

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Blessed Dominic Catholic Primary School
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Pears (Headteacher)
Pupil premium lead	Miss Keegan (Assistant Headteacher)
Governor / Trustee lead	Mr Frayne (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126, 585
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	

## Part A: Pupil premium strategy plan

### Statement of intent

At Blessed Dominic Catholic Primary School, we aspire for all the children to be super successful life longer learners and believe that all children should be given the opportunity to reach their full potential.

We strive to provide personalised learning opportunities and targeted support to allow every child to flourish. As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Our priorities at Blessed Dominic Catholic Primary School are:

- To diminish the difference between disadvantaged pupils compared to non-disadvantaged.
- To narrow the gap for those pupils in receipt of EYPP (Early Years Pupil Premium)
- To ensure early identification of additional needs and to promote early and effective intervention programmes using academic and local research to make informed choices to ensure we are promoting accelerated learning.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.

At Blessed Dominic we believe:

- In widening children's experiences beyond their home experiences and giving choices;
- Supporting the 'whole' child with both academic and pastoral support;
- Supporting children to access learning opportunities- being in a 'place' (physical, emotional) to learn;
- Offering equality of opportunity to all regardless of individual circumstance.

When making decisions about using Pupil Premium funding Blessed Dominic Catholic Primary School recognises that it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is referred to support decisions around the usefulness of different strategies and their value for money. We recognise that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing to their full potential. The challenges are varied and there is no "one size fits all".

## Challenges

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

Challenge number	Detail of challenge
1 Low starting points	On entry to school, pupils from disadvantaged backgrounds have lower starting points, weaker language skills and a limited range of vocabulary when compared to other pupils. This is particularly evident in most areas of the Early Years Foundation Stage Curriculum, particularly Communication and Language.
2 Limited experiences	Pupils from disadvantaged backgrounds have limited experiences beyond their home life and local community, as well as access to IT devices and the internet at home compared to pupils from non-disadvantaged backgrounds. As a result, they have greater difficulty accessing home learning activities (e.g. through google classroom and online learning platforms).
3 Outcomes	The number of disadvantaged pupils achieving the standard, in particular the higher standard.
4 Parental engagement	Individual barriers to learning because of family circumstances, lack of parental support, social or emotional wellbeing difficulties. Addressing low self-belief and confidence levels in children eligible for pp funding.
5 Impact of missed learning on outcomes	The impact of the COVID-19 pandemic on pupils in receipt of PP (in particular KS2 pupils) in achieving expected standard or higher.
6 Attendance	Lower attendance and persistent absenteeism of PP/disadvantaged children.

## 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
Increase the attainment of PP children across Key Stage One and	Pupils will make good progress from their starting points.

<p>Key Stage Two, in particular those capable of achieving the higher standard.</p>	<p>Gaps will be narrowed through quality teaching, targeted intervention where necessary and using assessment for learning effectively to fill gaps.</p> <p>More disadvantaged pupils will have targeted support to achieve the higher standard through adapted tasks, intervention and targeted support, scaffolds and challenge.</p> <p>Use of a mastery approach will be embedded and research data will demonstrate impact.</p> <p>INSIGHT database used to monitor and track children's assessments. Children identified at risk of not making expected progress will be discussed at termly pupil progress meetings and discussion with their parents during parent consultation meetings.</p>
<p>The parental engagement of families will increase through early intervention, close working with all agencies and additional in-school support.</p>	<p>Increased emotional and social support for disadvantaged children to narrow attainment gaps with peers.</p> <p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.</p> <p>Support for parents through workshops, or specific support through agencies, will have a positive impact on the support given at home.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> <p>To support children eligible for pp funding that also have SEND needs through targeted specialised support, in order to make at least expected progress in reading, writing and mathematics.</p>	<p>The Inclusion lead to support families and children to alleviate barriers to learning.</p> <p>To support PP children that also have SEND needs through targeted support e.g, Ed Psych, SALT and other external agencies.</p> <p>Children identified are provided with a range of supportive interventions e.g. Lego Therapy, speech and language sessions delivered by trained support staff.</p>
<p>Pupils from disadvantaged backgrounds have similar levels of language and vocabulary as non-disadvantaged children.</p> <p>In the Early Years Foundation Stage, disadvantaged pupils achieve as well as their non-disadvantaged peers particularly in Communication and Language.</p>	<p>Focus on vocabulary in lessons to support children's speaking and listening skills. Interventions such as 'Talk Boost' to support targeted children.</p> <p>Prioritising the development of communication and language in the Early Years Foundation Stage. EYFS provision includes child lead responses to further develop communication and language skills.</p> <p>EYFS lead/SLT to engage parents in the development of language skills through targeted workshops, open mornings etc.</p> <p>The curriculum for literacy in KS1 provides further opportunities for children that are eligible for pupil premium funding to develop speaking and listening skills and the wider understanding of language - activities which extend pupils' spoken and receptive vocabulary.</p>

<p>Rates of attendance for disadvantaged children and non-disadvantaged pupils show no gaps and are in line or exceed national figures.</p>	<p>Disadvantaged pupils' attendance is in line with or exceeds the national average for non-disadvantaged pupils (93.2%)</p> <p>Rigorous and regular monitoring of attendance by the Attendance officer and Inclusion lead brings about an increase in the percentage of attendance for pupils that are eligible for pupil premium funding. This leads to a decrease in persistent absence for those children.</p> <p>The school's attendance policy ensures that instances of persistent absence is tackled swiftly and working in collaboration with outside agencies and the EWO.</p>
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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: £90, 296

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (subscription to BPSI) £4,000	High quality staff CPD is essential. Information is then disseminated and followed up during Staff meetings and INSET.	1, 2, 3, 5
Teacher Development Time (release for teachers)	Additional release time schedule for teachers/subject leaders to provide them with opportunities to improve their practice.	1, 3, 5
Increase the attainment of PP children across KS1 and KS2 in Reading, Writing and Mathematics. £59, 498.23	Additional teacher to facilitate smaller working group and provide support for pupils in KS2 and in KS1.	2, 4
To remove barriers and improve academic outcomes for PP children £26797.77	Provide additional teaching provision for children with SEND. Teaching assistant interventions, and one to one support in reading, writing and mathematics.	1,3,5

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

Budgeted cost: £23, 385

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce 'Closing the Gap' Pilot across the school £2450	For all staff to receive specialist, targeted training to support those most vulnerable learners with their talk for learning (Oracy), and making their learning 'stick'.  For a specific, ongoing programme of support for year group with high level of disadvantaged pupils. This will tailor learning and strategies so that these pupils make rapid progress.	1,3,4,5
Speech and Language and Dyslexia teacher to support and assess children with bespoke programmes of intervention being put in place. £17, 620	Weak Language and Communication skills. Some children have been identified as working below ARE and are unlikely to have the breadth of vocabulary, which has been exacerbated by COVID-19 pandemic.  Children have been identified and receive tailored support to help with speech and language difficulties and strategies put in place to support pupils within the classroom setting and at home.	3, 4, 5
BICS support	Children identified with social and emotional needs receive support from BICS.	4
Educational Psychologist (£3315 (extra support days from BPSI))	The proportions of children with SEND support, including the allocations of EHCPs has steadily increased. Buying into the Educational Psychologist service allows the school to ensure we can fully meet the needs of our children.	3, 4, 5

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

Budget cost: 12, 904

Activity	Evidence that supports this approach	Challenge number(s) addressed
School trips to remove barriers. <i>£5054</i>	EEF Guidance Report - Implementation We will provide a reduction in payments for school visits and residential visits with links to the National Curriculum.  Ensure all children have access to cultural capital and the wider experiences the curriculum has to offer.	4
Attendance Officer and Inclusion lead to analyse attendance and contact low attenders. Office staff to complete First Day Call and support families to raise attendance/punctuality.	General approaches which encourage parents to support their children with, for example reading or homework. The involvement of parents in their children's learning activities; (parent workshops).  Support in place for families who need extra support.	6
Breakfast club <i>£909</i>	To aid with concentration and be ready to learn, children have access to breakfast club to help families give children a nutritious meal before school.	4, 5, 6
After school clubs <i>£6941</i>	To provide not only academic but wider curriculum experiences to nurture children's natural talent and ability.	4, 6

**Total budgeted cost: £126, 585**



## 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 2022 to 2023 academic year.

#### Outcomes

##### EYFS Outcomes

In 2022/2023, 75% of disadvantaged children in EYFS **achieved a GLD**. This is an increase from 50% in 2021-2022.

In 2022-2023, 57% of pupil premium children achieved a GLD in Reading, Writing and Maths **combined**. This is an improvement on the figure for year 2020-2021 of 35% and 63% in 2021-2022.

##### Yr1 Phonics Outcomes

###### **2022**

82% of pupil premium children passed the phonics screening check in summer 2022

###### **2023**

100% of disadvantaged pupils passed their phonics screening check in 2023. This was due to the introduction of the Little Wandle phonics scheme and the purchase of all its supporting materials.

##### KS1 Outcomes

	2021-2022		2022-2023	
	% ARE+	%GDS	% ARE+	%GDS
Reading	71%	14%	80%	20%
Writing	70%	30%	70%	20%
Maths	57%	0%	70%	20%
Combined	57%	0%	70%	10%

Improved outcomes at KS1 for disadvantaged pupils achieving the standard and the higher standard in Reading, Writing and Maths combined. Maths intervention with additional intervention teacher meant improved scores for those disadvantaged pupils both achieving the standard and the higher standard.

### **KS2 Outcomes**

	2021-2022		2022-2023	
	% ARE+	%GDS	% ARE+	%GDS
Reading	82%	47%	86%	13%
Writing	82%	29%	93%	20%
Maths	88%	35%	87%	27%
Combined	76%	24%	80%	7%

Focus for the Year 2023-2024 is the number of pupils working at the higher standard across KS2. The cohort 2022-2023 had 15 disadvantaged pupils with additional complex needs. Intervention and specialised, targeted support from intervention teacher and dyslexia support teacher meant that many of these pupils did achieve the expected standard.

### **Other**

This year, our disadvantaged pupils benefited from funded day and residential trips. This allowed them to gain experiences they may have not had before, such as visiting the seaside and staying overnight away from home. This helped, not only to enhance their school learning, but also to grow their social and emotional development.

Disadvantaged pupils had support with purchasing uniform which allowed them to attend school with a sense of belonging and pride.

Meetings between disadvantaged families, the school SENCO and Attendance Officer, has seen an improvement in our persistent absences.

Services which offer counselling and emotional support have benefitted some of our most vulnerable disadvantaged pupils so they can be emotionally regulated and ready to learn.

The offer of funded places at breakfast and after school clubs for disadvantaged pupils allows children from low income families to have the opportunity to attend clubs which may enhance their skills and talents outside of the school curriculum. It may also support with attendance and ensuring that pupils are well fed and ready to learn at the beginning of the school day.

### Next Steps 2023-2024

- The development of the types of parent workshops on offer to encourage parental engagement.
- Attendance for pupil premium has continued to be monitored rigorously. Meetings with parents occur to identify how the school can support families. Regular letters are sent out to parents to invite them to meetings to discuss attendance. The school has increased the number of visits from the EWO to ensure attendance of pupil premium children does not fall significantly below national and compared to non-pupil premium. This has had a positive impact and will continue to be a focus.
- Closing the Gap Pilot to be rolled out across the school to support the learning of vulnerable pupils with the aim of developing oracy and making learning stick. This, hopefully, will allow pupils to build on knowledge so they are able to achieve the higher standard.
- Monitoring of disadvantaged pupils during phase meetings to ensure these pupils are being stretched and challenged in all lessons where appropriate.
- Additional intervention with a focus on mastery and challenge across all year groups.
- We will continue to evaluate the impact on each pupil at the end of each term through rigorous Pupil Progress Meetings.
- Regular data analysis will quickly identify those pupils who need additional support in achieving the standard or being challenged to achieve the higher standard.