

St Vincent de Paul Catholic Primary School - Pupil premium strategy 2022-2023

This statement details our school's use of pupil premium funding for the 2022-2023 academic year 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 Vincent de Paul Catholic Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	21.7%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2022
Date on which it will be reviewed	December 2022 March 2023 July 2023
Statement authorised by	Mrs L Salters
Pupil premium lead	Mr P Allen
Governor / Trustee lead	Mr C Gilbertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,145.00
Recovery premium funding allocation this academic year	£8,990
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	£76,135

Part A: Pupil premium strategy plan

Statement of intent

St Vincent de Paul Catholic Primary School is a diverse, one form entry school, situated in the heart of Liverpool city centre. The school provides a secure, stimulating and enriched environment where pupils develop positive personal qualities, social awareness and understanding. The school promotes faith, family, respect, resilience, resourcefulness, responsibility and reflectiveness. It is a place where children of all races and religions find safety and respect for themselves, their families and their traditions. The school is inclusive providing for the needs of all pupils regardless of ability, gender or background.

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. 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:

- Implement a curriculum which provides teaching and learning opportunities which meet the needs of all of our pupils.
- Support any pupils who are categorised as 'disadvantaged' or at risk of being unable to access learning effectively.
- Provide an effective provision for all pupils who belong to vulnerable groups, including ensuring that the needs of children who are in receipt of pupil premium funding are effectively identified and supported.
- Ensure all pupils are able to access the full range of school extra-curricular activities and events.
- In making provision for pupils, we recognise that not all pupils eligible for PPG will be disadvantaged.
- We also understand that not all pupils who are disadvantaged are registered or qualify for the PPG

In line with the EEF Guide, St Vincent's will adopt a tiered approach to Pupil Premium spending. They are as follows:

1. Quality First Teaching - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development and training.

2. Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

3. Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality: Pupils with low attendance/ lateness levels are supported and challenged. The diverse nature of the school means that we now have a growing amount of families who are overseas students or contracted workers from home countries. Term times and visa applications can have an adverse effect on attendance and punctuality.
2	Self-belief and Confidence: Continued support for families and pupils with SEMH needs through Nurture Lead, Mental Health Lead, SENCO, Family Support Service, Seedlings and Play Therapist.
3	Language Acquisition: Children enter the EYFS with language skills that are delayed and not at the expected point for their age and stage.

4	Low baselines of attainment on entry to school: On entry to the EYFS, children enter at a much lower-than-expected rates within the Prime areas of Learning (Development Matters 2021)
5	Limited experiences of life: Enhance experiences and open up opportunities for those with low aspirations

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	Challenge number(s) addressed
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (97+ %). Monitoring of attendance by Mrs Pickavance and Nurture lead, communicating effectively with EWO services in order to increase PP pupils' attendance and a decrease in persistent absence.	1,2
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing in 2022/23. Family support worker / SENCo /Nurture lead and Head Teacher identify and support families and children and work to alleviate barriers to learning This will be observed through qualitative data from student and parent wellbeing surveys. Low levels of bullying (CPOMS and KiVa) Increased participation in enrichment activities among disadvantaged pupils. Improved pupil well-being through whole school culture, mentoring, PHSE, social & emotional interventions/support and parent partnership etc.	2,5,6

	<p>Pupils demonstrate improved attitudes to, and behaviour for learning.</p> <p>Ensure that pupils are provided with breadth and balance within the curriculum.</p>	
<p>Language Acquisition interventions embedded across school.</p>	<p>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.</p> <p>WellComm language tools and resources used to identify targeted support.</p>	2,3,4
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure those children who have fallen behind receive targeted high-quality intervention.</p>	<p>End of summer 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>	4
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging broad and balance curriculum.</p>	<p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p> <p>Pupils will aspire to pursue a variety of different opportunities, through focused pupil questionnaires, visitors</p>	5

	and a focus on career choices. Engagement & participation in lessons will improve. This will be observed during learning walks, through the books and pupil voice.	
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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: £ 22135

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment and Tracking Purchase of nationally benchmarked standardised diagnostic assessments (NFER) Subscription to Balance for robust tracking of all quantitative data.</p>	<p>NFER tests enable clear tracking of all pupils across the curriculum. This enables us to diagnose and address pupils who are falling behind on a summative basis. This information is then used within Pupil Progress meetings with teachers to investigate performance and set targets. Use of Balance teaching and learning tool to easily spot where the gaps in knowledge and understanding are, both for individuals and whole classes - so you can focus their learning around making each child as secure as they can be and therefore drive school improvement forward.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	4
<p>Small group interventions Deployment of 2 assistant head teachers to support learning and interventions in each phase (EYFS, KS1, LKS2 & UKS2).</p>	<p>Evidence of impact from previous year's progress and the affect this strategy had on our previous pupils. EEF research shows that small group work can add up to 4 months impact Teaching assistants can provide a positive impact on learner outcomes. We deploy them to target the areas of need for disadvantaged pupils:</p> <ul style="list-style-type: none"> ● Daily readers to improve phonic and comprehension skills ● Same day intervention in Maths to improve ● Support for 1:1 pupils ● Small Group Intervention Work <p>Any catch up needed if pupils are absent. % of our disadvantaged pupils have SEN/learning difficulties in our school.</p>	3,4
<p>Early reading and phonics</p>	<p>Phonics is led by a member of SLT and is given time out of class to organise and coach the delivery of the programme.</p>	3,4

	<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>	
<p>Whole school approach to communication and language and oracy. Train key staff in the use of WellComm across EYFS</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>	3,4
<p>All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced AHT and Subject Leaders.</p> <ul style="list-style-type: none"> - Metacognition & Memory staff meetings with all staff - Staff meetings to focus on Teaching & Learning strategies. - Subject monitoring for all subject leaders and non-contact time - CPD roll out across the school by leaders <p>Teaching and Learning support sessions as drop ins.</p> <p>Disseminating CPD from Network meetings etc, giving Subject Leaders deep subject knowledge and the tools to support teachers</p> <p>Introduction of Live Marking</p> <p>Engagement in the Transforming Teaching Programme</p> <p>Behaviour training for teachers and leaders on positive behaviour management, with the aim of developing</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Evidence from Education Endowment Foundation – Maximising Learning.</p> <p>Developing an enhanced and enriched vocabulary.</p> <p>Immersing our pupils in high quality texts to provoke curiosity and build rich schema across all areas of the curriculum.</p> <p>EEF research indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)</p> <p>To develop subject specialisms in middle leaders – providing measurable, sustainable change to teaching and learning, curriculum and professional development.</p>	3,4,6

our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Introduction of Opening Worlds. This is a knowledge-rich humanities programme for teaching history, geography in Years 3 to 6.	Opening Worlds provide curriculum resources together with training, support and ongoing programme-related professional development for our teachers. It has rapidly discernible effects on literacy and has a highly inclusive approach. Opening Worlds has gained an appeal in schools tackling under-achievement in areas of considerable social disadvantage. https://openingworlds.uk/what-is-opening-worlds/	6

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

Budgeted cost: 18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	3,4
Tracking of disadvantaged pupils' attainment Pupil progress meetings Targeted Intervention	Balance gives us a robust system to monitor and track our pupils and groupings Targeted pupils to be discussed in depth in Termly Pupil Progress Meetings. This will be in relation to their targets, with a keen focus on those who are behind age-related expectations in 2020/21.	4

<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.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Third Space Maths Intervention – using adaptive diagnostic assessments to plug individual gaps.</p>	<p>Third Space Learning provides one to one tuition for ten targeted children. It builds engagement in a low-stakes learning environment and boosts confidence and familiarity with key content.</p> <p>https://thirdspacelearning.com/blog/why-join-third-space-maths-hub/</p>	<p>4,5,6</p>

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

Budgeted cost: £ 36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review of behaviour policy</p> <p>Creation of a behaviour expectations script for all staff and trainee teachers/students/visitors.</p> <p>Introduction of individual reward system, Class dojos</p> <p>Introduction of class collective reward system</p>	<p>Continue to subscribe to CPOMS as this enables qualitative data to be collated for safeguarding and behavioural incidents, helping track patterns for disadvantaged pupils and implement interventions early on. Attitudes and Behaviour Reports to be compiled by Deputy Head.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>

<p>First day response Individual attendance analysis using SIMS (below 90%) – Regular attendance team meetings to discuss reasons for absence. 4 weekly meetings with EWO (Charlie Breen) to advise on next steps Coffee Morning to raise parental awareness Well established before-school support such as breakfast club for pupils.</p>	<p>The AHT ensures everything is running smoothly on a daily basis and that all information is clear and concise, to ensure complete accuracy. Questions are raised if anything seems unclear and professional conversations are conducted from a senior leader level.</p> <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Pastoral Support Worker Employment of Learning Mentor to ensure a consistent support member of staff can monitor wellbeing and improve behaviour outcomes for pupils Play Therapy Seedlings Creation of a dedicated Nurture Space in order to create an inclusive setting with a specific focus on improving the quality of education for our pupils with SEND.</p>	<p>Nurture and Support Behaviour Team Pastoral and Restorative work with pupils in response to Behaviour and Attitude Report 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. 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 and Miss Kendrick to be the link staff member with CAMHS and Seedlings and to coordinate referral forms and consent. Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Special Educational Needs in Mainstream Schools EEF educationendowmentfoundation.org.uk</p>	2

Reach Out After-School mentoring programme	This is a high quality, intensive programme. Fundamental to the approach is developing character in order to make better decisions, build academic and social confidence and to overcome the barriers they face to make a positive change. reachoutuk.org	5,6
To provide a plethora of opportunities and experiences available to all pupils	Continue to subsidise residential visits: as well as educational school day trips and extra-curricular activities. Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Extracurricular activities are an important part of education in its own right. Arts participation EEF (educationendowmentfoundation.org.uk)	5
Extensive support for parents/carers (coffee mornings, EYFS Stay and Play, Open Events, Parent Workshops etc.) to support them in fully engaging with their child's learning.	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.	

Total budgeted cost: £76135

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using unpublished key stage 1 and 2 performance data, phonics check results and our own internal tracking system and assessments.

We are not required to publish our 2022 key stage 2 results, as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. Whilst this may be the case, we are proud of our pupils' achievements in 2022 and as a result, we have prepared the following overview to celebrate these successes.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils, where possible we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and local level (although these comparisons are to be considered with caution given the caveats stated above).

Year 1 Phonics Screening Check

Year 1 Phonics Screening Check Overview 2022							
Phonics	Groups		%	Working Towards		At Expected	
	St Vincent de Paul Year Group (all pupils)	31	100.0%	11	35.5%	20	64.5%
	St Vincent de Paul Disadvantaged pupils	10	32.3%	6	60%	4	40%
	National (all pupils)	-	-	-	25.0%	-	75.0%
	National (disadvantaged pupils)	-	-	-	38.0%	-	62.0%
	Local (all pupils)	-	-	-	23.8%	-	73.2%
	Local (disadvantaged pupils)	-	-	-	32.6%	-	63.8%- 7

The proportion of Year 1 pupils, nationally, classified as disadvantaged was 23% in 2022. The number of Year 1 pupils classified as disadvantaged at St Vincent de Paul Catholic Primary School is significantly above this figure (32.3%). Since September 2022, school has

revamped the teaching of phonics, with SLT now taking a control of monitoring and assessment.

Attainment at KS1 in 2022

		Year 2 SATs Local and National Comparison					
		All Pupils			Disadvantaged Pupils		
		Reading	Writing	Maths	Reading	Writing	Maths
St Vincent de Paul 2022	> Expected	59%	59%	69%	40%	40%	80%
Local 2022	> Expected	62%	55%	62%	-	-	-
National 2022	> Expected	67%	58%	68%	51%	41%	52%

There are five children within this cohort that are classed as disadvantaged. 3 out of 5 children are at the expected standard in reading and writing whilst the other 2 are working towards. 4 out 5 children are at the expected standard in Maths and one child is working towards this standard.

The national picture shows that attainment has fallen in 2022 compare to 2019 for both disadvantaged children and all other children at the expected standard in all subjects. However, the attainment of disadvantaged children has fallen further than for other children in all subjects, increasing the disadvantage attainment gap.

Attainment at the end of KS2 in 2022

Outcomes from our end of KS2 SATs in 2022 were pleasing, considering the disruption to their learning that these pupils experienced during the pandemic, particularly at the end of Year 4 and in Year 5. The disadvantaged children performed in line with the rest of the cohort and attained well above all children both locally and nationally.

Over a third of the year group were classified as disadvantaged (36.4%), which is above the national average (in 2022, 31% of pupils at the end of key stage 2 were considered disadvantaged).

	Year 6 RWM Combined 2022	
	All Pupils	
	RWM Combined EXPECTED & ABOVE	RWM Combined GREATER DEPTH
Year Group	76%	12%

Disadvantaged		54.5%					9.1%				
Year 6 SATs Local and National Comparison											
		All Pupils					Disadvantaged Pupils				
		Reading	Writing	Maths	GPS	RWM	Reading	Writing	Maths	GPS	RWM
St Vincent de Paul 2022	> Expected	88%	88%	88%	85%	76%	91%	81.8%	81.8%	72.7%	100%
	High Standard	45%	12%	27%	33%	12%	54.5%	9.1%	36.4%	27.3%	9.1%
Local 2022	> Expected	69.8%	64.1%	64.7%	66.0%	51.9%	59.1%	51.5%	52.0%	52.9%	38.0%
	High Standard	23.6%	12.2%	18.9%	22.7%	6.6%	14.9%	6.1%	10.3%	12.9%	3.0%
National 2022	> Expected	74%	69%	71%	72%	59%	62%	55%	56%	-	43%
	High Standard	28%	13%	22%	28%	7%	-	-	-	-	-

	School % Attendance	% Persistent Absence (PA)
School Age Attendance	95.3	6.4
Boys	95.0	8.2
Girls	95.5	8.2
Disadvantaged	94.0	15.0
Non Disadvantaged	95.8	4.4
EAL	96.3	4.4
Non EAL	94.7	9.4
SEN (incl 5 EHCP)	93.9	14.8
Non SEN	95.8	4.9

Further information

In planning our pupil premium strategy, we gathered 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 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.