

Pupil Premium Strategy Statement

St. Pancras Catholic Primary School

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. Pancras Primary
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	J McGhee Wallace
Pupil premium lead	J McGhee Wallace
Governor / Trustee lead	Gary Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,488
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,000
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	£73,013

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 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.

Challenge number	Detail of challenge
1	<i>Vocabulary acquisition and application</i>

	<i>Evidence from assessments and teacher judgements (matrix) show that gaps are more prevalent among our disadvantaged pupils versus non disadvantaged pupils.</i>
2	<p>Writing</p> <p>Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.</p>
3	<p>Maths</p> <p>Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.</p>
4	<p>Attendance</p> <p>Our attendance data over the last full term indicates that attendance among disadvantaged pupils has been between 2% lower than for non-disadvantaged pupils.</p> <p>13% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Wellbeing and Mental Health</p> <p>Our wellbeing survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased during the pandemic.</p>
6	<p>Enrichment Opportunities</p> <p>Pupil surveys and discussions with pupils have identified a lack of enrichment opportunities during school closures.</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
<i>Improved acquisition and application of ambitious vocabulary.</i>	From assessments and observations will show pupils using and applying ambitious vocabulary. This will be evident when triangulated with other sources of evidence such as engagement in lessons, observations and desktop scrutiny.
Improved outcomes in writing.	KS2 writing outcomes in 2023/24 show that more than 67% (last national) of disadvantaged pupils met the expected standard.
Improved outcomes in maths.	KS2 maths outcomes in 2023/24 show that more than 64% (last national) of disadvantaged pupils met the expected standard.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged pupils and their non-disadvantaged peers. • the percentage of all pupils who are persistently absent being below 5%.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations.
<p>To provide a coherently planned programme of enrichment activities.</p>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>A variety of quality enrichment activities, many of which enhance curriculum provision.</p>

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: £41,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Subscription to PiXL diagnostic tools and assessments.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p> <p><i>£2,700</i></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>	<p>2, 3</p>
<p><i>Embedding dialogic activities across the school curriculum (use of High Level Questions). These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p> <p><i>We will purchase resources (NELI, Language Link and Speech Link) and fund ongoing teacher training and release time.</i></p> <p><i>£36,495</i></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>Talk for writing. Recent research (Myhill, Jones and Wilson, 2016; Love and Sandiford, 2016) highlights how the inclusion of dialogic conversations about writing facilitates students' understandings. Extended conversations about students' writing help to develop an understanding of the language choices including vocabulary, grammatical structures, text choices and presentation, and the effect that these choices have within a text.</p>	<p>1, 2,3</p>
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>We will fund teacher release time to embed</i></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>	<p>3</p>

<p>key elements of guidance in school and to access Angles Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Subscription to White Rose Maths - £120</p>	<p>Maths guidance KS1 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>	
<p>Purchase high quality CPD (Greenfields) on excellence in pedagogy for vocabulary acquisition and writing. Embedding of excellent pedagogy across the curriculum.</p> <p>£1700</p>	<p>The rationale for this substantial investment in professional development (PD) is clear: meta-analyses find that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood & Zuccollo, 2019; Lynch et al., 2019).</p>	1, 2
<p>Subscription to Motional to support Mental Health and Wellbeing across the school. Motional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£665</p>	<p>It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills.</p>	5

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

Budgeted cost: £13,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA to deliver Pixl small group interventions for maths, and writing across KS2.</p> <p>£10,360</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition is most effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used as the best way to target support.</p>	2,3

<p>Maths Booster Groups £1,900</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk) The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	3
<p>NELI Language Programme</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	1,2
<p>Language Link – EYFS and KS1 and KS2 £364</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	1,2
<p>Speech Link EYFS £425</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	1,2

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

Budgeted cost: £6,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	4

<p>Appointing EWO to improve attendance <i>£1,200</i></p>		
<p>Develop and resource a coherently planned programme of enrichment activities. M&M Theatre Group <i>£950</i> Kapow Art&DT <i>£465</i> Charanga Music <i>£195</i> Sports Clubs <i>£700</i></p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical activity has a positive impact on academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>5,6</p>
<p>Whole staff training on behaviour.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1,2,3,5</p>
<p>Tell your story – exploring barriers to learning through drama. New stage <i>£2920</i></p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	<p>1,2,5,6,</p>
<p>Motional Targeted small group support</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to</p>	<p>5</p>

	use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.	
Contingency fund for acute issues.	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.	All

Total budgeted cost: £61,159

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.

In 2021, there were 17 disadvantaged pupils in year 6. 65% achieved expected in RWM combined, 65% in reading, 65% in writing and 70% in maths.

In 2019, there were 9 disadvantaged pupils in year 6. 44% achieved expected in RWM combined, 89% in reading, 67% in writing and 44% in maths.

Outcomes for our pupils have been impacted primarily by Covid-19, 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 was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure.

21% of disadvantaged pupils attended during partial school closure.

Overall attendance in 2020/21 was 96.9%, more than in the preceding year at 95.9% compared to 95.8% in 2019.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.3 % higher than their peers and persistent absence 3% higher.

Our assessments, observations and discussions with pupils 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.

School visits could not take place and this restricted our ability to fulfil our pupil premium strategy in 2020.

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
Infant Language Link	Speech Link Multimedia
Junior Language Link	Speech Link Multimedia
Speech Link	Speech Link Multimedia
Motional	Motional
PiXL	PiXL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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

- 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.
- Tell your story, an initiative funded by the Ipswich Opportunity Area, will focus on improving the wellbeing of pupils through drama, supported by a local theatre group. A new stage is being purchased to support this programme which will be rolled out across the school.

Planning, implementation and evaluation

In planning our new pupil premium strategy we triangulated evidence from multiple sources of data including assessments, book scrutiny, conversations with pupils, teachers and parents in order to identify the challenges faces 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 will evaluate and adjust our plan over time to secure better outcomes for pupils.