

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	404
Proportion (%) of pupil premium eligible pupils	3.2%
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 first published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Catherine Burnham
Pupil premium lead	Gerry Flower
Governor / Trustee lead	Sarah Rice / LGC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,865
Recovery premium funding allocation this academic year	£ 2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total Funding for this academic year	£26,330

# Part A: Pupil premium strategy plan

## Statement of intent

Our School Development Plan in 2022-23 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 2021-22 Whole School attendance = 96.1%; PP attendance =94.1%</p> <p>25% of total frequent absentees are PP children</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</p>	<p>Some PP children have been emotionally impacted by challenging home situations during the pandemic (see point</p>

<p>anxiety/ lack of confidence.</p> <p><i>“Pupils from disadvantaged backgrounds generally receive less exposure to ideas that are likely to enable them to accrue cultural capital”.</i></p> <p>Pinkett and Roberts</p>	<p>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> <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.</p> <p>By ensuring that our curriculum design factors in appropriate ways of determining the existing knowledge base of students and provides the ‘essential knowledge’ that allows pupils to access the teaching material at more than a surface level.</p> <p>Enabling our PP children to know how it feels to excel from an equal starting point (Knowledge base) will lead to an increased sense of achievement and develop their self-esteem.</p>
<p>3. <b>Starting Points:</b> The starting point for EYFS children varies as children have had mixed experiences in early childhood.</p> <p>80% of current Key Stage 2 pupils met GLD</p> <p>30% of Pupil Premium pupils from current Key Stage 2 met GLD</p>	<p>Some children had a delayed start at nursery due to Covid 19 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.</p>
<p>4. <b>Vocabulary Acquisition:</b> Some children have reduced access to higher level vocabulary.</p> <p>Baseline data produced through Star Reader testing. Termly testing will provide progress data for analysis.</p>	<p>A reduction in recent years of the opportunities for conversation with a range of adults, has limited the development of children’s 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.</p>
<p>5. <b>Reading:</b> Progress in reading can be impacted by not reading at home.</p> <p><b>Attainment</b> (Data snapshot July ’22)</p> <p><b>Non FSM</b> EXP- 89% GDS- 41%</p> <p><b>FSM</b> EXP- 88% GDS- 24%</p>	<p>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.</p> <p>Successful interventions and a focus on reading has led to closing the gap in terms of achieving the expected level however the focus must now move to closing the gap at the greater depth level.</p>

<p><b>6. Writing:</b> Progress in writing can be impacted by not writing at home.</p> <p><b>Attainment</b> (Data snapshot July '22)</p> <p><b>Non FSM</b> EXP- 85%    GDS- 23%</p> <p><b>FSM</b> EXP- 88%    GDS- 6%</p>	<p>During the Covid Lockdown period writing was an area of the curriculum that families found very difficult to support. On returning to school this area of the curriculum was identified as a focus across the school and support put in place.</p> <p>The data snapshot from July identifies the impact of the support to enable children to achieve the expected level but clearly demonstrates the need to support FSM children to achieve greater depth.</p> <p>Exposure to a range of vocabulary; grammar and experiences will provide 'essential knowledge' and develop children's confidence which in turn will enhance their writing.</p>
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## 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 particularly at greater depth.	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, Talkboost and Language Link 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: £11,224

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> £1,033</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>	1,2,3,4,5,6
<p><b><i>Quality first teaching supported by IRIS coaching system</i></b> £1,786</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>	1,2,3,4,5,6
<p><b><i>Read Write Inc Training Portal</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 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</p>	1,2,3,4,5,6

	importance of high quality implementation. – Source EEF	
<b>Accelerated Reader</b> £6,155	The introduction of the Accelerated Reader scheme is based on there being strong evidence overall that AR improves reading for new pupils with weak reading skills and habits, and that it does so especially for those eligible for FSM. Using AR does not widen the gap between pupils designated as poor and the rest, and may well act to reduce it. The study found that children eligible for FSM who started Accelerated Reader in Year 4, on average, made one month additional progress in reading compared to children eligible for FSM in comparison schools – Source EEF.	1,2,3,4,5,6

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

Budgeted cost: £22,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Read Write Inc Resources</b> to support structured intervention for all pupils to close the gap in Early Reading £3,500	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	1,2,3,4,5,6
<b>Small group support for Communication and Language in Early Years (TalkBoost)</b> £6,255  <b>Language Link (Speech Screening Assessment)</b> £425 (Start-up) £275 (Ongoing)	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	1,2,3,4,5,6

	effects for children from disadvantaged backgrounds. Source EEF	
Reading and Writing Champion to support small group/ individual interventions to close the gap in reading and writing across the school. Pupils identified at progress meetings. £11,663	We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.	1,2,3,4,5,6

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

Budgeted cost: £12,859

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> £3,440	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>	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,	1, 2, 3

£7,799	and support young carers and their families - Carers Trust	
<b>Equal access to extra-curricular Opportunities – Clubs and Trips</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 (Fredricks, 2011) Students [ <i>who participate in extracurricular activities</i> ]have higher levels of self-confidence (Strapp & Farr, 2010) and resiliency (Fredricks & Eccles, 2008)	2, 3, 4

**Total budgeted cost: £ 46,201**



## Part B: Review of outcomes in the academic year 2021-22

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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

<b>Funding Received</b>	<b>£27,863</b>	<b>£23,356 PP and £2,610 Recovery Premium plus £1,897 brought forward (2020-21)</b>
<b>Talk for Writing</b>	<b>£1,210</b>	Through quality training, teachers have been enabled to teach writing using the Talk for Writing Strategies. Through the course of the year Talk for Writing has become embedded in school and this has led to improved outcomes for Pupil Premium children. 94% of children in receipt of pupil premium have made expected or higher progress in Writing.
<b>Quality first teaching supported by IRIS coaching system</b>	<b>£1,786</b>	IRIS enabled teachers to become more reflective of their teaching. In particular it gave them an awareness of which pupils were engaged and who wasn't at particular points of the lesson and to ask themselves- why that was and how best to support those pupils.  Reflective teachers enabled children to recover quickly from the effects of the pandemic period, so that by the end of 2021-22, almost every cohort, including PP children, has regained their prior attainment and most have surpassed their previous key stage attainment.
<b>Read Write Inc Training</b>	<b>£2,047</b>	The introduction of Read Write Inc as a Phonics programme required quality training to ensure high quality implementation. All Teaching and Learning staff have received the training and will continue with ongoing training to maintain consistency and high expectations.  In 2021-22, 93% of children in Year 1 reached the standard, including two out of three PP children.
<b>Read Write Inc Resources to support structured intervention for all pupils to close the gap in Early Reading</b>	<b>£7,040</b>	Investment in high quality reading materials to match the progression of the new Phonics scheme was vital to the success of all children, especially the most disadvantaged readers.

		In 2021-22, 93% of children in Year 1 reached the standard, including two out of three PP children.
<b>Small group support for Communication and Language in Early Years (TalkBoost)</b>	<b>£5,816</b>	Pupils who were not on target to meet GLD especially in the 'Communication and Language' area were targeted through the TalkBoost intervention. Two groups of four children took part in the intervention. In both groups, three out of four children achieved GLD.
<b>Third Space Maths Intervention to develop confidence and close the gaps</b>	<b>£1,980</b>	The online learning enabled pupils to build confidence in Maths. Pupils who were not making expected progress in Maths were identified to undertake the programme. At the end of the year this is their progress:  Year 4  <ul style="list-style-type: none"> <li>- 75% made at least expected progress</li> <li>- 100% made at least 5 steps progress.</li> </ul> Year 5  <ul style="list-style-type: none"> <li>- 86% made at least expected progress</li> <li>- 100% made at least 5 steps progress</li> </ul>
<b>ELSA provision to support social and emotional issues and develop confidence</b>	<b>£3,183</b>	Pupil voice supports the effectiveness of this provision to meet our children's needs:  <u>What was helpful and why?</u> <ul style="list-style-type: none"> <li>❖ How to be calm because when I am sad, worried or angry I can be relaxed</li> <li>❖ That if I was worried about anything I could tell you</li> <li>❖ Having a minute of silence because it calms me from the day</li> <li>❖ It makes you feel relaxed</li> <li>❖ If you have a bad day, you can calm down</li> <li>❖ If you are worrying, it will help you feel good and happy</li> <li>❖ It is fun</li> <li>❖ If you are feeling nervous you can talk and relax</li> <li>❖ It has made me feel calmer</li> </ul> One child whose family are receiving support from Children's Services explained, "School is my happy place."
<b>HSLW to liaise with families relating to Young Carer support, attendance issues and</b>	<b>£7,799</b>	The capability of the HSLW to liaise with families in and out of school enabled us to meet the safeguarding needs of our children. The HSLW completed Early Help Assessments when required and attended TAF meetings, enabling the most effective support to be identified and implemented for children.

<b>wider parenting / family support</b>		<p>The work of the HSLW worker with our children has enabled them to grow in confidence leading to improved concentration in their learning. This rapid recovery from the social and emotional impact of the pandemic is in part responsible for their strong academic recovery; by the end of 2021-22, almost every cohort, including PP children, has regained their prior attainment and most have surpassed their previous key stage attainment.</p> <p>The HSLW was able to support children by understanding their barriers to good attendance:</p> <p>Pupil 'A' struggling with attendance: Autumn Term= 86% Spring Term= 77% Summer Term= 91% (HSLW working with family)</p>
<b>Equal access to extracurricular Opportunities – Clubs and Trips</b>	<b>£1,348</b>	The aim was to enable PP children to access the full range of school activities. In 2021-22, pupils had support to access French, Theatre, Dance, Music and Football clubs. PP children were supported to attend trips including a first train ride, a trip to Hampton Court and support with the cost of the year 6 residential to the War Cemeteries in France.
<b>TOTAL</b>	<b>£32,209</b>	

### Attainment

In summer 2022, the Age Related Expectation Summary for disadvantaged pupils was as follows:

<b>18 pupils Pupil Premium</b>	<b>Below Expected</b>	<b>Expected or Above</b>	<b>Above Expected</b>
READING	22% (4)	78% (14)	22% (4)
WRITING	17% (3)	83% (15)	6% (1)
MATHS	11% (2)	89% (15)	22% (4)

<b>1 Service Pupils</b>	<b>Below Expected</b>	<b>On track to be expected</b>	<b>Above Expected</b>
READING	0%	0%	100% (1)
WRITING	0%	0%	100% (1)
MATHS	0%	0%	100% (1)

In summer 2022, progress data for disadvantaged pupils was as follows:

<b>Progress Pupil Premium Summer 2021 - Summer 2 2022</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Expected or above progress</b>	83% (15)	94% (17)	89% (16)
<b>Below expected progress</b>	17% (3)	6% (1)	11% (2)

<b>Progress Service Pupils Summer 2021 - Summer 2 2022</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Expected Progress or Above</b>	100% (1)	100% (1)	100% (1)