



St Godric's Catholic Primary School, Thornley

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
Name of school	St Godric's Catholic Primary School, Thornley
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	17.33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julie Hill Headteacher
Pupil premium lead	Julie Hill Headteacher
Governor / Trustee lead	Michael Facchini CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,000
Recovery premium funding allocation this academic year	£3,335
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	£33,335

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene 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

Challenges

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

When diagnosing pupil's needs, we look very closely at the individuals rather than groups. Cohort sizes are variable and data of groups is therefore often unreliable.

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils can have difficulties with phonics from Reception through to year 6, and make up part of the lowest 20% within cohorts.
2	<p>Internal assessments indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils within some cohorts.</p> <p>Again the variable cohort sizes year on year effect the formation of reliable data, but the PP pupils do contribute to the bottom 20%.</p>
3	<p>Internal assessments indicate that attainment in writing among disadvantaged pupils is below that of non-disadvantaged pupils within some cohorts.</p> <p>Again the variable cohort sizes year on year effect the formation of reliable data, but the PP pupils do contribute to the bottom 20%.</p>
4	<p>Our assessments and observations indicate that the education and well-being 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 writing.</p>
5	<p>Our assessments (including wellbeing check-ins in parent's evening), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 4 pupils (3 of whom are disadvantaged) accessed counselling in the Summer term 2021. 3 further disadvantaged pupils require access to focussed intervention work within small adult led groups.</p>
6	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps 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.</p> <p>Whilst this is an exception with our current reception cohort, it has been an ongoing challenge, but not necessarily for our PP pupils. As a result the development of vocabulary is a focus across the school.</p>
	<p>NB attendance is not an issue</p> <p>Our attendance data this year does not demonstrate that disadvantaged pupils are more likely to be persistently absent. We only have 13 out of 75 pupils who are disadvantaged, with only 1,2 or 3 pupils within each cohort. Cohort sizes are variable and make data unreliable.</p> <p>Last academic year, 2 PP pupils in year 6 were persistently absent and this was related to anxieties relating to Covid. This was an isolated issue.</p>

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 oral language skills and vocabulary among disadvantaged pupils. Next academic year NELI will be used to measure progress.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment for disadvantaged pupils at KS1.	Phonics Screening Assessment will demonstrate higher attainment for disadvantaged pupils and this will be supported by other assessments for reading.
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will demonstrate progress from end of KS1 for disadvantaged pupils was more than good. (NB cohort sizes make data unreliable regarding % of pupils achieving expected)
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 will demonstrate progress from end of KS1 for disadvantaged pupils was more than good. (NB cohort sizes make data unreliable regarding % of pupils achieving expected)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding a vocabulary rich curriculum which fuels dialogic talk across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and spend staff meeting time to develop understanding and good practise.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Use of the NELI programme https://www.teachneli.org/what-is-neli/</p>	6
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Sounds Write training to be cascaded across the school</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	2

<p>Adopting of the Mastering Number programme across KS1.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training & Mastering Number).</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Release time for subject leaders to quality assure teaching, with a focus on effective use of feedback</p> <p>Attend CPD & utilise staff meeting time to share good practice</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster sessions for targeted groups beyond the school day	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2 & 3
HLTA and class teacher to work collaboratively to split the year 5 /6 class to deliver specific reading and maths teaching	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>This will enable adults to provide more frequent feedback</p>	2 & 3

Intervention groups for targeted pupils to improve rate of progress in writing and maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Key to the support, is how the staff are utilised. 30 mins sessions a number of times a week often has greater impact. NB Do the sessions replace or supplement classroom learning?	2 & 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. English lead to track and monitor impact.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
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. NTP sessions will be used to deliver maths pinpoint teaching	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

Wider strategies (for example, related to wellbeing)

Budgeted cost: **£3,335**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health First Aid training for SLT. This will support the delivery of the action plan and support pupils social and emotional aspects of learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved	4, 5

Implementation of a nurture group.	academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Subsidise the cost of enrichment activities including trips, music lessons	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4,5
After school clubs that promote collaborative learning and the arts. These include Acorn Club, crafts and cookery	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4,5
CPD opportunities for staff relating to Mental Health and wellbeing	As above	4,5

Total budgeted cost: £33,335

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.

2020-21 outcomes: Our children came back into school in September 2020. National school closure resumed on 4th January 2021 and schools reopened 8th March 2021. Since reopening school has had numerous 'bubble closures' of year groups across the year.

Pupils from disadvantaged backgrounds were all offered a place in provision as part of the vulnerable group offer. All SEND children and children with a social worker were offered a place in school.

All children had access to ICT. Any children who did not, were loaned a laptop. Paper packs were also provided to parents if requested, as well as stationary and resources to be able to complete the work. We received free Wi-Fi data packs from Vodafone. Home learning was delivered to a high standard and quality assured by the SLT. Key disadvantaged and vulnerable pupils were targeted for and offered additional help and support.

The remote learning offer was carefully monitored by staff. Barriers to learning was captured and staff worked to reduce the barriers. All actions were monitored.

All vulnerable children were invited into school and we had a high percentage of attendance for those groups. Disadvantaged families were called weekly for wellbeing calls and vouchers were delivered weekly to some of our families who could not attend the setting. This had a direct impact on attendance on online face to face teaching as pupils were more likely to attend all sessions when in direct communication with a member of staff. Wellbeing resources, were purchased to support children who have anxiety, bereavement and Mental Health. The wellbeing lead delivered sessions to support children with this.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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 of social restrictions was a negative one. 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. A Peer Review in Remote Learning, reflects the many actions and layers of support offered to our pupils.

Historically, attendance has not been a problem for St Godric's overall, but during 2020-2021, high anxieties related to Covid 19 did impact some of our disadvantaged pupils to a significant degree. Staff worked collaboratively with parents and the pupils to overcome the barriers. Families were also supported by our Trust Attendance Officer.

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.

Timetables were reviewed to ensure that pupils were receiving discrete sessions that would support social and emotional aspects of learning.

Externally provided programmes

Programme	Provider
Lexia	Lexia learning

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.