

## 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	Cardinal Newman Catholic Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	4.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021-Sept 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Catherine Burnham
Pupil premium lead	Catherine Burnham
Governor / Trustee lead	Sarah Rice / LGC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,210
Recovery premium funding allocation this academic year	£ 2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ -
Total Funding for this academic year	£26,675

# Part A: Pupil premium strategy plan

## Statement of intent

Our School Development Plan in 2021-22 focuses on meeting the needs of the most vulnerable within our school community of Learners, Believers and Friends. We seek to ensure that all children reach their full potential at Cardinal Newman and we recognise that some of our children will need more support to achieve this.

Our ultimate aim for our disadvantaged pupils is that they feel confident and successful within all areas of the curriculum and beyond. We will work closely with families to enable participation in all areas of school life and we will support families to give their children the best start in life. Our Flourish personal development programme aims to give children the tools to succeed socially and emotionally, while our extra-curricular programme enables our disadvantaged children to have opportunities and experiences which they may not otherwise be able to access.

We intend for our disadvantaged children to learn alongside and achieve in line with their peers across the curriculum, especially in key building blocks such as Speaking and Listening, Early Reading, Number and Writing. For some disadvantaged children we will use same day intervention and small group teaching to accelerate their progress and enable them to attain at the same levels as their peers. Our more able disadvantaged children are identified and challenged to achieve their very best.

## Challenges

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

Challenge	Detail of challenge
<p>1. <b>Attendance:</b> Progress of PP children is at risk due to school closures and absence rates.</p> <p>In 2020-21 Whole School attendance = 97.6%; PP attendance =94.4%</p>	<p>Parents of some PP children had less capacity/resources to support children's learning during lockdown.</p> <p>Some families have struggled with issues such as loss of earnings, family breakdown and difficulties with housing and transport which impact on attendance. Parental anxiety around Covid has also impacted on children's attendance and on their emotional well-being. Some children who are Young Carers but not PP have poor attendance impacted by their home / family situation.</p>
<p>2. <b>Social and emotional Issues:</b> Progress is negatively affected by anxiety/ lack of confidence.</p>	<p>Some PP children have been emotionally impacted by challenging home situations during the pandemic (see point 1) – this has led to a rise in anxiety and a decline in progress and confidence for some pupils.</p> <p>Social confidence also impacts some children's ability to speak confidently in front of an audience, while other children, especially mid-attaining girls at Cardinal Newman, can lack confidence in their own abilities, especially in Maths.</p>

	Confidence can be affected by limited experiences compared to peers and anxiety levels can be raised by worries about access to trips and extra-curricular activities.
3. <b>Starting Points:</b> The starting point for EYFS children varies as children have had mixed experiences in early childhood.	Some children did not attend nursery due to Covid and others have had a disrupted experience including bubble closures and isolation. Families have not been able to access other networks including toddler groups and children's centres, which has impacted on some children's social interaction and language skills, including vocabulary acquisition. SEND support and diagnosis has been reduced pre-school due to difficulty in achieving face to face interactions.
4. <b>Vocabulary Acquisition:</b> Some children have reduced access to higher level vocabulary.	School closures and family pressures have reduced opportunities for conversation with a range of adults, which would support a wider vocabulary. Some children have limited access to reading resources at home and some families may not be in a position to develop higher level vocabulary with their children, especially EAL.
5. <b>Reading:</b> Progress in reading can be impacted by not reading at home.	Some parents are not in a position to hear their children read or support with phonics due to working outside the home, shift work or their own difficulties with reading, particularly due to EAL. Some children have limited access to reading resources at home. This can also impact on a child's confidence to engage in a class situation.

## 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 eligible for Pupil Premium achieve at a level comparable to their peers.	Percentage of all pupils eligible for Pupil Premium Funding achieving ARE is in line with peers.
Social and emotional issues are supported including by HSLW and ELSA and pupil confidence is increased.	Pupil voice - Zones of Regulation are usually green. ELSA / HSLW assessments show improvement from baseline. PP children have increased opportunities to access extra-curricular opportunities celebrate their abilities. (Pupil roles and responsibilities; HT Awards; clubs and trips)
Attendance of PP children improves.	PP attendance is in line with national and closer to attendance of peers.
Differing starting points between PP children and their peers are addressed in the first years of schooling through RWI and Talkboost interventions, HSLW, and additional booster sessions as required.	Variation in academic outcomes for PP children diminishes year on year compared to their peers at EYFS, phonics check and KS1

## 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: £5,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Talk for Writing – Explicit writing training to enable PP and vulnerable learners to achieve better outcomes</i></b> £1,609</p>	<p>The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. Source: Pie Corbett Talk for Writing</p> <p>Training is required to enable teachers to teach using Talk for Writing Strategies to improve writing outcome for all PP and vulnerable pupils.</p>	1,2,3,4
<p><b><i>Quality first teaching supported by IRIS coaching system</i></b> £1,776</p>	<p>Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving. – CfBT, Lofthouse, Leat and Towler</p>	1,2,3,4,5
<p><b><i>Read Write Inc Training</i></b> £2,250</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. Several robust</p>	1,2,3,4,5

	studies of phonics programmes in English have been published in recent years. The findings show that phonics programmes can be effective in English schools, but also underline the importance of high quality implementation. – Source EEF	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Read Write Inc Resources to support structured intervention for all pupils to close the gap in Early Reading</b> £7,040	Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. Several robust studies of phonics programmes in English have been published in recent years. The findings show that phonics programmes can be effective in English schools, but also underline the importance of high quality implementation. – Source EEF	1,2,3,4,5
<b>Small group support for Communication and Language in Early Years (TalkBoost)</b> £5,668	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Source EEF	1,2,3,4,5
<b>Third Space Maths Intervention to develop confidence and close the gaps</b> £2,138	Teachers were largely positive about the online tuition, and reported that it appeared to improve pupils' comprehension, verbal fluency, and confidence in maths. Source: EEF At Cardinal Newman in Autumn Term 2021, 83% of Y4 and Y5 pupils and made accelerated progress using Third	1,2

	Space Maths Intervention, which was above average progress.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><i>ELSA provision to support social and emotional issues and develop confidence</i></b> £3,127	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. <sup>8</sup> This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. - EEF	1, 2, 3
<b><i>HSLW to liaise with families relating to Young Carer support, attendance issues and wider parenting / family support</i></b> £7,799	To help ensure no young carer slips through the net, schools need to take a proactive approach to identifying and supporting young carers. All schools should ensure they have agreed procedures in place to identify, assess, and support young carers and their families - Carers Trust	1, 2, 3
<b><i>Equal access to extra-curricular Opportunities – Clubs and Trips</i></b> £1,620	Students who participate in extracurricular activities experience higher levels of academic achievement. These effects have been researched since the early 1930s (Shulruf, Tumen, & Tolley, 2007). Students who participate frequently in extracurricular activities tend to have higher grades, better test scores, and more positive educational experiences in general	2, 3, 4

	(Fredricks, 2011) Students [ <i>who participate in extracurricular activities</i> ]have higher levels of self-confidence (Strapp & Farr, 2010) and resiliency (Fredricks & Eccles, 2008)	
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**Total budgeted cost: £ 33,027**

## 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.

**Overall financial report, to be read with conjunction with termly report on outcomes for pupils.**

<b>Funding Received</b>	<b>£17,485</b>	<b>£5,828 per term</b>
<b>HLTA /LSA support</b>	<b>£2,425.55</b>	Weekly sessions for individual Pupil Premium children to work on specific targets intended to close the gap or extend thinking. Data below shows high percentage of disadvantaged pupils made expected or greater progress from Autumn 20 to Summer 21
<b>Teacher support</b>	<b>£1,648</b>	Teacher worked with Y1 pupils, which ensured all disadvantaged pupils were successful in Y1 phonics assessment.  All disadvantaged pupils working with support teacher in Y1 achieved expected standard in Y1 for reading. 2/3 pupils achieved expected standard in maths.  Teacher in Y6 provided maths support – this ensured 2 disadvantaged pupils were able to achieve the expected standard and another was able to achieve greater depth in Maths
<b>Deputy Head support</b>	<b>£266</b>	Supporting disadvantage pupils.
<b>Training – Talk for Writing</b>	<b>£1,233</b>	To enable all teachers and support staff to deliver Talk for Writing for all pupils.
<b>Third Space Learning</b>	<b>£1,237.50</b>	1-2-1 online maths tuition for disadvantage pupils.
<b>Home School Link worker</b>	<b>£7,799</b>	Positive relationships developed with specific children and their families to enable the children to succeed in school. Direct support given including training for parents in Behaviour Strategies (123 Magic) in line



		with school policy. Children more confident and accessing the curriculum more readily as a result.
<b>Laptop provision</b>	<b>£566</b>	To enable all disadvantage pupils to access home learning provision. IT cost of ensuring laptops were fit for purpose.
<b>HLTA ELSA Emotional Literacy Support</b>	<b>£480</b>	Emotional support given to enable children to perform as well as they can in school and to concentrate. This resulted in positive progress outcomes in reading, writing and maths assessments.  Well-being champions group set up to provide further opportunities to support well-being for disadvantaged pupils.
<b>SENDCO</b>	<b>£493.80</b>	SENDCO support for staff to provide additional advice to all Pupil Premium families (parents and children) to ensure targeted support for children's needs resulting in accelerated progress for some children across the curriculum.
<b>School Trip Support / clubs</b>	<b>£1,265.3</b>	Financial support enabled all disadvantaged children to access opportunities that they may not have been able to access otherwise. This is less than previous years as no residential trips took place. This includes support for wraparound care. Includes multi-sports clubs during holidays.
<b>Bikeability</b>	<b>£180</b>	Supporting pupil with bikeability.
<b>Educational Psychologist support</b>	<b>£0.00</b>	School visits/meetings with SENCO
		A free club has been offered to all pupils in summer term to encourage greater level of physical activity.
<b>TOTAL</b>	<b>£17,594.15</b>	

## Attainment

In summer 2021, the Age Related Expectation Summary for disadvantaged pupils was as follows:

<b>16 pupils Pupil Premium</b>	<b>Below Expected</b>	<b>On track to be expected</b>	<b>Above Expected</b>
READING	25% (4)	62.5% (10)	12.5% (2)
WRITING	37.5% (6)	62.5% (10)	0% (0)
MATHS	12.5% (2)	68.8% (11)	18.8% (3)

<b>3 Service Pupils</b>	<b>Below Expected</b>	<b>On track to be expected</b>	<b>Above Expected</b>
READING	0%	33.3% (1)	66.6% (2)
WRITING	0%	33.3% (1)	66.6% (2)
MATHS	0%	33.3% (1)	66.6% (2)

In summer 2021, progress data for disadvantaged pupils was as follows:

<b>Progress Pupil Premium Autumn 1 2020 - Summer 2 2021</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Expected or above progress</b>	87.5% (14)	62.5% (11)	81.25% (13)
<b>Below expected progress</b>	0% (0)	18.75% (3)	6.25% (1)
Missing data	12.5% (2)	12.5% (2)	12.5% (2)

<b>Progress Service Pupils Autumn 1 2020 - Summer 2 2021</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>EXPECTED PROGRESS OR ABOVE</b>	100%	100%	100%