

Pupil premium strategy statement

ST.CECILIA'S CATHOLIC INFANT & NURSERY SCHOOL

2022-23

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	190
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Elizabeth van de Waal
Pupil premium lead	Mary Campbell Lis Grant
Governor / Trustee lead	James Kilburn Damian Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,720
Recovery premium funding allocation this academic year	£10,440
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	£110,100

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 and attendance and Punctuality issues.
- 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.
- Continue to focus on reading/phonics and also on improving writing skills as identified by data.
 Year 2 40% of PP at ARE+ in Reading 10% at ARE+ in Writing
 Year 1 47% of PP at ARE+ in Reading 47% at ARE+ in Writing
 Rec 0% of PP at ARE+ in Reading 0% at ARE+ in Writing
- 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 (All year groups)</i>
3	<i>Reading and phonic support</i>
4	<i>Writing skills and resilience for writing</i>
5	<i>Numbers of EAL/SEND children increased who are PP</i>
6	<i>Attendance and Punctuality</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
Children able to access all learning opportunities to the best of their ability.	Improved dispositions and attitudes to learning. Formative assessments, tracking data, intervention/ focused provision data and observations.

<p>Improved speaking and listening skills.</p>	<p>Children listen/respond to adults and other children in a more positive way and with confidence.</p> <p>Improved use of vocabulary and understanding as observed by class teachers, through a whole school focus.</p> <p>Pre and post data for interventions</p>
<p>Improved confidence demonstrated in reading skills and phonic knowledge and application</p>	<p>Increased number of children who are PP passing PSC yr1/2</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>Writing skills improved with children using phonic knowledge and improved vocabulary, fluency and resilience for writing.</p>	<p>Formative assessment/ cold and post tasks.</p> <p>School Development Plan for writing for each year group to support pace of learning in writing.</p> <p>Visits/visitors used to inspire children's writing</p> <p>Advice from Literacy SIP taken on board.</p> <p>Positive pace through Monster Phonics 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 provide guidance form peers in own language. confidence to engage in activities</p>
<p>Improved attendance/punctuality for Pupil Premium children.</p>	<p>Positive impact on learning and skills (Data), self-esteem, dispositions and attitudes.</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	1,2,3,4,5
<i>ADHD support</i>	As above	1,2,3,4,5
<i>PP intervention and focused provision groups-teacher led</i>	Data from 21-22/ National reviews demonstrate the positive impact teachers have in small group teaching activities.	1,2,3,4,5
<i>Purchase of “Chatty words” programme to support children’s acquisition of language.</i>	Data before and after to show progress. Improved and confident use of vocabulary for reading/writing.	1,2,3,4,5
<i>CPD for PSHE lead to achieve Health and Wellbeing award</i>	Evaluation of school systems, policies and procedures to ensure a positive environment for children to learn and make progress.	1,2,3,4,5
<i>TA supporting children in Reception to access learning. PM</i>	Children need support to access curriculum in a small group.	1,2,3,4,5
<i>ECT employed to enable SENDCo to be out of class to track and support children’s needs</i>	Time to assess children’s needs, contact services, arrange observations, complete assessments etc to improve children’s support and improve access to learning.	1,2,3,4,5
<i>CPD to support EAL/ SEND children who are PP.</i>	<i>Strategies to assess, track and support children who are PP/EAL.</i>	1,2,3,4,5

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>	Intervention-data shows improvements and confidence in writing	1,2,4,5
<i>1stclass@number</i>	Intervention-data shows improvements and improved confidence and knowledge	1,2, 5
<i>Talk Boost</i>	Intervention-data shows level of improvements and confidence.	1,2,3,5
<i>Chatty words</i>	Intervention- data shows improvement in vocabulary	1,2,3,5
<i>PP targeted support to address gaps/needs– teacher</i>	Qualified supply teacher support 1.5 days across year groups– increased progress for specific groups eg PP and PP/EAL/ SEND	1,2,3,4,5
<i>Seedlings</i>	Qualified therapist to provide support/strategies for social/emotional needs	1,2
<i>EAL support (EMTAS)</i>	Qualified additional support to provide support/strategies in a small group.	1,2,5
<i>Play Therapy</i>	Qualified therapist to provide support for social/emotional needs.	1,2
<i>Clicker 8 – visual reading/writing program</i>	Recommended by outreach to support reading/writing in school/at home for children with barriers	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lunchtime activities- Playground resources</i>	Enhancement activities on yards promotes well-being and can be accessed by all.	1,2,5
<i>Social/emotional group in the "Calm Space"- resources</i>	Small group – less pressure/ fun activities to promote self-esteem and confidence.	1,2,5
<i>Sign Language</i>	Enhancement activities promotes self-esteem and can be accessed by all	1,2,5
<i>EAL Social groups to support children's learning of English- Assistant Head</i>	Improved communication and understanding leads to more learning opportunities accessed by PP/EAL children.	1,2,3,4,5
<i>Attendance /EHAT</i>	Children need to be in school to learn and make progress	1,2,3,4,5,6
<i>Attendance tracking, monitoring and communication with parents/carers regarding attendance. School systems in place to ensure regular attendance.</i>	Children need to be in school to learn and make progress.	1,2,3,4,5,6
<i>Use of minibus for visits to enhance children's experiences.</i>	<i>Improved vocabulary which will in turn improve discussion and writing content.</i>	1,2,3,4,5,6
<i>Ancillary Items / support for children</i>	<i>Support with uniform / Breakfast and Afterschool / trips etc</i>	1,6