

## 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. Dunstan's Catholic Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	3.96%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022 October 2023
Statement authorised by	Headteacher: Julianne Birch
Pupil premium lead	Mrs. A. O'Donovan
Governor / Trustee lead	Welfare and Inclusion committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,995
Recovery premium funding allocation this academic year	£2990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,985

# Part A: Pupil premium strategy plan

## Statement of intent

St. Dunstan's Catholic Primary School's mission for **all** of our pupils is to:

*“aspire to help every child in our care to develop as a whole person, becoming happy, caring and compassionate people where each child's gifts are developed to the full and the foundations for lifelong learning are laid down. Educating our children to be good people, is our highest priority so they have a strong sense of moral purpose and a commitment to use their gifts and talents to create peace in our world and to act compassionately to those in need.”*

St. Dunstan's Catholic Primary School is committed to meeting the needs of our disadvantaged learners through our culture of high expectations, carefully planned quality first teaching and a challenging curriculum based on prior knowledge. Where there is an identified need, children will be supported through targeted pastoral, social and academic support at the right time. We expect school staff to develop strong and positive relationships with all pupils and their families. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. We strive to do all that is within our powers to ensure that any barriers to learning are broken down and the children are not limited by their social-economic backgrounds. We aim to provide an equity of experience through our curriculum, as well as access to extra-curricular activities and experiences.

Our key principles are to ensure that any gaps between all pupils and those considered to be disadvantaged are closed, in particular that:

- All children leave St. Dunstan's with a vocabulary that enables them to access all aspects of learning and articulate their thoughts and opinions.
- All children leave St. Dunstan's seeing themselves as readers, who read for pleasure.
- Through quality first teaching and dedicated pastoral support, all children leave St. Dunstan's well prepared for the next step on their educational journey.
- All children leave St. Dunstan's confident in their own abilities to achieve and with well-established behaviours for learning.

## Challenges

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

Challenge number	Detail of challenge
1	Building upon children's spoken vocabulary to ensure that the curriculum is accessible, particularly on entry to school.
2	Ensuring children have regular adult support with their reading and that they read from a wide range of texts.
3	Developing children's learning behaviours - how they see themselves as learners and how they think about their learning (metacognition) in order to build upon levels of independence.
4	Children not having access to the same level of resources and experiences as their peers.

## 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
Children have oracy and vocabulary levels in line with their age or above.	Wellcom screening and British Picture Vocabulary Scale assessments will be in line with the child's chronological age.
Children's reading, writing and maths assessment at Key Stages and end of year data is in line with end of year/key stage expectations.	The percentage of disadvantaged pupils achieving end of year expectations will be in line with those who are not considered to be disadvantaged, unless the child has a Special Educational Need that impacts on their cognition and learning.
Children have a positive view of themselves as learners and will be independent in their learning.	Pupil surveys will show that disadvantaged pupils view themselves positively as learners.

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus in CPD	EEF toolkit: Very high impact and low cost. +7months EEF CPD report EEF Pupil Premium guide – High Quality Teaching	3
CPD and planning focus on literacy opportunities (comprehension, writing, thinking and talking) including tier 2 vocabulary.	EEF toolkit: Very high impact and low cost. +7months EEF CPD report EEF Pupil Premium guide – High Quality Teaching	1, 2
CPD for staff on Zones of Regulation, resilience and behaviour.	EEF toolkit: Very high impact and low cost. +7months EEF CPD report EEF Pupil Premium Guide – Wider strategies	3
CPD for EYFS staff on Little Wandle phonics	EEF toolkit: high impact low cost. +5months EEF CPD report EEF Pupil Premium guide – High Quality Teaching	2
Use of Little Wandle phonics scheme	EEF toolkit: high impact low cost. +5months EEF Pupil Premium guide – High Quality Teaching	2
Assistant Head of Teaching and Learning out of class (2 days) to support across the school and Senior Teacher for Teaching and Learning out of class (1 day)	High quality curriculum and provision for all learners across the school. Support CPD for staff. Lead on interventions.  EEF Pupil Premium guide – High Quality Teaching	1, 3, 4
Non-teaching inclusion leader	Co-ordinates PP strategy and partnership with parents.	1, 2, 3, 4

SDP 1 to develop pupil's resilience, stamina and independence.	EEF toolkit Meta-cognition and self-regulation: very high impact for low cost + 7mths EEF Pupil Premium guide – Wider strategies	3
SDP 3 Memorable Learning CPD: Theory of memory Working memory Staff subject knowledge Review of curriculum sequencing	CPD to support developing children's deep and lasting understanding of their learning and manage what they think. EEF toolkit: Very high impact and low cost. +7months EEF CPD report EEF Pupil Premium guide – High Quality Teaching	1, 3, 4
SDP 2 Challenge for All	Including use of feedback – Teacher Feedback to Improve Pupil Learning report. EEF toolkit: Very high impact for low cost. +6mths. EEF Pupil Premium guide – High Quality Teaching	3, 4
Working with parents	EEF toolkit: Parental Engagement: moderate impact and low cost +4 mths EEF Pupil Premium guide – Wider Strategies	2, 3

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

Budgeted cost: £13,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI	EEF toolkit: Oral Language Interventions – high impact for low cost. +6months progress. EEF Pupil Premium guide: Targeted academic support	1, 3, 4
Number Sense	EEF toolkit: Small group tuition (moderate impact for low cost +4mths) EEF Pupil Premium guide: Targeted academic support	
Guided reading and Chatter groups	EEF toolkit: Oral Language Interventions – high impact for low cost. +6months progress. Small group tuition + 4mths progress EEF: Improving Literacy in KS1	1, 2, 4

	EEF Pupil Premium guide: Targeted academic support	
Talk Boost	EEF toolkit: Oral Language Interventions – high impact for low cost. +6months progress. EEF Pupil Premium guide: Targeted academic support	1, 3, 4
1:1 tuition	EEF toolkit: One to One tuition: High impact for moderate cost. + 5mths EEF Pupil Premium guide: Targeted academic support	1, 2, 3, 4
1:1 reading	EEF toolkit: Reading comprehension strategies + 6mths EEF Pupil Premium guide: Targeted academic support	2
Hornet Literacy Primer	EEF toolkit: Phonics: high impact low cost. +5months EEF Pupil Premium guide: Targeted academic support	2
NESSY	EEF toolkit: Phonics (spelling intervention) high impact low cost +5mths EEF Pupil Premium guide: Targeted academic support	2
Maths/English Club (After School)	EEF toolkit: Small group tuition (moderate impact for low cost +4mths) EEF Pupil Premium guide: Targeted academic support	2, 3, 4

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	EEF toolkit: + 2mths progress EEF Pupil Premium guide: Wider strategies	3
Rainbows	EEF toolkit: Social and Emotional Learning +4mths EEF Pupil Premium guide: Wider strategies	
Supporting with purchase of uniform, payments for school trips etc.	Maintain equality between pupils. EEF Pupil Premium guide: Wider strategies	4

Headteacher and Inclusion Leader monitor attendance of all, especially disadvantaged learners.	Pupils with good attendance will make better progress. EEF Pupil Premium guide: Wider strategies	
Library regularly stocked with new releases.	All children have access to a range of high quality books, including new and popular releases. EEF Pupil Premium guide: Wider strategies	2
Provision of free or reduced cost places at Breakfast Club or After School Club for disadvantaged pupils who need it.	EEF Pupil Premium guide: Wider strategies	

**Total budgeted cost: £ 38,740**

## 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 2021 to 2022 academic year.

<p>Last year, 100% of disadvantaged pupils in Early Years met a good level of development.</p> <p>In year 2, 33.3% of disadvantaged pupils (3 pupils) were working within age related expectations for Reading, Writing and Maths.</p> <p>In year 6, 50% of disadvantaged pupils (6 pupils) were working within age related expectations or above for Reading, Writing and Maths.</p> <p><i>Summer 2022 SATS data</i></p>		
% PP achieving expected standard in Reading (as indicated by a scaled score of 100+)		83.3%
% PP achieving expected standard in Writing (as indicated by a scaled score of 100+)		50%
% PP achieving expected standard in Maths (as indicated by a scaled score of 100+)		66.6%
% PP achieving expected standard in GPS (as indicated by a scaled score of 100+)		83.3%
% PP achieving expected standard or above in Reading, Writing & Maths (as indicated by a scaled score of 100+)		50%
Average scaled score for PP pupils	Reading	106.6
	Writing	98.7
	Maths	101.8
	GPS	106.8



## 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*

<b>Programme</b>	<b>Provider</b>
NESSY	Nessy Learning Ltd
NELI	Nuffield Foundation
Third Space Tutoring	Third Space Learning
Times Tables Rock Stars	TT Rockstars

## Further information (optional)

*Through donations from our parent body, we have been able to purchase new, warm, winter coats for disadvantaged children who do not have one. We also provided Christmas hampers for the families, including Christmas presents for the children.*