

Pupil premium strategy statement – St Martin de Porres 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	21
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/26
Date this statement was published	December 2022
Date on which it will be reviewed	March 2023
Statement authorised by	N. Morgan
Pupil premium lead	H. Gallagher
Governor / Trustee lead	I.Ojo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121, 188
Recovery premium funding allocation this academic year	£13,558
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£10,654
Total budget for this academic year	£145, 400

Part A: Pupil premium strategy plan

Statement of intent

In line with our school mission statement and aims, here at St Martin de Porres Catholic Primary School we have high aspirations and ambitions for our all children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget, and this policy outlines how we will ensure it is spent to maximum effect.

At St Martin de Porres Catholic Primary School there is a school-wide commitment to raising achievement for ALL pupils and a key objective for the use of the pupil premium grant is to close the gap between pupil groups.

- To further develop language and communication skills
- To close the attainment gap in Reading
- To close the attainment gap in Writing
- To close the attainment gap in Mathematics
- To continue to improve confidence, independence and self esteem
- To continue to improve the wider opportunities available for all our pupils
- To continue to develop parental engagement, support and partnership work to remove barriers to learning
- For all pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning.

We will ensure that:

- All staff are aware of who pupil premium and vulnerable children are and we will continue to ensure that all children across the school receive good and outstanding teaching.
- All pupil premium children benefit from the funding, not just those who are underperforming.
- Early intervention is provided (KS1 and EYFS)

- Teaching and support staff contribute to pupil progress meetings each term and the identification of children is reviewed.
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly and analysed accurately.

Challenges

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

Challenge number	Detail of challenge
1	Historically children entitled to PPG funding have made less progress and their attainment is not in line with their peers. Evidence for this is seen through assessments, data, observations, pupil progress meetings and book scrutiny looking at PP children and matched peers.
2	Our PPG children have a limited experience of learning outside of normal lessons (for example, visiting the library, going to a museum or art gallery, a lack of enrichment). This means that our PPG children find it harder to relate to the wider curriculum and learn with as much confidence. Evidence for this is from discussions with pupils, parents and The Pastoral Care Team.
3	Due to the home experience of some of our PPG children, they present with attachment issues. This means that they are more likely to display challenging behaviour and or emotional issues which impacts negatively on achievement in lessons. Evidence for this is seen through the increased support asked for by teachers on CPOM's
4	Parents of PPG children in our school are less likely to attend workshops, parents' evenings or other family learning opportunities. This is for a range of reasons including shift patterns, transport issues, child care and a lack of confidence in engaging with the school.

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 and maintained reading attainment among disadvantaged pupils. To address the gaps in pupil learning, Children will achieve more closely in line with their Peers (PPG children will close the gap)	Reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard
Improved and maintained writing attainment among disadvantaged pupils. To address the gaps in pupil learning, Children will achieve more closely in line with their Peers (PPG children will close the gap)	Writing outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard
Improved and maintained maths attainment among disadvantaged pupils. To address the gaps in pupil learning, Children will achieve more closely in line with their Peers (PPG children will close the gap)	Maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard

To improve the percentage of pupils reaching the expected standard in the phonics check at the end of Year 1. PPG Children to achieve in line with all pupils.	Phonic outcomes in 2025/26 show that 90% of disadvantaged pupils met the expected standards
To meet the social and emotional needs of all pupils.	The children will be more confident and-able to focus on learning when in lessons and more confident in accessing extra-curricular opportunities. Pupils will be more independent and resilient, with raised aspiration, motivation and engagement.

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	<p>Training and supporting highly qualified teachers to deliver targeted support, including giving specific feedback, where needed.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Research tells us that high quality teaching can narrow the disadvantage gap</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	1,
Mastery learning/ Teaching for Mastery Maths Curriculum – White Rose maths being embedded in to the curriculum.	<p>Teaching for mastery aims to support all pupils to achieve a deep and secure understanding within an area maths. Power maths is based on “Teaching for mastery” which is characterised by teacher-led, whole-class teaching with common lesson content for all pupils through the use of concrete and then pictorial support before teaching the subject in an abstract way.</p> <p>Additional release time for teachers to attend sessions at the Enigma Maths Hub.</p> <p>Maths lead released to monitor and support the teaching of Maths</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1

<p>Staff CPD to improve teaching in writing</p>	<p>All relevant staff will receive CPD training on Talk for Writing and Read into writing to ensure teaching of writing is well planned and well delivered across the school.</p> <p>Talk for Writing has had an outstanding impact on schools. Evidence show that children initially double their rate of progress. Schools already performing well have not only increased attainment, but also enjoyment and engagement.</p> <p>English Lead has time out of class to help embed effective teaching of writing.</p> <p>The EEF Guide to the Pupil Premium - Autumn 2021 https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1</p>
<p>Staff CPD: Staff training improving reading</p>	<p>Our summative and formative assessments show there is a gap in reading between PPG and non PPG children.</p> <p>Cracking Comprehension teaches children the skills and strategies they need to successfully explain their understanding of a wide range of texts, and offers ideas to extend their enjoyment of, and engagement</p> <p>Reading lead to attend courses to support and to have time out of the class to monitor and support the teaching of Reading</p> <p>It has been found that Reading comprehension strategies can have high impact on pupils' attainment and progress. Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Additional teacher in years five & six. Reduce class size</p>	<p>Smaller class sizes allows more personalised learning.</p> <p>Research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Ongoing CPD to improve teaching in phonics to improve the percentage of pupils reaching the expected standard in the phonics check at the end of Year 1 and close gaps of children in Year 2</p>	<p>Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.</p> <p>Phonics lead released from class to monitor and support the teaching of phonics.</p> <p>Ensuring Bug club can be accessed by all pupils in EY's and KS1 in school and at home</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Staff CPD: Early language skills</p>	<p>Children are entering our Reception with language skills that are lower than previous years. NELI has been found to improve children's language and early literacy skills.</p> <p>Staff released to deliver NELI programme in Early YEarS</p> <p>All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds.</p> <p>Studies indicate that involving parents in developing early literacy strategies can be beneficial</p> <p>Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1 4</p>

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading, Writing and Maths interventions.</p> <p>Phonic intervention groups.</p> <p>Daily ERR (Early Reading Recovery) intervention.</p> <p>Reading support sessions</p> <p>HLTA to work with PP children to provide catch up sessions</p>	<p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Frequent sessions, at least three times typically show the greatest impact.</p> <p>Provides quality personalised support for the children</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1 3</p>
<p>Training for TA's to deliver effective targeted interventions in Reading and Maths.</p>	<p>Research shows that Teaching assistants can provide a large positive impact on learner outcomes, when deployed effectively.</p> <p>Teaching-assistant-interventions ToolkitStrand EEF</p>	<p>1, 2</p>
<p>After school booster groups for Y6 pupils.</p> <p>SATs revision books used for homework.</p> <p>Revision pack provided over the Easter holiday.</p>	<p>Studies have shown that disadvantaged pupils receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Family Learning for Year 6 pupils – Maths</p>	<p>Actively involving parents in supporting their children's learning and development. Approaches that focus on developing parents own skills, by providing structured training, can have a moderate positive impact on learning.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 4</p>

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

Budgeted cost: £47,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework club	<p>Pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	1 2 3 4
Family Worker supports families with the attendance, behaviour and wellbeing for learning and outcomes of those children eligible for PPG	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4
<p>Funding to provide School Uniform and PE kits</p> <p>Funding to provide art materials to complete homework tasks</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	2 3 4
Learning Mentor Improves the quality of behaviour, social and emotional (SEL) learning.	<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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2,3
Leadership roles offered to disadvantaged children	<p>An improved level of well-being and engagement in PPG children.</p> <p>% of roles are in relation to % of disadvantaged children (22%)</p>	2 3

<p>Subsidised funding for Breakfast Club, music tuition, school trips, residential visits and extra-curricular activities where appropriate.</p>	<p>PPG attend a Holiday club during school holidays to provide enrichment activities.</p> <p>Additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2,3,4</p>
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Total budgeted cost: £ 145, 400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>To address the gaps in pupil learning as a result of COVID 19.</p> <p>Although results are still below the national average, We do celebrate that the majority of PP children made at least the expected progress. Closing the gap between the disadvantaged children and their peers continues to be a focus for next year.</p> <p>KS2 :</p> <p>86% of pupil premium children made at least the expected progress in reading</p> <p>85% of pupil premium children made at least the expected progress in writing</p> <p>85% of pupil premium children made at least the expected progress in maths</p> <p>KS1:</p> <p>19 % of pupil premium children made at least the expected progress in reading.</p> <p>29 % of pupil premium children made at least the expected progress in writing</p> <p>38 % of pupil premium children made at least the expected progress in maths</p> <p>Those that did not make at least the expected progress will be targeted for in school interventions and a greater emphasis in Pupil Progress meetings with staff.</p> <p>To improve high standards of writing attainment and progress across the school. PPG Children will achieve more closely in line with their peers</p> <p>2022 – 53% of pupil premium children reached the expected standard.</p> <p>To close the gap in phonics between PP and their peers</p> <p>60 % of pupil premium in yr 1 reached the expected standard</p>

To meet the social and emotional needs of all pupils.

Through questionnaires, feedback sheets and discussions with children who have participated in extra curricular activities, the impact has been that they have enjoyed attending these, they have liked belonging to a 'club'

Many enjoyed the time they have spent with the learning mentor and Family worker, supporting their needs with specialist support, and were able to discuss learnt strategies. However this still continues to present as a challenge for the disadvantaged in our school, with new children and families being identified for support. This will continue to be one of our intended outcomes for the new academic year.

Parental involvement

Parental involvement still presents a challenge and continues to be one of our intended outcomes for the new academic year

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Access to all after school clubs as priority. lunchtime sports clubs: Multi-Skills, Basketball Football Clubs.	Luton Town Football Club
Therapeutic Music Group	CHUMS
Dance Club and Musical Theatre	New Generation Youth Theatre
Weekly reading sessions with Beanstalk readers.	Coram
Online reading programme	Bug club
Bikeability	Sustrans
Storytime magazine	Storytime Magazine
Access to all after school clubs as priority. lunchtime sports clubs: Multi-Skills, Basketball Football Clubs.	Luton Town Football Club