challenged in the work they are set
- We will act early to intervene at the point when a need is identified
- We will adopt a whole school approach, with all members of staff having high expectations for the achievements of disadvantaged children and as a staff, taking collective responsibility for disadvantaged pupils' outcomes.
- We will use robust diagnostic assessment to ensure personalised plans to ensure specific barriers are reduced



Challenges

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

Challenge number	Detail of challenge
1	Reading: Assessments show that the percentages of disadvantaged children reaching EXP+ is lower than children that are non-disadvantaged, especially in KS1.
2	Writing: Assessments show that the percentages of disadvantaged children reaching EXP+ is lower than children that are non-disadvantaged. This is most significant in Year 1 and 2.
3	Maths: Assessments show that the percentages of disadvantaged children attaining EXP+ are lower than children that are non-disadvantaged, however the difference is only significant in Year 5 and Year 1.
4	<p>Reading, Writing and Maths GD: Assessments show that the percentages of disadvantaged children attaining Greater Depth is significantly lower than pupils that are non-disadvantaged across all ages and subject areas.</p> <p>Our assessments, observations and discussions with pupils and families have identified social, emotional and mental barriers to learning, including low self esteem, which affects pupils' readiness to learn in class. A significant number of our disadvantaged children also have special educational needs, often around behaviour, which inhibits progress.</p>
5	On entry to Reception class in the last years, a significant number of our disadvantaged pupils arrive below age-related expectations compared to other pupils.
6	Assessments, observations and discussions with pupils indicate limited speech and language skills (including vocabulary) among many disadvantaged pupils, particularly in EYFS/KS1, which impacts on learning.
8	Complex family needs – family deprivation (housing, food) parental separation, parental illness/bereavement, domestic abuse, young and vulnerable parents.
9	Our attendance data indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
10	Children have had limited exposure to a range of cultural and sporting activities. Opportunities need to be offered to provide enrichment activities to develop the cultural capital, support personal development and improve social skills.



Intended outcomes

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
Catch-up training and additional resources for Little Wandle	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 5, 6
Ensuring challenge and having high expectations of all pupils raises the achievement of all. Specifically identifying those pupils that are higher attainers and focussing targeted support will improve their outcomes.	CT focus on PP children and high quality teaching 1:1 targeted support using tuition partners Third Space Learning Training for More Able Lead and collaborative work with partner schools Mastery learning EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Proportion of Professional Development for teachers	CPD dedicated to support teachers in raising attainment among all pupils, including disadvantaged pupils.	All
Feedback: Staff training and peer-to-peer support to ensure all staff are providing timely and effective feedback to enable all children to be clear about how to improve in their learning.	Providing early and effective feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback (including verbal and written) tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3, 4
Individualised personalised learning: (For targeted individuals, particularly SEN)	Individualised instruction is based on the idea that all learners have different needs, and therefore an approach that is personally tailored – particularly in terms of the activities that the individual undertakes and the pace at which they progress through the curriculum – will be more effective. On average, individualised	1, 2, 3, 6



	<p>instruction approaches have an impact of 4 months' additional progress.</p> <p>Dyslexia Gold for children with Dyslexic tendencies</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37,104 (will include recovery funding when confirmed)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Online Tutoring</u></p> <p>National Tutoring Programme will be used to provide one-to-one maths tuition via Third Space Learning. A significant proportion of the pupils who receive tutoring will be from disadvantaged backgrounds, 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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
<p><u>Additional targeted interventions</u></p> <p>Keep up' Phonics and reading</p> <p>Write Away together</p>	<p>Targeted intervention programmes run by class teachers and TAs will be used to close gaps in learning.</p>	1, 2, 5, 6
<p><u>Home Learning Club</u></p> <p>Weekly Home Learning is set to support and reinforce current learning. Some parents and carers of disadvantaged pupils find it difficult to support their children so this club will ensure pupils are given the opportunity to complete their home learning with support from school staff.</p>	<p>Research shows disadvantaged pupils typically receive additional benefits from homework.</p> <p>Homework clubs can help to overcome barriers that disadvantaged children can face (lack of parental support, working space, internet connection/device) by offering pupils the resources and support needed to undertake homework or revision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2, 3, 4, 8
<p><u>Year Six Booster Groups</u></p> <p>Targeted teaching in reading, writing and maths by teachers to provide small groups of Y6 pupils (including disadvantaged pupils) the support they need to meet end of Key Stage 2 expectations.</p>	<p>Tuition in small groups, 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 Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p><u>Oral Language and Vocabulary intervention</u></p> <p>Targeted interventions (particularly in EYFS and KS1) to improve oral language skills and vocabulary for disadvantaged children (and other</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	6



<p>non-disadvantaged children where needed)</p> <ul style="list-style-type: none"> • Word Aware EYFS • Word Aware KS1 • Targeted language intervention for EYFS • Speech and Language support in school 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental engagement: Pupil Premium direct email address shared regularly in communications. Regular contact with parents (phone calls, emails to establish trusting relationships and encourage parents to see school as a supportive working partner). Parent surveys to establish parents' views Workshops to help parents support children's learning – coffee mornings to build supportive relationships Offer of pastoral and family support when needed (to follow regular review and monitoring of vulnerable children)</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>8</p>
<p>Funded enrichment activities (educational visits, workshops, after school clubs)</p>	<p>Research has shown the overall impact of arts participation on other areas of academic learning appears to be positive (about an additional three months progress).</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>10</p>
<p>ELSA: Nurture club at lunchtime: Rainbows: Counselling: Behaviour interventions:</p>	<p>Social and emotional learning approaches have a positive impact, on average, of four months' additional progress in academic outcomes over the course of an academic year. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved</p>	<p>5, 8</p>



	<p>academic performance, attitudes, behaviour and relationships with peers)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions seeks to improve attainment by reducing challenging behaviour in school. Research has shown both targeted interventions and universal approaches have positive overall effects (4months +).</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Attendance:</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's Improving School Attendance</p>	9
<p>Contingency fund for acute issues.</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>	All

Total budgeted cost: £ 75009

Budget remaining to be allocated: £12551



Part B: Review of outcomes in the previous academic year (2021-2022)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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
Improved reading, writing, maths and phonics attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Yearly increase in the percentage of children in each year group achieving age related expectations. Yearly increase in the percentage of children achieving greater depth. Yearly increase in the percentage of disadvantaged pupils passing the Phonics Screening Check
Evaluation July 2022	<p>By the end of KS1, the percentage of disadvantaged pupils meeting EXP+ in maths had increased to 55% from 44% at the beginning of KS1, with 9% attaining GD. At EXP+, this is in line with non-disadvantaged.</p> <p>By the end of KS1, the percentage of disadvantaged pupils meeting EXP+ in reading had increased to 64% from 18% at the beginning of KS1. At EXP+, this is in line with non-disadvantaged.</p> <p>By the end of KS1, the percentage of disadvantaged pupils meeting EXP+ in writing had increased to 46% from 39% at the beginning of KS1. At EXP+, this is in line with non-disadvantaged.</p> <p>By the end of KS2, 67% of disadvantaged pupils achieved EXP+ in reading, which was higher than whole school data. 50% of disadvantaged pupils achieved EXP+ in writing, which was marginally higher than whole school data. 83% of disadvantaged pupils achieved EXP+ in maths, which is significantly higher than whole school data.</p> <p>In Y1, 100% of disadvantaged pupils passed the phonics screener. In Y2, two disadvantaged children initially did not pass the phonics screener in Autumn term, though one went on to pass in Summer term. Both have SEND.</p>



<p>Ensure greater numbers of disadvantaged pupils achieve Greater Depth in Reading, Writing and Maths</p>	<ul style="list-style-type: none"> • Early identification of gaps in learning • Small group or 1:1 tuition using direct funding • Yearly increase in the number of disadvantaged pupils attaining at Greater Depth in Reading, Writing and Maths
<p>Evaluation July 2022</p>	<p>By the end of KS1, 9% of disadvantaged pupils attained EXP+ in Maths, 0% attained EXP+ in reading and 0% attained GD in writing. This remains below the percentage for pupils that are not disadvantaged.</p> <p>By the end of KS2, 17% of disadvantaged children achieved GD in reading; no children achieved GD in writing or maths.</p>
<p>Disadvantaged children’s social, emotional, mental and behavioural barriers to learning have been addressed, enabling them to access the curriculum effectively</p>	<ul style="list-style-type: none"> • Reduced numbers of behaviour-related incidents logged on CPOMS • Increased engagement in learning is evident during learning walks, observations and book looks • Pupils to be able to settle in the classroom and join in whole class learning from the beginning of the school day. • Pupils successfully able to regulate emotions • Pupils show a ‘growth mindset’ attitude towards their learning and school life in general (evidenced through learning walks, observations, pupil voice and parent surveys) • Increased parental engagement evidenced through attendance at school events (such as parents evenings and workshops) and through ongoing support with home learning
<p>Evaluation July 2022</p>	<p>21% of logged behaviour incidents across the school occur by disadvantaged pupils. 26% of incidents requiring time out with SLT occur by disadvantaged pupils.</p> <p>Engagement in learning is improving and many incidents occur due to a few number of pupils, often with additional needs. Pupils settle well into class at the beginning of the day and are learning to regulate emotions with the support of a new Relationships, Attitude and Behaviour Policy. Parents are increasing their engagement at school events such as Stay and Learn, partially due to increased confidence and opportunity as the pandemic concerns pass.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments, observations and book looks indicate significantly improved oral language among disadvantaged pupils.
<p>Evaluation July 2022</p>	<p>Assessment for some disadvantaged pupils took place, predominantly in KS1, giving clear guidance to staff to improve oral language. Increased time spent on language development through explicit teaching and supported by Little Wandle training improved pupils’ vocabulary and understanding in KS1 evidenced by improved phonics and reading scores. 2 children have had increased support from SALT teams with impact being seen with 1 and more understanding provided for the other.</p>
<p>To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Attendance of disadvantaged pupils being at or above • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.



Evaluation July 2022	33% of disadvantaged pupils are being monitored for poor attendance. 14% are of particular concern and are Level 2.
To improve the enrichment opportunities provided for disadvantaged pupils	<ul style="list-style-type: none"> • Higher number of disadvantaged children attending a wide range of clubs. • Pupils have the opportunity to go on school trips and residential trips • An increase in the enrichment opportunities offered to disadvantaged children and the numbers of pupils taking part in these opportunities.
Evaluation July 2022	Priority is given to disadvantaged pupils wanting extra-curricular clubs. A percentage of all clubs is reserved and financial support provided where necessary. Some pupils also receive lunchtime support through Nurture Club to ensure positive lunchtimes. Some children in Year 6 also received financial support for residential trips. Curriculum workshops have supplemented additional learning within the class.

St Ignatius has a lower than average percentage of disadvantaged pupils (17.6%) compared to the national average (26%) however since July, we have seen a large increase of children added to the roll (11). The needs of the individual pupil are changing: there was a significant need for emotional support following the pandemic as well as more support for reintegration post-lockdown and catch-up curriculum interventions, however now more families are struggling with providing for their children with the cost of living crisis and aspiration is low.

Internal Assessments show that disadvantaged pupils meeting EXP+ in Reading, Writing and Maths are improving, however still below non-disadvantaged. At Greater Depth in all subject areas, attainment is significantly below whole school attainment. Improvement is seen in KS1, where there was significant progress made in passing the Phonics Screener.

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