

St Gildas' Junior School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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. Gildas' Catholic Junior School
Number of pupils in school	94 (50 Male / 44 Female)
Proportion (%) of pupil premium eligible pupils	18.09% (17 Children)
Academic year / years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	07/03/2024
Date on which it will be reviewed	Date new pupil premium funding is received
Statement authorised by	Peter O'Shannessy - Headteacher
Pupil premium lead	Louisa Pantelli - Deputy Head
Governor / Trustee lead	Frances Booker – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,920.00
Recovery premium funding allocation this academic year	£4,313.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At St Gildas' we recognise that disparity in wealth can cause a disadvantage for many in our community. Our objective is to reduce the gap between the educational outcomes of the disadvantaged and the non- disadvantaged.

The term 'disadvantaged':

Our objective at St Gildas is Equity for the disadvantaged, spending the PPG in a targeted in a manner to advantage those who are disadvantaged.

Studies already show that disadvantaged pupils are underachieving when compared to their non-disadvantaged peers. They also show that additional intervention for non-disadvantaged pupils will result in greater progress. Therefore, aiming for equality could potentially widen the gap between the advantaged and disadvantaged.

With an equitable, targeted approach, based on accurate assessments and clear gap analysis, the Federation will aim to identify children's needs. By using a pedagogically sound approach, with next step learning combined with clear and creative planning, and high-quality teaching, the disadvantaged pupils at St Gildas' will be advantaged by the Pupil Premium Grant Funding [PPGF] and will make sustainable and rapid progress.

We recognise that within the school grounds and during the school day, for many children this is the place their disadvantage is least evident. We recognise that to have the greatest impact for our children we will need to work closely in conjunction with the parents, carers and outside agencies to provide the best structured support possible. Our aim is to provide children with learning experiences which they potentially would not have access to due to their disadvantage.

At St Gildas we intend to have clear assessment structures which will identify the strengths and gaps of all pupils. Through a process of; Assess, Plan, Do, Review

- We will assess the pupils needs in consultation with parents
- We will create a bespoke one-page profile for each of the identified Pupil Premium children
- We will use the PPGF to put in place interventions which will support the children to make rapid and sustainable progress
- We will assess and monitor these interventions to ensure they are the most effective-with a baseline assessment and a final assessment, we will be able to monitor progress and begin the assess, plan, do, review process

The PPGF will be allocated to individual children and then a top slice will be taken to cover the cost of whole school input. The remainder will be used in a bespoke manner for each child in consultation with the child and parents/carers.

Our current pupil premium plan works towards ensuring the highest quality teaching and support in and out of classrooms, as well as access to excellent intervention and extra curricula opportunities. The objective of this support is to provide the best possible learning opportunities and in turn the best outcomes. Therefore, some PPG funds will be directed to CPD to ensure staff can provide the most effective support to the disadvantaged pupils.

Through the whole school assessment structure, disadvantaged children will be monitored as a specific group and Pupil progress meetings between teaching staff and SLT will allow for planning of appropriate interventions. Parent consultations will allow for parental input and additional meetings will be scheduled where the need is recognised.

The PPG will be used to create advantage for the disadvantaged by supplementing the financial cost of:

- Resources such as pens, pencils, stationery
- Uniform PE / School, Bags
- Educational Trips, Outings and Events
- Providing extra curricula clubs and activities
- Booster classes and potential tutoring

The school is very aware that the PPGF is not an infinite pot of funds and aims to ensure that it is used to the greatest effect for the benefit of the children identified by the school as disadvantaged. In addition, the school will aim to make links with appropriate outside support agencies either directly or by signposting the support for Parents and Carers.

At St Gildas' we recognise that "Disadvantaged" includes: pupils entitled to Free School Meals (FSM) and the Pupil Premium Grant (PPG) as well as LAC, PLAC and Children in care, those identified as EAL or supported by social services and those children in families that are "just about managing" Our Pupil Premium strategy aims to promote the best outcomes for all pupils identified as disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils have will appear in a range of the identified disadvantaged groups, i.e. FSM, PLAC, LAC, PP, SEND and EAL or have safeguarding needs and require additional targeted support. Increased mental health needs and social and emotional behaviour concerns across schools. <i>[Progress meetings with Parent carers, Possible counselling and play / art therapy pupil mentor and school buddy systems]</i>
2	Basic needs such as food, clothes uniform and study materials. <i>[Breakfast club, lunch, after school club, accessing local and national charities]</i>
3	Opportunities to experience extra curricula visits-a deprivation of potential cultural capital [funding / partial funding of school trips and experiences] <i>No child should ever be deprived a school-arranged experience due to financial reasons.</i>
4	Poor prior attainment of Disadvantaged pupils over the last two assessment cycles there is a need to find and fill gaps in learning <i>[Specific tracking and monitoring pf PPG child progress and attainment, Intervention groups, Booster classes]</i>
5	<i>Reduced school funding and increase staff cost has led to less adult support in class</i> <i>[Teacher and Teaching assistant time allocated to specific PP children support in class]</i>

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
<p>Early identification of need through a planned and consistent assessment schedule including both formative and summative assessments.</p> <p>Evidence-based interventions Adaptive teaching built on robust planning and informed by ongoing assessment. "Assess, Plan, Do Review" model.</p> <p>Gap Analysis for targeted support</p> <p>Pupil Progress Monitoring</p> <p>Consistent assessment language across the school</p>	<ul style="list-style-type: none"> • Attainment at least in line with national figures • CPD on High Quality Teaching and what it looks likes and includes • Robust assessment at the start of Autumn term to accurately identify gaps in children's learning and to plan for a successful programme of intervention to close the gaps – all teachers to be clear on who is eligible for PP funding and clearly target those • Monitor closely those pupils who experience multi-disadvantage and ensure needs are met through a range of differentiation and intervention • Regular monitoring of planning, books and lessons will ensure that assessment data is

	<p>being employed to identify and plan for PP children</p> <ul style="list-style-type: none"> • Performance management targets for all teachers to accelerate progress for children, particular emphasis on achievement of the those in receipt of PP funding or are known to be disadvantaged.
Pupils to have personal One Page profiles with half termly review of plans	<ul style="list-style-type: none"> • Bespoke Pupil profiles for children identified as being Disadvantaged to help identify needs and bespoke support both inside and outside of school support outside
<p>Support staff with ELSA qualification to support Disadvantaged children with Emotional regulation.</p> <p>ELSA trained staff to train other members of staff in the ELSA practices to use within the classroom setting</p>	<ul style="list-style-type: none"> • More resilient children with a positive outlook and self-esteem. • ELSA Intervention specifically targeting PP children with social/emotional needs • More children supported by ELSA programme • Greater emotional literacy and more resilient mental health for children.
<p>Pupil review meetings termly to monitor progress and discuss potential interventions.</p> <p>All interventions to be based on data and gap analysis.</p> <p>All support to be targeted with an initial assessment and a final assessment to monitor effectiveness and progress.</p> <p>All interventions to be reviewed on a 6 to 10-week cycle.</p>	<ul style="list-style-type: none"> • Additional needs met through a programme of targeted intervention and support with particular attention paid to PP children who are not at ARE
<p>Staff meeting agenda item focusing on the progress of Pupil Premium pupils.</p> <p>Adaptive teaching CPD and sharing of Good practice in staff meetings.</p> <p>Monitoring of different curriculum area lessons, planning and learning environments to ensure Adaptive teaching is being employed across the curriculum support the access and progress of disadvantaged pupils</p>	<ul style="list-style-type: none"> • Challenge observed in lesson observations and 'drop-ins' • Impact of teacher feedback is evident in children's work (Book Looks pupil voice planning monitoring lesson drop-ins Walkthrus) • Clear feedback for PP children to ensure that they are addressing misconceptions and levelling up their work
Personal one-page plan for all children identified as disadvantaged. The plan will allow a better understanding of the child's strengths and ambitions. Plans will be created with the support of the children staff and families	<ul style="list-style-type: none"> • Plans that can be updated annually to not children's perceived strength and areas to develop working conjunction with ELSA children will display greater confidence and resilience.

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: £30,000

Challenge number	Detail of challenge
1	Many pupils have multi-disadvantage, i.e. are PP, SEND and EAL or have safeguarding needs and require additional targeted support. Increased mental health needs and social and emotional behaviour concerns across schools.
2	The effect of the Covid lock down and children not be able to attend school is still evident. Studies have shown that disadvantaged children were disproportionately negatively affected by the lockdown including those included in PP, FSM, SEND, LAC PLAC and EAL.
3	Opportunities to experience extra curricula visits a deprivation of potential cultural capital
4	Poor prior attainment of Disadvantaged pupils over the last two assessment cycles
5	Reduced school funding and increase staff cost calls for highly targeted interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of need through a planned and consistent assessment schedule. Including both formative and summative assessments.</p> <p><i>*Baseline assessment in September in all classes</i></p> <p><i>Half termly data drops with Analysis of Key Groups. *Whole school CPD focusing on strong assessment to identify gaps and plan accordingly</i></p>	<p>School in year data drops termly</p> <p>Data analysis</p> <p>Class Profiles</p> <p>EEF Guide to the Pupil Premium states that “ensuring an effective teacher is in front of every class and that every teacher is supported to keep on improving is the key ingredient of a successful school”</p> <p>FFT Aspire is an evidenced-based programme with an extensive data base across the whole country</p> <p>Greater engagement of PP parents which has previously been identified as lower than the non-PP parents</p>	<p>1,4</p> <p>1 2 3 4</p> <p>1,2,3,4</p>

<p>Monitoring of Teaching and environments</p> <hr/> <p><i>Term Pupil Progress meetings focus on key groups including disadvantaged</i></p> <hr/> <p>Development of the leadership and monitoring structure including data analysis</p> <hr/> <p>CPD on METACOGITION</p> <hr/> <p>CPD on Adaptive teaching Techniques in staff meetings</p> <hr/> <p>Gap Analysis for targeted support</p> <hr/> <p><u>Focus on Pupil voice</u> Pupils to have personal One Page profiles with half termly reviews</p> <hr/>	<p>Plans to be discussed at Parent teacher consultations</p> <p>Research show if students and teachers are more aware of the way we learn then it is easier to identify both barriers and create more successful learning environments</p> <hr/> <p>Disadvantage occurs to a greater extent outside the school walls therefore for school to address the needs they need to have the conversation with the parents and carers of the children. This support could be financial or in the form of putting the family in touch with local support groups or local authority Early Help</p> <hr/> <p>Research is clear that quality of leadership and teaching are two of the key drivers in raising progress and attainment</p> <hr/> <p>EEF Teaching and Learning toolkit - <i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</i></p> <hr/> <p>The ways the lesson can adapt based on the learner's performance. For example: Real-time Feedback: Offer appropriate help when it is needed most, e.g. hints based on a shown misconception (as if students are being guided by a tutor looking over their shoulder).</p> <hr/> <p>Gap Analysis is a performance management tool used to identify and assess the gaps between current and desired performance levels.</p> <hr/> <p>A personalised bespoke approach for each child's different needs [what people appreciate about me, what's important to me and how best to support me.]</p> <hr/>	<hr/> <p>1,2,3,4</p> <hr/> <hr/> <hr/>
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Introduction of FFT Aspire as a tracking system Parent /Carer cooperative approach allowing for Parent carer voice	Consistent assessment language across the school <i>Check in phone calls and specific meetings with Pupil Premium FSM parents with the head teacher to identify any support that could improve academic out come in the home setting</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher to carry out targeted intervention work that narrows the gap in attainment and progress</i>	EEF Teaching and Learning toolkit- “One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum	1,2,3,4

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Release time for ELSA staff to work directly with pupils across the school on one to one, small group and whole class – ELSA practitioners to support</i>	EEF Teaching and Learning tool kit “SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”	1,2,3,4

<i>other staff members to embed SEL strategies to support learners across all key stages</i>		
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Total budgeted cost: £ 37,980

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 2023 academic year.

With a change of approximately 50% of the Teaching Staff and 100% of the SLT at the beginning of this academic year Sept 2023 it has made it difficult to assess the impact of the 3-year plan. On analysis of the end of academic year data for 2023; there is still a significant gap between the achievement and progress of disadvantaged pupils and their non-disadvantaged peers.

Unfortunately, some children on the data entry tracking system had be inaccurately identified in certain groups which made the data less reliable for analysis.

While reflecting on this data we must consider the effect of the COVID lock down where disadvantaged children were even more disproportionately negatively affected.

