

# Pupil premium strategy statement – Great Crosby Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	781
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mrs Pat Speed, Headteacher
Pupil premium lead	Miss Claire Sharrock, Assistant Headteacher
Governor / Trustee lead	Mrs Catherine Smith, Governor for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,810
Recovery premium funding allocation this academic year	£9,099
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£109,909</b>

# 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

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

Great Crosby Catholic Primary School understands that the mental health of our pupils can be a barrier to learning. We endeavour to offer training to support and nurture our pupils.

## 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 assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and 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, especially in writing and maths.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support remain high. 33 families currently require additional support with social and emotional needs.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils was 5% lower than for non-disadvantaged pupils.  27% of disadvantaged pupils have been 'persistently absent' compared to 12% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly 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 the % of disadvantaged pupils who met the expected standard has improved year on year.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard has improved year on year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## 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: **£ 68,254**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy schemes for EYFS rolled out across all Teachers and TA's in EYFS. NELI and Urley programmes.	The URLEY programme trains EYFS teachers to improve children's language and social-behavioural outcomes in Nursery and Reception Year (ages 3 to 5). Teachers take part in 5 day-long professional development workshops in which they are introduced to a set of evidence-based language learning principles, taught how to use these and a range of research tools (primarily the	1,2,3,4,5

<p>Voice 21 Oracy programme for KS1 and KS2.</p> <p>We will fund ongoing teacher training and release time.</p>	<p>Environment Rating Scales (ERS)) to assess their practice, and provided with strategies for refining practice. Mentors support teachers to implement the approach in their schools.</p> <p>NELI is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. EEF research shows that NELI children made an average of 3 additional months' progress in language.</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. (Voice 21)</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>The expectation of stem sentences in all maths lessons, and full sentences in reading mastery lessons provides pupils with opportunities to use their oral skills.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4,5
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme ( Little Wandle) to secure stronger phonics teaching for all pupils.</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><a href="https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-EXTERNAL.pdf">https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-EXTERNAL.pdf</a></p>	2,4
<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</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3,4

<p>resources and CPD (including Teaching for Mastery training).</p> <p>Extra teacher in Year 6 for maths, to offer smaller group sessions and enable mixed ability teaching to continue.</p>	<p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>We have a bespoke curriculum for our school, with all staff receiving regular training and support.</p>	
<p>Improve the quality of Mental Health / SEL awareness.</p> <p>Well-being approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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><a href="http://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(e ducationendowmentfoundation.org.uk)</a></p>	4,5
<p>Forest School</p> <ul style="list-style-type: none"> <li>- two Level 3 TA's fully trained to deliver the Forest School curriculum to all of EYFS</li> </ul>	<p>Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.</p> <p>Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.</p> <p>Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.</p> <p>Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p>5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.</p> <p>6. Forest School uses a range of learner-centred processes to create a community for development and learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	1,4,5,6

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

Budgeted cost: **£23,108**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of books to complement phonics scheme so that pupils are reading from a book rather than a screen.	To develop a love of reading, children need to experiences holding a book and turning the pages. A hybrid approach of 'real books' and e-books provides the opportunity for pupils to have a wide range of, but also feel for, high quality reading texts.	1,2,4,6
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Voice 21	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: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5
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: <a href="https://educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4
Learning mentor to support children with SEND and offer training and support to TAs	Learning mentors work with children and young people on a group or one-to-one basis. They provide support, motivation and guidance to help pupils overcome obstacles to their learning. These could include learning difficulties, family issues, mental health problems or a lack of confidence.	1,2,3,4,5,6

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

Budgeted cost: **£18,547**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,5,6
<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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><b>Regular school attendance is an important part of giving children the best possible start in life.</b> The aim should be to attend 100% of the time. Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable.</p>	6
<p>Purchase time from a children's counselling service (Brighter Horizons) to provide external support for families showing issues of well-being.</p>	<p>The DfE guidelines encourage positive mental health in children's early years and school settings. Schools offer pupils an educational opportunity for personal development; a counselling service complements and supports the aims set out in the National Curriculum Guidelines.</p>	5,6
<p>Play Therapist for 1 day a week to spend time with allocated pupils who are experiencing difficulties in school/life.</p>	<p>Play therapists help children to make sense of difficult life experiences, or complex psychological issues through play.</p>	5,6
<p>Our own Parent Support Advisor to work alongside the safeguarding team. Attendance will be a priority of this role, along with EHAT's and contact with social workers.</p>	<p>Parent support advisers (sometimes known as education welfare officers or family support advisers) work with schools, pupils and families to resolve issues of poor attendance. They overcome barriers to learning to help parents support their children's learning. Closely linked to this job is schools attendance officer.</p>	1,2,3,4,5,6



<p>Musical Instruments – all pupils in Year 4 are offered the opportunity to learn to play an instrument for a whole year. Pupils receive a lesson in school on a weekly basis.</p>	<p>There is increasing international evidence that playing a musical instrument has a positive impact on attainment at school.</p> <p><a href="https://gallionsmusictrust.org.uk/2021/06/02/playing-music-makes-you-clever/">https://gallionsmusictrust.org.uk/2021/06/02/playing-music-makes-you-clever/</a></p>	<p>1,6</p>
<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>	<p>All</p>

**Total budgeted cost: £109,909**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

Schools are not required to publish their 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.

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 we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

36% of our Disadvantaged pupils passed the Year 1 phonics screening test, in comparison to 59% non-disadvantaged.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence 17% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils and their families has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Brighter Horizons 4U is an established organisation set up in 2008 offering emotional support to children, families and schools.	Brighter Horizons
Play therapists help children to make sense of difficult life experiences, or complex psychological issues through play.	James Duffy