

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 of Beverley Catholic Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	A Spencer
Pupil premium lead	Angela Nicholl
Governor / Trustee lead	Sara Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66,560
Recovery premium funding allocation this academic year	£ 6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 73,375

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

The overarching aim of our plan to spend Pupil Premium Grant and Catch-Up funding is to ensure that barriers are removed to ensure that every child is given the opportunity to achieve their full potential to ensure that they can be 'the best that they can be'.

Objectives in spending PPG:

- To provide targeted support in areas of need specific to children in light of lockdown due to COVID19
- To ensure pupils in receipt of PPG have appropriate hardware to access to Google Classrooms
- To make sure pupils have the curriculum required to maximise progress.
- To support and develop pupils' experiences within school

Challenges

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

Challenge number	Detail of challenge
1	<i>During lockdown, pupils were able to access Maths on Google Classroom, however there were some objectives which were difficult to teach remotely, without having direct access to a teacher.</i>
2	<i>When data was collated at the end of the year, the biggest discrepancy between expected and actual data was in Writing, which was hardest to impart through remote teaching.</i>
3	<i>School seeks to ensure that all pupils have the tools to enable them to have full access to the curriculum, including homework. As our homework system centres on pre learning, it is extremely important that all pupils are able to have access to the necessary hardware.</i>
4	<i>Post COVID19, it was essential to undertake a review of the school curriculum, to ensure that it was fit for purpose, to ensure that it met the needs of the learners and that any catch up was taken into consideration.</i>
5	<i>To ensure that pupils in need of support were given the appropriate level of assistance . This requires comprehensive knowledge and understanding of pupils abilities and gaps in learning to ensure that any support delivered matched the needs of the learner.</i>

6	<i>To ensure during a time of high potential staff absences, plans need to be made to meet the needs of the learners and ensure minimum disruption to support and interventions.</i>
7	<i>For pupils in receipt of PPG, potential issues may arise with them being able to afford to take part in wider curricular activities.</i>

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
To provide targeted support in areas of need specific to children in light of lockdown due to COVID19	Pupils in receipt of grant make at least expected progress in all areas of the curriculum.
To ensure pupils in receipt of PPG have appropriate hardware to access to Google Classrooms	All pupils in school have access to hardware to enable them to be able to access Google Classrooms.
To make sure pupils have the curriculum required to maximise progress.	Assessments show that pupils have covered objectives in a wide and varied curriculum which is in line with the National Curriculum
To support and develop pupils' experiences within school	Pupils who would otherwise have struggled to access wider curriculum opportunities have been supported to ensure equality of opportunity

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: £ 17 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths Hub</i>	https://www.ncetm.org.uk/media/2ljdu4kh/ncetm_primary_teachingformastery_report_july2019.pdf	1
<i>Jane Considine</i>	The Write Stuff, created by Jane Considine, is a system that will sharpen the teaching and learning of writing within the classroom . We will use this clear and systemic approach to the teaching of writing, providing a step-by-step framework to convert struggling writers into successful writers.	2
<i>Curriculum Review</i>	Our curriculum review was to ensure that 'the curriculum, schemes of work, lessons and work given to pupils are sequenced and planned effectively so that pupils know more, can do more , and remember more.' The review will ensure breadth, depth and areas in which it was deemed that 'catch up' was necessary.	4
<i>EYFS Training</i>	https://www.researchgate.net/publication/264543281_The_Importance_of_Play_and_Child-Led_Learning	

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

Budgeted cost: £ 25 872 + £ 26 566 + £1 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5, 6
<i>Small group targeted support</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5, 6
<i>Read Write Inc online Reading Scheme</i>	<ul style="list-style-type: none"> • direct, focused phonics is taught every day in Reception and key stage 1 • children read from books with the sounds they know, while they are learning to read 	4,5

	<ul style="list-style-type: none"> • teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%) 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Distribution of hardware</i>	No pupil should be disadvantaged by lack of technological opportunity. School will ensure equality of opportunity in using Google Classroom	3
<i>Trips and extended curriculum</i>	Pupils should be disadvantaged by lack of financial ability to attend trips / take part in enrichment activities.	7

Total budgeted cost: £ 74 938

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.

Pupil Premium was spent on:

Hardware and software to ensure pupil access to online learning.

1 to 1 and Small Group Tuition

TA Support for Interventions, Strategies and Pastoral groups Excellence and Enjoyment to enhance the Curriculum

Educational and wider needs equipment for pupils who have specific needs.

How the money was spent:

5 sessions per week for a teacher to work with individuals and small groups on targets for improvement.

2 part time TA (KS1) who ensure that the groups for RWI are small and focussed on pupil needs.

2 part time TAs (KS2) who deliver targeted sessions to pupils in receipt of the grant on Reading, Writing and Maths Targets.

4 x part time TAs = £58,656

2 x days for teacher = £12,784

Specialist Equipment = £450

Google Education Licences = £399

Curriculum Enhancement and equipment = £700

Total spend = £72,989

Outcomes: Internal assessment data shows that the progress of pupils eligible for free school meals throughout the school is broadly in line with other pupils in school.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.