

Pupil premium statement for St John Vianney Catholic Primary School (2021-2022)

The pupil premium statement below is set out for St John Vianney Catholic Primary School

Referring to evidence

As per the pupil premium conditions of grant, schools must draw on evidence of effective practice in decision-making and reference this in the statement.

The evidence cited is primarily from the Education Endowment Foundation (EEF).

Review schedule

- Written in Dec 2021 in collaboration with the SLT
- It has been shared with staff in Dec 2021
- It has been shared with Governors Dec 2021
- Due to be reviewed in April 2022
- Annual Review due in July 2022



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 John Vianney Catholic Primary School
Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	(91/467) 19.5%
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	Allyson Thorpe Headteacher
Pupil premium lead	Allyson Thorpe Headteacher Mrs Watanabe SENDCO
Governor / Trustee lead	Graham Smith Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,360
Recovery premium funding allocation this academic year	£ 12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£130,975

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. 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 First' 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
- ensure that the needs of disadvantaged pupils are always considered when policies are enacted

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped 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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is sometimes below that of non-disadvantaged pupils. All pupils are struggling with the attainment gap in maths between ARE and what pupils are able to do. This applies to all pupils both non-disadvantaged although the disadvantaged pupils are impacted more negatively.
4	Our internal assessments and observations indicate that the education and wellbeing 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations – the gaps are evident in both the core curriculum areas of maths and English
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during

	school closure and the negative impact of poor self-esteem due to lockdown. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>5 - 10% of disadvantaged pupils have been 'persistently absent' compared to 3 - 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024/25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate 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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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 • Embedding of the whole school 'Thrive' programme to support all pupils mental health and well-being
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 7%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Activity in this academic year (2021-2022)

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: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments eg. PM Benchmarking and Phonics tracker</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 dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary eg. Neli, Talk Boost & Early Talk Boost and Speech and Language support programs from specialists</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>	1

the staff member for three days a week to deliver		
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>After Feb 2022</p> <p>Complete package and CPD for all staff</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>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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).</p> <p>Purchasing a complete Mastery Approach to teaching and learning resource for the whole school.</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: 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: Improving Mathematics in Key Stages 2 and 3</p>	3

Support whole school, teacher and teaching assistant CPD		
<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 eg. The associated costs to embed 'Thrive' and Road Centre Counseling 1-2-1 trauma support</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: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<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>	1, 4

<p>We will purchase resources and fund ongoing teacher training and release time and resourcing of Eg. Early Talk Boost, Talk Boost, Neli, 3 days a week staffing costs to cover S&L Intervention using bespoke support packages and staff to deliver.</p> <p>1-2-1 IDL Dyslexia language support and dyscalculia support and staff to deliver</p>		
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be fully supported by the experienced phonics lead and delivered by appropriately trained teachers and classroom teaching assistants</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme 2021-2022, to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the</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>	4

<p>pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high-attainers. Academic Year 2021-2022 Y1, Y3 and Y5 NTP – maths focus</p> <p>(Academic year 2020-2021 180 pupils from Y1, Y3 and Y5 took part in NTP programme)</p> <p>Additional small group in school tutor to deliver bespoke support to disadvantaged pupils aimed at filling COVID Gaps (ER)</p>	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£21,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school	Both targeted interventions and universal approaches can have positive overall effects:	5

<p>ethos and improving behaviour across school. Eg. STOP – United Against bullying and staff time to enhance the behaviour policy – developed with the children</p> <p>Uniform policy updated in line with new DfE guidance – disadvantaged families are offered targeted support for new uniform eg. Supported via Parental Support Advisor Linda Lashley</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</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 new procedures and appointing attendance/support officers to improve attendance. (Helen Jordan and Linda Lashley)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<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: £130,975

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was expected to be comparable to previous years across all areas of the curriculum, however final outcomes were impacted by COVID and are therefore not comparable. 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, as they were not all able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This 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 such as those provided by Oak National Academy, bespoke and individually targeted teaching and learning plans developed by class teachers who know every individual child.

Attendance in 2020/21 was in line with the national average, and slightly higher than the previous 2 academic years. At times when all pupils were expected to attend school, absence among disadvantaged pupil's persistent absence was 2% higher than their peers. Attendance will remain a focus on the current plan.

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 started to use pupil premium funding to provide wellbeing support for all pupils, and identified targeted interventions where required, these are being invested in this academic year. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Counselling	The Roads Centre
Mental Health and Well-being	The Thrive

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium was used to fund musical instrument lessons for some pupils. Funding was also ring fenced for school visits and residential visits once Covid-19 restrictions have been lifted.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Informal emotional assessments demonstrated that pupils felt safe and supported in school. During academic year 2021-2022 progress in subject areas where pupils or staff have identified extra support is needed will be evaluated. Golden book Assembly – public recognition of the role services play to our wider community. Colonel awards for long service given to pupils of parents away for over a year serving in the forces

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. The teaching and Learning and whole school Marking and Feedback policy has been reviewed to ensure that all staff provide high quality feedback as much as possible at the time of learning – quality oral feedback and in class support is prioritised for all learners.
- 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. The SLT in school carried out our own internal pupil premium review to assess what staff felt would best benefit our pupils and then aligned that with and ensured that all and any policies put in place are fully grounded in externally validated research.

We have 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 are currently ranked as 4/50 on this national database.

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. St John Vianney took part in a 3-day pupil premium review (Nov – Dec 2021) run by NEAT and Newcastle Research Schools.

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 are compiling a robust evaluation framework to use for the duration of our three-year approach, this will enable us to adjust our plan over time to secure even better outcomes for pupils. All our actions will continue to be grounded in research, primarily supported by the EEF. This form and the actions contained within it will be continue to be reviewed on a regular basis and uploaded to the school website accordingly.