

Pupil premium and recovery fund strategy statement

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 | St Malachy's RC primary School |
| Number of pupils in school | 234 |
| Proportion (%) of pupil premium eligible pupils | 54.7 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | November 2023 |
| Pupil premium lead | Janine Parker Headteacher |
| Governor / Trustee lead | Christine Robinson, Chair |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £145,370 |
| Recovery premium funding allocation this academic year | £14,790 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £160,160 |

Part A: Pupil premium strategy plan

Statement of intent

At St Malachy's RC Primary our intention is that all children are supported to be confident, independent and achieve their full God given. We strive for all of our children to achieve, however, some of our children encounter barriers to their learning. The barriers to learning which some of our vulnerable children face include: less support at home, English as an additional language, lack of confidence and academic aspirations, lack of resources at home to support learning and those who come from deprived areas or families.

We also have some children who need extra nurturing and encouragement in school in order to achieve their full potential. Our ultimate objectives are:

- To narrow the gap between disadvantaged and non-disadvantaged pupils.
- To provide a vocabulary rich environment which boosts the communication and language skills of all pupils.
- To support our pupil's health and wellbeing to ensure they are equipped to access their learning.
- To raise aspirations across the school by increasing pupil experiences, broaden their thinking and develop imaginations by bringing the curriculum to life.
- To offers support to those families who are challenged by hardship, SEMH issues or other barrier which prevent them from providing their children with the opportunities to flourish in school.

We aim to do this through:

- Providing high quality teaching which meets the needs of all pupils.
- Ensuring that high quality tuition is planned and delivered to those children who need extra support
- Ensuring that appropriate provision is made for pupils who belong to vulnerable or disadvantaged groups.
- Providing opportunities for the children to benefit from real life experiences.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to challenge the more able children as well as those who need more support.
- Support payments for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and SEMH support for those children and their families who have been negatively affected by the pandemic.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Poor early speech and language development. Some of our disadvantaged pupils do not have the same experiences as their peers. This can then cause the children to be behind in terms of their vocabulary development and imagination skills. Many children do not have the life experiences needed in order to access some parts of the curriculum effectively. |
| 2. | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 3 | Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 5 | Following the pandemic we have seen an increase in the number of children and parents presenting with Social, Emotional and Mental health issues. These findings have also been supported by national studies. Disruptive behaviour, interaction with peers, independence and adjusting back into routines are some of the areas in which the children have struggled. Vulnerable pupils and families with social and emotional issues have been identified. |
| 6 | Attendance and punctuality issues is a barrier to learning with a small minority of parents less motivated in ensuring their child receives their full educational entitlement. |
| 7 | Social wellbeing of children has been affected by the last couple of years as they have missed out on a wide range of activities which would support them to become more socially well rounded. Now that these are more accessible, it would be beneficial for as many children to take part as possible |

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 and vocabulary among disadvantaged pupils. Oral language in | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, |

| | |
|--|--|
| EYFS is significantly lower than those nationally impacting on reading, writing and maths attainment at the end of EYFS).. | including engagement in lessons, book scrutiny and ongoing formative assessment. Pupils in Early Years make rapid progress so that they attain a good level of development. (GLD) |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes for disadvantaged pupils show that: <ul style="list-style-type: none"> • Disadvantaged pupils close the gap on non disadvantaged pupils • An increasing number of pupils achieve or exceed the national average.. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 Maths outcomes for disadvantaged pupils show that: <ul style="list-style-type: none"> • Disadvantaged pupils close the gap on non disadvantaged pupils • An increasing number of pupils achieve or exceed the national average. |
| Improved writing attainment for disadvantaged pupils at the end of KS2. | KS2 writing outcomes for disadvantaged pupils show that: <ul style="list-style-type: none"> • Disadvantaged pupils close the gap on non disadvantaged pupils • An increasing number of pupils achieve or exceed the national average. |
| To achieve and sustain improved wellbeing, behaviour and mental health for all pupils in our school particularly our most vulnerable children. | The children in our school are happy and enthusiastic learners. They apply themselves to their full potential and embrace opportunities provided by the school. We can measure this by; <ul style="list-style-type: none"> • Pupil/ Parent questionnaires collected. • Pupil Progress meeting discussions • Reduced number of behaviour/SEMH incidents recorded on CPOMS |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Attendance figures increasing year on year with the overall absence percentage of 2024/25 returning to national average or above. The percentage of pupils being persistently absent falls below national average. |

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: **£20,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| New staff in EYFS trained in Nuffield Early Language Intervention (NELI) programme in EYFS. | This targeted intervention will support those children who are entering school with lower than expected communication and language skills to make rapid progress, with an aim to achieve expected in communication and language by the end of the EYFS. NELI Impact | 1 |
| Quality first, precise, effective teaching, particularly targeting training staff in the new EYFS framework. | Having consistent understanding and use of new EYFS framework and freedom to spend more time on 1:1 conversations will support all children to achieve their potential in a language rich environment. Discussions and training will support all staff to ensure this is being embedded across the curriculum. | 1 |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 2, 3 and 4 |
| Continue to embedding metacognitive approaches to teaching across all classes through the development of Kagan Strategies and thinking maps. We will fund ongoing teacher training and release time. | There is a strong evidence base that suggests the use of metacognitive strategies within the classroom – getting pupils to think about their own learning – can be worth an equivalent +7 months EEF Metacognition and Self Regulated Learning Co-operative Learning Thinking Schools | 2,3 and 4 |

| | | |
|---|--|----------------|
| <p>New staff to be trained in RWI phonics and supplementary resources purchased to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | <p>2</p> |
| <p>Enhancement of our writing teaching. We will fund teacher release time to work alongside a literacy consultant to support writing moderation. Fund writing CPD for teachers utilising EEF guidance.</p> | <p>KS2 Improving Literacy KS1 Improving Literacy</p> | <p>4</p> |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>3 and 4</p> |

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

Budgeted cost: **£50,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>All EYFS pupils have been screened for Language Development Delay and pupils requiring additional support identified.</p> <p>Pupils identified as having additional needs referred to S&L Therapist and planned programme delivered.</p> <p>Elklan intervention successfully ran with pupils within school identified as requiring additional support.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
| <p>To engage 2 teachers and one HLTA to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2 and 3 |
| <p>TA's to deliver Literacy Pathway writing Intervention to identified pupils,</p> | <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 4 |

| | | |
|---|--|----------------|
| <p>Early Bird Literacy, phonics and Maths Intervention. Targeted before school provision for identified PP pupils who are making less than expected progress in maths or reading.</p> | <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>2 and 3</p> |
|---|--|----------------|

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

Budgeted cost: **£90,160**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Play therapist to work alongside our vulnerable pupils and parents.</p> | <p>EEF – working with parents to support children’s learning suggests that Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from their Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Working with parents</p> | <p>5</p> |
| <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve purchasing an SLA from the LA and release time for staff training and to develop and implement new procedures.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> | <p>6</p> |
| <p>To provide enrichment opportunities to all classes and residential trips for KS2 pupils to support SEMH and raise aspirations.</p> | <p>EEF – Teaching toolkit Although there’s no statutory requirement for schools to provide enrichment opportunities, it’s encouraged by the Department for Education.</p> | <p>5</p> |

| | | |
|---|---|---------------|
| | <p>Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research shows All children benefit from enrichment, but especially more able pupils as it allows them to look at subjects in more depth, and give them opportunities to explore and use their imagination. As well as children from disadvantaged backgrounds who benefit from experiences and activities that they may not get out of school..</p> <p>Enrichment</p> | |
| <p>Pastoral Leader (SENCO / Safe-guarding/ Behaviour) 0.4 non-teaching commitment</p> <p>time to work with vulnerable children and families across school. Monitors behavioural incidents and identifies any training/ intervention needs. Plans personalised programmes for pupils with SEN / EHCP / SEMH.</p> | <p>Behaviour in schools</p> <p>SEN Needs in Mainstream School</p> <p>EEF</p> | 1,2,3,4,5,6 |
| <p>Invest in external specialist provision within music and art to reengage pupils and offer a wider creative and cultural experience.</p> | <p>EEF Guidance Arts Participation</p> <p>International research - evidence for the value of the arts</p> | 2,3,4,5 and 6 |

Total budgeted cost: £160,160

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.

| EYFS GLD National | St Malachy's all Pupils | Disadvantaged | |
|---|-------------------------|-------------------------|---------------|
| 65.2% | 66.7% | 71.4% | |
| <p>This was based on a cohort of 21 pupils with 7 pupils being classed as disadvantaged. All pupils achieved above the national average and pupil premium pupils achieving higher outcomes than their non-disadvantaged peers. This demonstrates that strategies used had a positive impact on outcomes for disadvantaged pupils.</p> | | | |
| Key stage 1 Outcomes | | | |
| | National | St Malachy's all Pupils | Disadvantaged |
| Reading | 67% | 65.5% | 73.3% |
| Writing | 57.6% | 62.1% | 73.3% |
| Maths | 67.7% | 62.1% | 66.7% |
| <p>Whilst KS1 results were above national in writing and broadly in line in reading and maths our disadvantaged pupils achieved above national average in reading and writing and in line in maths demonstrating successful PP intervention.</p> | | | |
| Key stage 2 Outcomes | | | |
| | National | St Malachy's all Pupils | Disadvantaged |
| GPS | 74% | 80% | |
| Reading | 76% | 84% | 83.3% |
| Writing | 70% | 76% | 83.3% |
| Maths | 73% | 84% | 83.3% |
| RWM | 59% | 68% | 66.7% |
| <p>At KS2 disadvantaged children achieved above the national averages in all areas again demonstrating successful PP intervention.</p> | | | |

Attendance

| | National | St Malachy's All pupils | Disadvantaged Pupils |
|-------------------------------|----------|-------------------------|----------------------|
| Overall absence | 6.20% | 4.49% | 5.65% |
| Unauthorised absence | 1.20% | 1.03% | Not known |
| 10% Persistent Absence | 18.30% | 14.37% | 21.05% |

Our overall school absence rates compared favourably to national for all pupils including our disadvantaged pupils however our attendance is still below pre pandemic levels and continues to remain a focus of our Pupil Premium Strategy. A particular area of focus is persistent absenteeism.

Externally provided programmes

| Programme | Provider |
|--------------------------------------|-----------------------------|
| Nuffield Early Language Intervention | Nuffield Trust |
| Lexia | Lexia Learning |
| First Class at Number / Numbersense | Every Child Counts Edgehill |
| Mastering Number | NCETM |

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy 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.