

Pupil premium strategy statement

ST.CECILIA'S CATHOLIC INFANT & NURSERY SCHOOL

2021-22

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 Cecilia's Catholic Infant & Nursery School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Elizabeth van de Waal
Pupil premium lead	Shelagh MacGregor Mary Campbell
Governor / Trustee lead	Maria Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,353.00
Recovery premium funding allocation this academic year	£8,120.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,473.00 + £4,657 (Tutoring) = £90,130

Part A: Pupil premium strategy plan

Statement of intent

- *To support PP children to access all school activities by addressing barriers to learning such as social/emotional needs as a result of Covid.*
- *Focus on difficulties identified by class teachers both academic and individual and personalise a plan to support children overcome these or find strategies to support them.*
- *Focus on improving reading/phonic skills as identified by Government research as an area of high importance.*
- *Use data and formative assessment to track and monitor progress and be responsive to the changes in children’s needs throughout the year.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Social / emotional needs of children affecting ability/ attitudes/ dispositions to learning (All year groups)</i>
2	<i>Communication and Language needs as a result of Covid 19 and absences (All year groups)</i>
3	<i>Reading and phonic support – 90% of PP are below ARE+ / 29% of PP are at “below” age-related expectations</i>
4	<i>Numbers of PP/EAL children (non-English speaking) increased who are PP (16 children- all year groups)</i>
5	

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 able to access all learning opportunities to the best of their ability.	Formative assessments, tracking data, intervention data and observations.
Improved speaking and listening skills.	Children listen/respond to adults and other children in a more positive way with confidence.

	<p>Vocabulary and understanding improved as observed by class teachers.</p> <p>Pre and post data for interventions</p>
<p>Improved confidence demonstrated in reading skills and phonic knowledge and application</p>	<p>Improved fluency, sight word recognition and de-coding skills.</p> <p>Children more confident to talk about their reading and make predictions.</p> <p>Improved comprehension demonstrated in individual and guided sessions.</p> <p>Progress through reading scheme.</p>
<p>Support children in their journey to learn English</p> <p>Provide opportunities for children from across year groups to communicate with others in their home language</p>	<p>Children feel comfortable to communicate with staff and children and access learning opportunities</p> <p>Peer support to improve self- esteem and confidence to engage in activities</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
OSMME support	Specialist support for children and staff to improve learning experience and progress of children	1,2,3,4
<i>ADHD support</i>	As above	1
<i>ICT improvements and repairs</i>	New interactive screens to improve classroom technology to boost teaching and learning through engagement and up to date resources	1,2,3,4
<i>Reading books purchased</i>	Quality new reading material to engage children	1,2,3
<i>New phonics scheme- Monster phonics</i>	Scheme with visual support and characters to associate learning of sounds	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A2Z write</i>	Data shows improvements	2,3
<i>Reading Support Mrs R /Mr F</i>	Start and end points to demonstrate progress	2
<i>Talk Boost</i>	Data shows level of improvements	2,3,4
<i>LEGO Therapy</i>	Recognised intervention- training provided	1,2,4
<i>PP class support – teacher</i>	Qualified teacher support 3 afternoons across year groups– increased progress for specific groups eg PP and EAL	1,2,3,4
<i>Targeted support for children with specific needs/gaps</i>	Teacher x 2 days (Tutoring fund)	1,2,3,4
<i>Seedlings</i>	Qualified therapist	1

<i>EAL support (EMTAS)</i>	Qualified additional support	1,2,3,4
<i>Play Therapy</i>	Qualified therapist	1
<i>Thera play</i>	Recognised intervention- training provided	1
<i>Clicker 8 – visual reading/writing program</i>	Recommended by outreach to support reading/writing in school/at home for children with barriers	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lunchtime clubs-reading/music/games</i>	Enhancement activities promotes well-being and can be accessed by all	1,2,3,4
<i>Social/emot group</i>	Small group – less pressure/ fun activities to promote self-esteem	1,2,4
<i>Sign Language</i>	Enhancement activities promotes self-esteem and can be accessed by all	1,2,4
<i>Attendance /EHAT</i>	Children need to be in school to learn	1,2,3,4
<i>Sensory Equipment purchased</i>	Children need a quiet space to be calm and self-regulate as required	1,2,4
<i>Ancillary items</i>	Help with uniform, breakfast/after-school clubs, getting to/from school (Covid related) etc	1

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

After improvements in home-learning strategies, 52% of Pupil Premium children were “ready to progress with support” in Reading, Writing and Maths in July.

Average attendance for Pupil Premium children was 94% from September 2020 to July 2021.