

Pupil Premium Strategy Statement 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	Divine Mercy RCPS
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	1.12.21
Date on which it will be reviewed	1.12.22
Statement authorised by	Governing Body
Pupil premium lead	Ann Walsh
Governor / Trustee lead	Glyn Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 277,683
Recovery premium funding allocation this academic year	£ 28,710
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

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Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception are lower for pupils eligible for PP than other pupils. This slows reading and writing progress in subsequent years.
2	Pupils eligible for PP are making less progress in R, W and M than Non-PP pupils.
3	Emotional issues for a small group of pupils (mostly eligible for PP) are having a detrimental effect on their academic progress.
4	Attendance rates for pupils eligible for PP are below the target for all pupils of 96%. In 2019 - 20 the attendance figure for the PP group was 95.3% (excluding Nursery pupils). This reduces their school hours and causes them to fall behind average.

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
Improve oral language skills for pupils eligible for PP in the Reception classes.	Pupils eligible for PP in Reception class make rapid progress by the end of Reception so that all pupils eligible for PP meet ARE in Communication and Language, Understanding, Speaking, Reading and Writing.
Higher rates of progress in all classes in Mathematics, Reading and Writing for PP eligible pupils.	Pupils eligible for PP make as much or better progress in Reading, Writing and Maths so that all PP eligible pupils meet the ARE.
Emotional issues of PP pupils addressed.	Reduced number of emotional outbursts recorded, leading to more focused pupils during lessons (no changes to recording practices on the CPOMs).
Increased attendance rates for pupils eligible for PP.	Monitor the number of persistent absentees among pupils eligible for PP to keep 10% or below.

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: £40,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS staff to receive refresher training and to provide quality feedback to develop oracy for all pupils (including high attaining) in EYFS / use Wellcomm / SCLN / Lego Therapy.	We want to invest some of the PP in longer term change which will help all pupils. Different evidence sources, e.g. EEF toolkit suggests high quality feedback is an effective way to improve attainment; Wellcomm, SCLN and Lego Therapy approaches have a proven effect to improve communication and oral skills.	1
Setting up Easy Peasy with N parents to support language development and concepts / access to online activities	DFE / EY2P network has recommended the programme / research shows that the improvement of GLD has risen by 2.2%	1

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

Budgeted cost: £234,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class support in English and Maths lessons for targeted pupils Additional "Fix it" sessions to target gaps in learning for small groups and individuals Comprehension lessons for PP pupils, including	Previous years' targeted teaching approaches led to reducing and in some areas closing the gap between PP pupils and Non PP NA.	2

higher attaining PP pupils.		
Daily reading support for targeted pupils		

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

Budgeted cost: **£38,485**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class teacher working together with Place 2 Be Councillors to support vulnerable pupils</p> <p>Place 2 be working closely with the families of the targeted pupils</p> <p>My Happy Mind Programme</p>	<p>Proven record of Place 2 Be to address emotional difficulties for primary school pupils / families</p> <p>Proven record of My Happy Mind programme for developing pupils and families wellbeing</p>	3
<p>Monitoring of each absence and following the school's robust attendance procedures for targeted pupils by the attendance officer, supported by SMT member of staff</p> <p>Targeted pupils to attend Breakfast Club</p>	<p>Previous years' success for these approaches.</p> <p>Previous years' success for these approaches</p>	4

Total budgeted cost: £ 312,701

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.

Please, note that during 2020-21 all planned actions and approaches could not be completed as planned due to National lockdown and school's bubble closures / isolation periods for COVID-19. Alternative initiatives were delivered with the committed resources.

Pupils eligible for PP in the Reception classes made good progress in comparison with their starting points so that pupils eligible for PP meet ARE in Communication and Language when staff were able to deliver the interventions face to face. However, due school closures for COVID-19, teachers continued to target pupils' learning gaps through Google classroom lessons where appropriate.

The approach has been successful - desired outcomes have been achieved with this approach in the previous academic years. EYFS staff will continue using these approaches, using Wellcomm and NELI and will focus on Reading and Writing interventions. EYFS staff found that Wellcomm provided an effective way to help parents to support pupils at home in a practical and targeted way. EYFS staff used various specific strategies from S&L Lead (FW). EYFS will continue using the PWP to improve talk for writing. Teachers continued to target pupils' learning gaps through Google Classroom lessons if pupils needed to isolate or during national lockdown.

Pupils eligible for PP in Y6 classes made good progress when staff were able to deliver the interventions face to face so that all pupils eligible for PP to meet ARE in Reading, Writing and Mathematics. However, due school closures for COVID-19, teachers continued to target pupils' learning gaps through Google classroom lessons. The approach was very successful - to continue to expand and focus on other year groups as well. The desired outcomes have been achieved with these approaches in the previous academic years.

Continue to review targeted pupils' progress and general trends at Pupil Progress Meetings. Continue to monitor all PP pupils progress during Pupil progress meetings / organise provision to support gaps in learning - Class Teachers and Phase Leaders. Teachers continued to target pupils' learning gaps through Google Classroom lessons if pupils needed to isolate or during national lockdown.

Place 2 Be support

Smaller number of behaviour incidents recorded on the CPOMs for targeted pupils. Place 2 Be continued to support pupils and families in face to face sessions and during National lockdown via phone calls and video meetings. Teachers continued to teach MyHappyMind lessons via Google classroom in school and online.

Improved attendance figures for targeted pupils - see Case Studies from Attendance Officer (SAO)

SAO follows the attendance procedures to improve attendance (examples, include Home visits).

Targeted pupils attended Breakfast Club regularly / improved attendance

Figures up to the end of Spring term before the National lockdown due to COVID-19.

Food vouchers have been posted to eligible families during lockdown.

Continue with these approaches.
The SAO is supported by SMT for attendance meetings with parents where appropriate.

Externally provided programmes - N/A

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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