

St. Ethelbert's RCP - 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. Ethelbert's RCP, Bolton
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2020/2021 2021/2022
Date this statement was published	16 th September 2021
Date on which it will be reviewed	15 th September 2022
Statement authorised by	Mandy Messham
Pupil premium lead	Mandy Messham
Governor / Trustee lead	Joe Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,700
Recovery premium funding allocation this academic year	£15,942
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	£99,642

Part A: Pupil premium strategy plan

Statement of intent

St. Ethelbert's RCP allocates its PPG funding to ensure that targeted pupils reach their full potential, both academically and socially. The school aims to raise the attainment and accelerate the progress of all disadvantaged pupils so that their outcomes are at least in line with their peers, both within our own school and in comparison to similar children nationally. We aim to ensure that all pupils are given the same opportunities to develop their potential and participate in extra-curricular activities both in and outside of school.

Challenges

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

Challenge number	Detail of challenge
1	A very high proportion of children enter school with communication and language skills which are well below or below age-related expectation.
2	Although they make progress, very few of our disadvantaged pupils make <u>rapid</u> progress. There are a small number of children with social and emotional difficulties, who lack confidence or stamina for learning.
3	In 2020/2021, as with all pupils, those in receipt of PPG were severely disadvantaged by the national lockdown and with numerous class bubble closures. (Actual attendance in school ranged from 56-72%) Although most accessed remote education or in-school provision, by the end of the academic year, many pupils were still below where they should be, based on prior attainment.
4	Some disadvantaged pupils do not have access to support at home, either due to poor home conditions or difficult family circumstances; this has a negative impact on their progress.

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 Nursery & Reception and for targeted pupils in Y1, 2 & 3 and all International New Arrivals (KS1 & KS2)	All pupils eligible for PPG in Nursery & Reception will make rapid progress so that by July 2022, at least 50% of this group will achieve age-related expectations. All targeted pupils in Y1, Y2 and Y3 will catch up due to accelerated progress and will

<p>Measured through: Outcomes from: Communication & Language assessments (e.g. Wellcom); observations; test outcomes in reading; writing assessments (Y1, 2, 3)</p>	<p>achieve the standards they were working at prior to lockdown. All INAs will make good progress based on their different starting points.</p>
<p>Through effectively addressing regression in learning following last year's disruption, the attainment of pupils eligible for PPG will be at least in line with previous levels.</p> <p>Measured through: Assessment of achievement – test scores; assessment of work against year group criteria; observations; pupil interviews</p>	<p>By July 2022, all disadvantaged pupils will make good progress from their pre-lockdown starting points as a result of highly effective teaching and intervention strategies. They will catch up in their learning and will achieve their expected targets by the end of the academic year. End of KS2 progress data for PP children will compare favourably with 2022 national benchmarks.</p>
<p>Increase the proportion of disadvantaged pupils who receive additional support both in and out of school, so that progress is accelerated.</p> <p>Measured through: Assessment of achievement – test scores; assessment of work against year group criteria; observations; pupil interviews</p>	<p>In 2021/2022, targeted disadvantaged pupils will have access to 1:1 / small group tuition, as part of the Government scheme, in addition to whole cohort catch-up and other interventions.</p>
<p>Pupils will have access to a wide range of experiences in the form of visits and visitors and other extra-curricular activities, which will have a positive impact on achievement.</p> <p>Measured through: Visits & visitor records; outcomes from communication & language assessments; assessment of reading & writing; pupil interviews</p>	<p>By July 2022, following high quality experiences both in and out of school, all pupils eligible for PP will improve their ability to speak and communicate; they will use and understand a wider vocabulary; they will be able to write at length about the experiences they have had.</p> <p>All PP children will make at least sufficient progress in writing, with at least 25% making stronger progress</p>
<p>Increased attendance rates and levels of good punctuality for targeted pupils eligible for PP.</p> <p>Measured through: half termly analysis of attendance data</p>	<p>By July 2022, overall PP attendance will improve to at least 96% in line with other pupils. The number of lates for PP pupils will decrease by 20% by the end of the year and will compare favourably with other pupils.</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: £ 55,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve oral language skills for pupils eligible for	We want to identify those children who potentially have speech and language	1

<p>PP in Nursery, Reception & Y1 class.</p> <p>Revisit staff training on Communication & Language strategies (ELKLAN; Wellcomm assessment materials: Nursery & Reception Narrative; Sign Along; Bolton Speech & Language Toolkit</p>	<p>difficulties as early as possible so that future provision, including interventions, can be shaped appropriately. Therefore, all children in EYFS will be assessed by the staff and then targeted intervention put in place for identified children. The resources will also be used as a general teaching resource, where appropriate.</p> <p>EEF findings indicate that oral language approaches have a high impact on pupils' outcomes of 6 months additional progress.</p>	<p>2 3 4</p>
<p>Raise the attainment of pupils eligible for PPG through high quality first teaching through:</p> <p>Provision of high quality CPD in reading, phonics, writing & maths for KS1 & KS2 teachers</p> <p>Deployment of an additional part-time teacher in upper KS2</p> <p>Deployment of additional TAs in EYFS, Y3 & Y4</p>	<p>We want to ensure that all pupils, including those eligible for PP, make at least sufficient progress based on their starting points, with an increasing proportion making strong progress and exceeding their expected end of year targets.</p> <p>Through the provision of high quality CPD for all staff, particularly in the key areas of reading, writing, phonics and maths, we aim to develop a greater consistency in the quality of teaching and the approaches used across school (for example, providing feedback to pupils). CPD provision will be shaped by the priorities in the SDP; wherever possible, multiple staff will attend training together to facilitate discussion, encourage collaboration in school and to develop a shared understanding of progression.</p> <p>EEF findings indicate that the use of good quality feedback, particularly verbal feedback, can increase progress by 7 months. Other approaches, such as Mastery Learning (+5 months); phonics (+ 5 months) and the teaching of reading comprehension strategies (+6 months) can all have a high impact on learning.</p> <p>The deployment of an experienced part-time teacher will lower the pupil: teacher ratio in Y5 / Y6; small group provision can be more closely aligned to the needs of groups and individuals, including those in receipt of PP.</p> <p>The EEF Toolkit recommends that the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.</p>	<p>1 2 3 4</p>

	<p>Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities.</p> <p>EEF findings indicate that small group tuition, particularly when focussing on particular needs, can make a difference of 4 months progress over the school year.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 38,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve oral language skills for pupils eligible for PP in Nursery & Reception and for targeted pupils in Y1, 2 & 3 through the high quality delivery of Communication & Language strategies & interventions (ELKLAN; Wellcomm assessment materials: Nursery & Reception Narrative; Sign Along; Bolton Speech & Language Toolkit</p>	<p>We want to identify those children who potentially have speech and language difficulties as early as possible so that future provision, including interventions, can be shaped appropriately. Therefore, all children in EYFS will be assessed by the staff and then targeted intervention put in place for identified children. The resources will also be used as a general teaching resource, where appropriate.</p> <p>EEF findings indicate that oral language approaches have a high impact on pupils' outcomes of 6 months additional progress.</p>	<p>1 2 3 4</p>
<p>Daily language provision for targeted EAL pupils (Y2-6) will be extended so that pupils at an early stage of learning English (particularly INAs) will make rapid progress and will be able to access the curriculum. Materials and strategies will be used as a basis for planned interventions for targeted pupils in Years 3 and 4.</p> <p>Specific morning interventions will be provided for those pupils at an early stage</p>	<p>EEF findings indicate the following rates of success:</p> <ul style="list-style-type: none"> • Oral language interventions - +6 months progress • Small group tuition - +4 months progress • TA interventions - +4 months progress 	<p>1 2 3 4</p>

of learning English, particularly INAs – a TA will deliver this provision		
Targeted interventions for pupils in Years 1-6, delivered by TAs. These will include: <ul style="list-style-type: none"> • 1:1 reading • Reading Recovery • Maths – pre-teach/ small group recap • Tables recall • Additional phonics • IDL 	EEF findings indicate the following rates of success: <ul style="list-style-type: none"> • Small group tuition - +4 months progress • TA interventions - +4 months progress • Phonics + 5 months progress • One to one tuition - + 5 months progress • Individualised instruction - +4 months progress 	1 2 3 4
In the Spring term 2022, targeted Y6 pupils will have access to a tutoring programme. (1:3)	EEF findings indicate that small group tuition can have a medium impact of 4 months additional progress.	1 2 3 4

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor meetings for targeted pupils Provision of model lessons / workshops / guidance for all parents, but particularly the disadvantaged, in supporting learning at home	EEF findings indicate that engaging parents can have a medium impact on children's progress by up to 4 months. The greatest success will be engaging parents of the youngest children.	4
Pupils will have access to a wide range of experiences in the form of visits and visitors and other extra-curricular activities, which will have a positive impact on achievement.	By subsidising extra-curricular activities, the school will ensure that all children will have access to a range of experiences.	4

Total budgeted cost: £ 99,642

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.

Due to the national lockdown and the high incidents of bubble closures in school, many disadvantaged children still need further support to catch up in their learning. At the end of 2020/2021, the attainment and progress of pupils eligible for PPG was as follows:

Year 1 (9 pupils)	Reading	Writing	Maths
Working well below Y1 objectives	22%	22%	0%
Achieved Expected Standard for previous year group	0%	0%	22%
Working towards Y1 objectives	44%	44%	44%
Achieved Expected Standard in Y1 objectives	33%	33%	33%
Made expected progress	67%	22%	44%
Made better than expected progress	33%	78%	56%

Year 2 (8 pupils)	Reading	Writing	Maths
Working well below Y2 objectives	38%	38%	38%
Achieved Expected Standard for previous year group	0%	0%	0%

Working towards Y2 objectives	25%	25%	25%
Achieved Expected Standard in Y2 objectives	38%	38%	25%
Made better than expected progress	63%	50%	60%

Year 3 (6 pupils)	Reading	Writing	Maths
Working well below Y3 objectives	67%	67%	50%
Achieved Expected Standard for previous year group	17%	33%	17%
Working towards Y3 objectives	17%	0%	33%
Achieved Expected Standard in Y3 objectives	0%	0%	0%
Made expected progress	50%	50%	50%
Made better than expected progress	50%	50%	50%

Year 4 (10 pupils)	Reading	Writing	Maths
Working well below Y4 objectives	10%	40%	10%
Achieved Expected Standard for previous year group	0%	0%	0%
Working towards Y4 objectives	10%	20%	20%

Achieved Expected Standard in Y4 objectives	40%	20%	50%
Achieved Greater Depth Standard in Y4 objectives	10%	0%	20%
Made expected progress	0%	10%	0%
Made better than expected progress	100%	90%	100%

Year 5 (10 pupils)	Reading	Writing	Maths
Working well below Y5 objectives	10%	50%	10%
Achieved Expected Standard for previous year group	40%	10%	30%
Working towards Y5 objectives	30%	20%	30%
Achieved Expected Standard in Y5 objectives	20%	10%	20%
Achieved Greater Depth Standard in Y5 objectives	10%	10%	10%
Made expected progress	80%	80%	70%
Made better than expected progress	20%	20%	30%

Year 6 (13 pupils)	Reading	Writing	Maths
Working well below Y6 objectives	0%	0%	0%

Achieved Expected Standard for previous year group	0%	0%	0%
Working towards Y6 objectives	23%	62%	46%
Achieved Expected Standard in Y6 objectives	62%	38%	53%
Achieved Greater Depth Standard in Y6 objectives	15%	0%	0%
Made expected progress	15%	15%	31%
Made better than expected progress	85%	85%	69%

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

Programme	Provider
None purchased in the last academic year	

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?	Reading Recovery intervention (daily 1:1 with a TA)
What was the impact of that spending on service pupil premium eligible pupils?	Moved from WT Y2 objectives to WT Y3 objectives by the end of the year – almost caught up and would have done without the disruption of Covid-related absence