

## 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	St Cecilia's Catholic Junior School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Philippa Agate Headteacher
Pupil premium lead	Suzanne Hurst Deputy Headteacher
Governor / Trustee lead	Liam Fogherty Chair of Governors/ lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,165
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,895

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils. These are evident across KS2 in general according to QLA of NFER data, which shows that in all year groups, pupils achieve less than 50% on the vocabulary content domain.
2	Assessments, observations and listening to pupils read suggests disadvantaged pupils generally have difficulties with phonics than their peers. This negatively impact their progress within reading across KS2. After completing Entry Assessments for RWI, 42% of Y5/Y6 who require Fresh Start phonics are disadvantaged and 50% receiving RWI phonics are disadvantaged.
3	A large proportion of our disadvantaged pupils have SEND. Internal assessment data indicates that in Reading, Writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. However, these gaps lessen significantly when PP pupils with SEND are disaggregated.
4	Our summative assessments and formative assessments indicate that many of disadvantaged pupils have been impacted by partial school closure to a greater extent than other pupils which is supported by national findings. 31% of our disadvantaged pupils had little or no engagement with remote learning and out of the 43 pupils in the whole school who had little or no engagement, 63% of these were disadvantaged. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, especially in reading, writing & maths
5	Teacher referrals for SEMH and/or behaviour support have increased during and since the pandemic. 10% of pupils (57% are disadvantaged) currently require additional support with SEMH needs and are receiving small group/1:1 support/interventions.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupil has been between 1-3% lower than for non-disadvantaged pupils. On average, 56% of disadvantaged pupils have been 'persistently absent' compared to 44% of their non-disadvantaged peers during that period. This is having a negative impact on the progress of disadvantaged pupils
7	Number of pupils with EAL on roll have increased from 5% in 2019, 2020 to 18% this academic year. 57% are below age-related expectations in Reading & Writing & 71% are below ARE in Maths. 60% require phonics intervention in order to be able to begin reading in English.

## 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 language skills and acquisition of vocabulary among disadvantaged pupils	The class average of the vocabulary content domain on NFER assessments improves. Disadvantaged pupils perform just as well to NPP pupils on vocabulary quizzes on Accelerated Reader. This data will be triangulated with other forms of evidence such as engagement in lessons, books looks and ongoing formative assessment.
Improved reading among disadvantaged pupils.	Improvement in phonics assessment from baseline entry data means less children require phonics intervention. KS2 reading outcomes in 2024/2025 show the gap between PP V NPP has closed.
Disadvantaged pupils with SEND make excellent progress from their starting points.	KS2 outcomes in 2024-2025 indicated SEND pupils who are disadvantaged make strong progress.
Improvement in attainment of age-related expectations in Reading, Writing and Maths by end of KS2 among disadvantaged pupils.	Disadvantaged achieve at least expected standard in Reading, Writing and Maths, fulfilling their potential. Pupils who are falling behind are identified and intervention strategies are agreed upon in Pupil progress Review Meetings and reviewed at a later date. Data will be analysed at the end of KS2 and PP Gaps and Trends analysed to evaluate the success of our assessment and curriculum strategies for pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 by: <ul style="list-style-type: none"> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>- Demonstrated in pupil voice, parent questionnaires and teacher observations.</li> </ul>
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils	Sustained high attendance from 2024/25 shown by: <ul style="list-style-type: none"> <li>- the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged</li> </ul>

	<p>pupils and their non-disadvantaged peers being reduced by 2%.</p> <ul style="list-style-type: none"> <li>- Reduce the number of persistent absentees among disadvantaged pupils.</li> <li>- PP attendance improves from 93.6% to be more in-line with National figures.</li> <li>- Further develop the role of attendance lead in school, by learning from good strategies of other schools within the network and CPD. Further engagement with our hard to reach parents. Review and add to current attendance &amp; punctuality incentives.</li> </ul>
<p>New pupils with EAL are supported and make good progress from their starting points.</p> <ul style="list-style-type: none"> <li>- develop an effective EAL admissions process</li> <li>- supporting EAL learners effectively in the classroom, particularly those with minimal English</li> </ul>	<p>All EAL pupils make good progress academically, including their language acquisition, along with ensuring that they settle into school life at St. Cecilia's. The new assessment system will allow them to access everyday learning in the classroom, regardless of their level of language.</p> <p>Teachers are fully equipped with the tools to assess and plan effectively to support the bespoke needs of EAL learners in their class, and staff know where to go for additional support and guidance if required.</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)

Budgeted cost: £51,001.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER standardised assessments Autumn and Summer term	Standardised tests are a reliable form of assessment and completing the Question Level attached provides reliable insights into the specific strengths and weaknesses of each pupils and cohorts to help ensure that they receive the correct additional support through interventions or teacher instruction. EEF address	1,3,4
Become part of the Local Authority's Vocabulary Project. Staff CPD to ensure all strategies are implemented and embedded effectively across the curriculum. Ensure vocabulary quizzes on Accelerated Reader are accessed regularly.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> EEF: 6+Months progress	1,3,4
Purchase Read, Write, Inc Phonics programme and implement across whole school for pupils who need it to secure stronger phonics teaching for all pupils.	Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> EEF: +5 Months progress	2,3,4
Reading, writing maths Continue to embed mastery learning in these subjects, identify misconceptions early and pupils who are beginning to fall behind and intervene as appropriate.	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic...Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed	1,3,4

Ensure all staff, especially new to school have quality CPD on mastery learning.	learning, or take longer to master new knowledge and skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a> EEF: 5+ Months progress	
Improve the quality of social and emotional learning. ** -Provide SEMH operational lead with quality CPD recommended by DFE -Creative play to stimulate imagination and encourage cooperation, independence, confidence, resilience and team work led by sports coach. -Planned enrichment activities planned to broaden experience.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5

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

Budgeted cost: £51,473.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Continue with Accelerated Reader/STAR Reader which allows pupils to take regular vocabulary quizzes to develop improve and monitor their vocabulary knowledge. -Purchase Reading Plus for Y6/5 pupils. -Implement vocabulary intervention for PP/PP+SEND/EAL pupils, prior to a new unit beginning, these pupils will learn the vocabulary, their definitions and meaning in context so they are familiar with these when lessons begin.	EEF: There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,3,4,

<p>Additional phonics sessions (RWI: Fast Track Phonics) targeted at disadvantaged pupils who require further phonics support (lowest 20% readers). These will be delivered by our Academic Mentor daily.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>
<p>Engaging with the national Tutoring Programme to provide a blend of mentoring (route 2) and school-led tutoring (route 3) for pupils whose education has been most impacted by the pandemic. Almost all the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>          EEF: 5+months progress 1:1 tuition          And small groups:          “Small group tuition has an average impact of four months’ additional progress over the course of a year.” EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2,3,4</p>
<p>PP+ pupils have the same opportunities as non PP pupils.           Access a range of in school and outside activities; uniform; trips, after school provision, learning resources including 1:1 tuition paid for as stated in pupil’s PEP</p>	<p>Pupil entitlement. PPP grant should be utilised to support each child’s individualised learning targets (as stated in their PEP), driven by priority and need.</p>	<p>4</p>
<p>Provide a homework club targeted at disadvantaged pupils led by HLTA</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>          EEF: 5+ months progress</p>	<p>3, 4</p>
<p>To improve levels of pupils’ self-esteem, engagement and aspirations of some PP pupils who require it through:</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p>	<p>5, 3, 4</p>



<p>Trailblazer; SEMH intervention with our Learning Mentor; Seedlings; Play Therapy; ADHD Foundation; OSSME; SEMH intervention with our Operational SEMH Lead</p> <p>Sports coach to provide interventions throughout the week for targeted pupils who need sensory breaks, brain breaks, develop skills of co-operation and raise self esteem.</p> <p>Sensory circuit every morning for pupils with ASD so ready to learn and sensory needs are met at the start of the school day.</p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p><b>PP pupils with SEND</b></p> <p>Implement the EEF's five recommendations to support inclusive teaching and learning and improve outcomes for pupils with SEND. CPD provided by The National College (all staff are members)</p> <p>19% of PP send pupils receiving maths school led tutoring.</p> <p>PP lead to work closely with SENDCo to ensure these pupils receive right provision for their needs.</p>	<p>The EEF advises that the attainment gap between pupils with SEND and their peers is twice as big as the gap between those eligible for free school meals and their peers, and also that pupils with SEND are more than twice as likely to be eligible for free school meals.</p> <p>The 5 recommendations are:</p> <ol style="list-style-type: none"> <li>1) Create a positive and supportive environment for all pupils.</li> <li>2) Build on ongoing, holistic understanding of your pupils &amp; their needs.</li> <li>3) Ensure all pupils have access to high quality teaching.</li> <li>4) Complement high quality teaching with carefully selected small group &amp; 1:11 interventions.</li> <li>5) Work effectively with TAs</li> </ol>	3
<p><b>EAL</b></p> <p>Invest in NASSEA assessment system and ensure all staff are trained in how to use this effectively, invest in EAL HUB online resource to support the above.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868209/English_proficiency_of_EAL_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868209/English_proficiency_of_EAL_pupils.pdf</a></p> <p>Pupils living in the least deprived areas are more likely to be assessed at a higher English proficiency level. 73% of pupils living in the least deprived decile were assessed as competent or fluent in English compared to only 59% of those in the most deprived decile.</p>	7

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

Budgeted cost: £18419.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed school's positive behaviour policy, ensuring quality CPD for staff for a consistent approach across the school.</p> <p>In addition to:</p> <p>Positive play and lunchtimes. Sports coach directed to organise and supervise team games to ensure incidents are limited on the yard and children enjoy their playtime.</p> <p>LM to take PP pupil x5 lunchtimes per week to reduce sensory anxieties</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>EEF: +4 Months</p>	<p>5</p>
<p><i>Attendance</i></p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Measured through weekly analysis of attendance information, half termly formal reviews and meetings with EWO fortnightly.</p> <p>Phone calls home for pupils not in a on daily basis. House visits are made by our Attendance officer when required.</p> <p>Magic Breakfast – hunger focussed provision all pupils get breakfast.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF : Magic Breakfast +2 A free universal before-school breakfast club. Improve attainment outcomes by increasing the number of children who ate a healthy breakfast.</p>	<p>6, 4, 3</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £ 120,895**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, virtual teaching online each day and providing all disadvantaged pupils with the technology resources to access this provision (including internet access for those who needed it).

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 95.11%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers although persistent absence 15.39% better than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

*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*

<b>Programme</b>	<b>Provider</b>
Accelerate Reader	Renaissance
Accelerated Maths	Renaissance
Reading Plus	Reading Solutions
Timetables Rockstars	Maths Circles Ltd
Spelling Frame	Spellingframe.co.uk
Spag.com	Spag.com
Phonics Bug Club	Pearson
Computing curriculum support	Hi Impact

## Service pupil premium funding (optional)

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

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

## 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.*

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity we are implementing that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Clubs include: dodgeball, multi-skills, dance, chess, baking, art, Spanish and computing. All activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Regular planned retrieval activities to help pupils recall and remember knowledge and show evidence of progress across all subjects.
- Embedding our positive behaviour policy and practices across the whole school by training new staff and providing regular CPD through whole school staff meeting to ensure a consistent approach. This will be frequently monitored and observed by SLT.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated activity undertaken in previous years and the degree of impact they had. We evaluated the impact of partial school closures on all pupils and examined the disadvantaged pupils closely. We identified 44 pupils who had little or no engagement during home learning and 66% of these were disadvantaged. We ensured these pupils attended catch up programme delivered in house during and after school. We monitored the impact during summer term standardised testing and analysed this data for gaps in knowledge. New catch up groups were formed as a result and disadvantaged pupils were tracked. These took place in the final term of Summer 2021 and intervention continued during new academic year for those pupils who still needed it.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.