

Pupil Premium Strategy Statement 2022-23

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	Divine Mercy RCPS
Number of pupils in school	471
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2025-26
Date this statement was published	1.12.22
Date on which it will be reviewed	1.12.23
Statement authorised by	Governing Body
Pupil Premium lead	Clare Campbell
Governor / Trustee lead	Eileen O'Sullivan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,115
Recovery premium funding allocation this academic year	£14,428
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	£295,543

Part A: Pupil premium strategy plan

Statement of intent

The school's intention is that all pupils (including high attainers) should make good progress and achieve their potential with high attainment in all areas of the curriculum, despite any challenges in their background.

All staff are responsible for the progress and attainment of the disadvantaged pupils in the school. Quality first teaching is offered to all pupils across the school with a focus on support to narrow and to close individual gaps in learning, including disadvantaged pupils.

The school is offering targeted support through the National Tutoring Programme for pupils whose education has been affected during school Covid-19 closures, this includes Pupil Premium pupils.

Teachers assess pupils' learning diagnostically and offer "fix-it" opportunities where concepts have been misunderstood, and/or "push-it" opportunities for higher attainers.

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 Early Years are lower for disadvantaged pupils than non-disadvantaged pupils. This slows reading and writing progress in the subsequent years. Phonics knowledge and application are lower for disadvantaged pupils than non-disadvantaged pupils. This slows reading progress in the subsequent years.
2	Disadvantaged pupils are making less progress in Reading, Writing and Mathematics than their non-disadvantaged peers.
3	Emotional / well-being issues for groups of pupils (mostly disadvantaged pupils) 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 the last three years: In 2019 - 20 the attendance figure for the PP group was 95.3% (excluding Nursery pupils). In 2021-22 the average attendance for the PP group was 92.88%. Persistence absence for Pupil Premium pupils is 22.6%.

	This reduces their school hours and causes them to fall behind.
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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
Improved oral language skills for pupils eligible for PP in the Reception classes.	Pupils eligible for PP in Reception classes make progress by the end of Reception so that most pupils eligible for PP meet age related expectations (ARE) in Communication and Language, Understanding, Speaking, Reading and Writing. Additional evidence: qualitative feedback, book scrutiny, formative assessment.
Improved phonics knowledge for pupils eligible for PP in the Reception classes.	Pupils eligible for PP in Reception classes make progress by the end of Reception so that most pupils eligible for PP meet ARE in Phonics and Reading outcomes.
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 than their non-disadvantaged peers. Most PP eligible pupils meet the ARE. (by the end of the period)
Emotional / well-being issues of PP pupils addressed.	Reduced number of emotional outbursts recorded on CPOMs. Qualitative feedback from teachers during Pupil Progress Meetings, examples include improved engagement in lessons.
Increased attendance rates for pupils eligible for PP.	Improved the attendance rates for all pupils eligible for Pupil Premium. Reduced the number of persistent absentees among pupils eligible for PP year on year to reach 10% or below (by the end of period)

Activity in this academic year

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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1
Setting up Easy Peasy with Nursery 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	1
Class teachers to deliver new phonics programme for a full academic year, including catch-up sessions targeting the PP and the low-attaining pupils	DFE validated Systematic Synthetic Phonics programme to ensure consistent approach in teaching Phonics Our experience is positive since the roll out of the programme is January 2022.	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
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<p>Class support (including testing) in English and Maths lessons for targeted pupils (Y1-Y6) Testing materials to be purchased</p>	<p>Previous years' targeted teaching approaches led to reducing and in some areas closing the gap between PP pupils and Non PP NA. In some cases the PP pupils exceeded their peers (for example Y6 reading attainment).</p>	<p>2</p>
<p>Additional "Fix it" sessions to target gaps in learning for small groups and individuals (Y1-6)</p>	<p>Previous years' targeted teaching approaches led to reducing and in some areas closing the gap between PP pupils and Non PP NA</p>	
<p>Additional "Push it" sessions to target higher attaining pupils (Y1-6)</p>	<p>Previous years' targeted teaching approaches led to enhancing pupils skills to attain higher levels</p>	
<p>Whole class Reading lessons and Literary Curriculum in Writing for PP pupils, including higher attaining PP pupils. (Y1-6)</p>	<p>Previous years' targeted reading lessons to classes and additional lessons to groups focused on teaching of reading gaps, (examples include inference and summarising skills, vocabulary extension), including disadvantaged pupils, supporting them to attain ARE In writing we are implementing Literary Curriculum to offer high quality resources and consistent and cohesive pedagogy.</p>	
<p>Daily reading support for targeted pupils (Y1-2)</p>	<p>Previous years' regular reading sessions offered to pupils increase the reading opportunities for targeted groups / individuals, including disadvantaged pupils, supporting them to attain ARE Catch up phonics sessions offered to pupils with gaps in phonics, including disadvantaged pupils</p>	

Daily phonics and catch up support for targeted pupils (Y1-2)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=Phonics%20approaches%20have%20been%20consistently,as%20they%20begin%20to%20read	
School-led tutoring in Years 4, 5 and 6 (National Tutoring programme)	Focus on gaps in learning in Reading, Writing and Mathematics for targeted groups of pupils (one-to-one and in small groups) EEF evidence	

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

Budgeted cost: **£38,485**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers working together with Place 2 Be Councillors to support vulnerable pupils Place 2 Be working closely with the families of the targeted pupils	Proven record of Place 2 Be to address emotional difficulties for pupils and / or parents	3
Monitoring of each absence and following the school's robust attendance procedures for targeted pupils by the attendance officer, supported by SMT members of staff Staff attended LA attendance training / to	DfE guidance followed: Improving school attendance for schools and local authorities https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4

develop and embed new procedures		
Targeted pupils to attend Breakfast Club	Previous years' success for this approach to engage targeted pupils / families	

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 2021 to 2022 academic year.

The assessment and attendance figures indicate that all pupils have been severely affected by the disruption in 2020-21 and figures have not fully recovered in 2021-22. Figures for disadvantaged pupils are worse on all metrics (vs their peers), and again these figures have not recovered from COVID-19 impact.

Without the Pupil premium planned initiatives, the figures in both attainment and attendance would have been significantly worse.

Despite severe disadvantages in home situations and other factors for many individual pupils, the difference in attendance statistics between PP group, and the whole school remained relatively small. There is year on year progress in the correct direction.

All PP pupils have made progress in comparison with their starting points. In 2021-22, the focus has been on catch-up on missed learning during the pandemic. Many pupils needed support with learning difficulties, family issues, mental health problems, a lack of confidence and being able to sustain their learning concentration for a full school day.

Qualitative feedback from staff is that the Little Wandle Phonics programme (introduced from January, 2022) is positive for children's progress. It is early to see a measured impact.

Targeted interventions in Reading and Mathematics for Year 6 pupils were particularly successful as the supported pupils (many of them disadvantaged pupils) made better than average progress from their starting points.

Class teachers in Year 4 and Year 5 have tutored PP targeted groups in their classes through the National Tutoring Programme (additional hours after school). Qualitative feedback from the teachers is that there has been individual benefit for many pupils.

The presence of a Learning Mentor in Year 3 has made it possible for additional phonics and reading interventions to take place in the Year 3 classes to address gaps in learning.

Continued to review targeted pupils' progress and general trends at Pupil Progress Meetings.

Continued 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 quality first teaching, group support and interventions.

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. (See Annual report from Place 2 Be).

Attendance

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

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

Targeted pupils attended Breakfast Club regularly / improved attendance

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?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.