



St Vincent de Paul Catholic Primary School

Pupil Premium Strategy 2021 - 2022



Pupil Premium spending September 2021 – July 2022

| SUMMARY INFORMATION | | | |
|--|-------------|---|-----------------------------|
| Date of most recent pupil premium review: | Autumn 2021 | Date of next pupil premium review: | Autumn 2022 |
| Total number of pupils: | 222 | Total pupil premium budget: | £92,355 |
| Number of pupils eligible for pupil premium: | 62 | Amount of pupil premium received per child: | PP - £1,350 PP+ - £2,350 |

STRATEGY STATEMENT

We have a clear, strategic 3-part model approach for our Pupil Premium funding provision, which focuses on the following:

- Whole-school strategies that impact on ***all pupils***
- focused support to target ***under-performing pupils***
- specific support and enhancements targeting ***Pupil Premium pupils***

The purpose of this strategy is to outline how the Pupil Premium Grant will be allocated to support pupils during the period between September 2021 and July 2022. Our determined and committed leadership team strives to ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium. Termly data analysis and pupil progress meetings ensures premium outcomes are monitored and compared to other pupils in school to ensure the correct strategies and provision are in place.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Internal barriers:

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| A | School readiness (low academic baselines on entry into Nursery and Reception, socially and emotionally ready). |
| B | Delayed language and vocabulary skills (speaking & reading skills). |
| C | Disengagement with learning. |

ADDITIONAL BARRIERS

External barriers

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| D | Attendance and number of Persistent Absentees. |
| E | Persistent late attendance, missing key areas of the curriculum. |
| F | Parental partnership (parental engagement, support for home learning). |
| G | Enrichment experiences (life experiences, lack of funding for school visits and visitors). |
| H | Vulnerable families and pupils with emotional and social difficulties. |

INTENDED OUTCOMES

Specific outcomes

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| 1 | Pupils with low attendance/ lateness levels are supported and challenged. |
| 2 | Continued support for families and pupils with social, emotional and health needs through Nurture Lead, SENCO, Family Support Service, Seedlings & Play Therapist. |
| 3 | Develop phonics, vocabulary, and speech and language in EYFS & KS1. |
| 4 | Boost pupils who are at risk of falling behind in reading, writing and maths. |
| 5 | Enhance experiences and open up future opportunities for those with low aspirations. |
| 6 | For pupils to be enthused when learning and engage fully. |

Planned expenditure for current academic year

| ACADEMIC YEAR | | | | |
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| Whole school support for all | | | | |
| Action | Intended outcome | How will you make sure it is implemented well? | Staff lead | Target group |
| Continued development of full-time Nurture Lead role | To provide pastoral support for all families and children. | SLT will ensure that Miss Wenton has the time and a safe space to offer support to all families and children. Bringing her onto the Safeguarding Team and providing additional relevant training will support this further. | Miss Melissa Wenton | All families with social and emotional difficulties |
| Collaborative team effort to address attendance | To improve whole school attendance and that of persistent absentees. | Early identification of attendance concerns and patterns of absence. Good working relationship with EWO, including regular meetings and discussions. Daily first day response calls. Attendance as an agenda item during fortnightly Safeguarding Team meetings. | Mrs Soo Pickavance | All families |
| Research and book quality CPD for staff, particularly ECTs | To enhance quality first teaching. | SLT to research and decide on most valuable training opportunities. Time and resources provided to enable staff to engage fully and then implement strategies. | Mrs Lisa Salters | All children |
| Total budgeted cost: | | | | £32,000 |

| Targeted support for some pupils | | | | |
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| Action | Intended outcome | How will you make sure it's implemented well? | Staff lead | Target group |
| Whole school embedding of Read Write Inc. | To ensure that all children are able to read before entering KS2. | Phonics Lead and Reading Lead to ensure regular quality training for all staff. Leads to track and monitor teaching provision and progress of all learners. | Mrs Debbie Foy & Mrs Christina O'Keefe | Children in EYFS & KS1 |
| Reading intervention in KS1 & KS2 | To ensure that all children become proficient readers as early as possible. | The two Assistant Head Teachers to assess and identify the lowest 20% of readers across both key stages. Individual intervention plans to be drawn up, carried out and reassessed. | Mrs Debbie Foy & Mrs Christina O'Keefe | Children in EYFS, KS1 & KS2 groups |
| Speech & Language support in EYFS | For children in EYFS to develop phonics, vocabulary, and speech and language. | Quality training for EYFS staff in supporting children with early language skills. Engagement with MAST programme to provide expert support. Early identification and strong communication between SENCo and EYFS teachers. NELI and WellComm tools and resources. | Mrs Debbie Foy | Children in EYFS |
| Continued development of EYFS Apprentices | To support the current EYFS children and expand the team. | SLT to liaise with JM Excellence to advertise, interview and appoint a new apprentices to be based in our EYFS. Miss Kendrick and Miss Townsend to continue to mentors apprentices. | SLT Miss Kendrick & Miss Townsend | Children in EYFS |

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| Play Therapy | For targeted children to address emotional difficulties and develop their emotional literacy. | Continued employment of our trainee play therapist and subsequent paid work on her gaining her qualification. Miss Williams to be the link staff member with Miss Deane and to coordinate referral forms and consent. A safe and suitable room to be provided. | Miss Chloe Williams | All children with emotional difficulties |
| Seedlings | To provide one-to-one specialist support for those with requiring support with their mental health. | Strong relationships with our families to help us to identify individuals that may be struggling with their mental health and well-being. Miss Williams to be the link staff member with CAMHS and Seedlings and to coordinate referral forms and consent. A safe and suitable room to be provided. | Miss Chloe Williams | All children requiring support with mental health and well-being |
| Transport to school and free Breakfast Club provision | To improve punctuality so that key curriculum periods are not missed. | Identification of families that may be in need of additional support. Nurture Lead to liaise with families and act as advocate in minibus/taxi on journeys. Staff from each bubble to be present at Breakfast Club daily to ensure adequate supervision levels. | SLT | All targeted children |
| Engage children in relevant online interventions. | To address gaps in learning, boost confidence and close attainment gaps in English and/or maths. | SENCo and SLT to research and identify most suitable interventions: Lexia, IXL and IDL. Miss Williams to liaise with class teachers to identify children, set up logins and assess progress. SLT to ensure that children have required ICT technology to access this at home also. | Miss Chloe Williams | All targeted children |
| Total budgeted cost: | | | | £50,000 |

| Targeted support for Pupil Premium children | | | | |
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| Action | Intended outcome | How will you make sure it's implemented well? | Staff lead | Target group |
| Third Space one-to-one tuition sessions | To address gaps in mathematical learning, boost confidence and close attainment gaps. | SLT, SENCo and Maths Lead to ensure that suitable children are identified. An experienced LSA to be provided to support the weekly sessions and ensure engagement. Purchasing of required equipment. Quiet room to be provided. | Mrs Sinead Cameron | KS2 children with gaps in mathematical knowledge |
| Positive Footprints programme | To boost self-esteem and raise aspirations. | Purchasing of resources and training for relevant staff. Staff commitment to engaging fully and ensuring full delivery. | SLT & Miss Melissa Wenton | UKS2 children |
| Subsidising of residentials, school visits and educational visitors | To increase life experiences. | SLT to identify any children who may need this in advance and ensure that this is communicated with families. | SLT | All targeted children |
| Music Therapy | For children to express themselves and hone talents. | SLT to liaise with class teachers and families to identify children who would benefit from this. Collaboration with music specialists to engage their services. | SLT | Targeted KS2 children |
| Total budgeted cost: | | | | £11,000 |