



ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL

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 Dominic's Catholic Primary
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governing Body
Pupil premium lead	Deirdre Finan
Governor / Trustee lead	Wayne Brennan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 216,060
Recovery premium funding allocation this academic year	£17,617
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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	£233,677



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Statement of intent

Principles

- We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil Premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading. Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
2	Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
3	Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.
4	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school, particularly at higher standard.
5	Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.
6	Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
7	Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.
8	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.



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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. PPG funding is used to part fund key interventions for vulnerable children and priority is given to children eligible for PPG. Provision for our children who are looked after is subject to specific scrutiny and review as our most vulnerable group.

Whole School Priorities

- To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum.
- To ensure that most able pupils are challenged and reach a standard this will allow them to successfully access the next stage of the curriculum.
- Further develop oracy and knowledge of basic skills e.g. times tables, spellings.
- Engage parents and develop strong home school links to support learning and oracy.

Intended outcome	Success criteria / Impact Criteria
<p>To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, timetables check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and GSP.</p> <p>To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.</p>	<ul style="list-style-type: none"> • % of pupils reaching expected standard in comparison to other pupils nationally. • Achievement of disadvantaged pupils across school in comparison to all pupils nationally. • Progress of identified disadvantaged pupils reaching the higher standard because of intervention. • Phonics check data for disadvantaged pupils is above that of all pupils nationally. • Timetables check data for disadvantaged pupils is above that of all pupils nationally.
<p>To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.</p>	<ul style="list-style-type: none"> • Data collection points in December and June show progress in disadvantaged pupils attaining the higher standard. • Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis.
<p>To develop staff understanding of metacognition and memory recall.</p>	<ul style="list-style-type: none"> • Lesson feedback, outcome monitoring and pupil voice shows evidence of sustained, deliberate practice to support memory recall.
<p>To ensure the attendance of pupils in receipt of PPG is above 96%.</p>	<ul style="list-style-type: none"> • Reduction in persistent absence for PPG group. • Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%.
<p>To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p> <p>To ensure high degree of engagement and opportunity for parents through coffee morning workshops, enrichment and school oracy/social projects.</p>	<ul style="list-style-type: none"> • Experiences and visitors planned for all pupils across the year. • Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment. • Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access.
<p>To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.</p>	<ul style="list-style-type: none"> • Good progress for target groups in R,W,M. • S&L therapy reports indicate impact. • Therapy reports indicate impact. • Feedback reports from Unlocking Potential measuring intervention and impact.



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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: £80,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able</p> <p>Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points</p>	<p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015.</p> <p>"Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011).</p>	1, 2, 3, 4
<p>Release time for middle leaders to provide additional coaching / mentoring support for Early Career, Recently Qualified Teachers and new to school induction in order to ensure consistency in outcomes for all pupils</p>	<p>Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).</p> <p>Within the school context, there is one Early Career Teacher.</p>	1, 2, 3, 4
<p>Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly</p>	<p>Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021.</p> <p>Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.</p>	1, 2, 3, 4
<p>Home reading books and topic book resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth of reading opportunity</p>	<p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socio-economic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).</p> <p>Within the school context, a strategy plan for evaluation and development of reading resources is undertaken annually to support breadth of reading opportunity.</p>	1, 2, 3, 4, 5, 6, 7, 8



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

Budgeted cost: £70,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist to lead language sessions and school based catch up interventions across the school Additional time from S&L therapist to lead Launch Pad for Language EYFS (intervention) including PPG focus groups</p>	<p>Communication and language approaches emphasis the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021).</p> <p>Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.</p>	<p>1, 2, 3, 4, 7, 8</p>
<p>Small group support and booster classes (identified Year 6 pupils)</p>	<p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p> <p>Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established through evaluation and analysis termly.</p>	<p>1, 2, 3, 4, 7, 8</p>
<p>Online programmes including: Study Ladder, Seesaw, White Rose, TT Rock Stars / Mathletics and Phonics Play home learning access (across the school)</p>	<p>Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>During partial closures, tracking demonstrated an uptake of 72% across an 8 week period.</p>	<p>1, 2, 3, 4, 7, 8</p>



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

Budgeted cost: £65,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: subsidised theatre groups, visits, drama workshops, Apollo Music, VOCES8 and EYFS Opera and music tuition.	The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.	7, 8
ELSA mentor supporting vulnerable children across KS1 and KS2	Learning mentors are effective in promoting pupil motivation and thereby positively affecting outcomes of attainment, confidence, homework and focus in lessons (UoC, 2017). EEF identifies 3 months + behaviour interventions are effective and benefit all pupils in the classroom by ensuring a maintained purposeful learning environment where need is identified.	7
Additional time from School Attendance Officer to track and monitor lates, (including home visits) and identified external support for vulnerable children	Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance . Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015).	4, 7
Parent workshops including: coffee mornings EP lead, Launchpad and CAMHS	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021). A revised strategy in response to COVID 19 has been implemented in the school context to ensure rebuild of parent partnership structures.	6
Subsidised extended day including ASC, BC and Gardening Club offer for disadvantaged pupils	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021). A revised strategy for wider opening of BC provision and ASC provision post COVID 19 is in place to ensure provision accessibility to disadvantaged pupils.	7, 8
Therapeutic and social development support from A Space, CAMHS and Education and Mental Health Care Practitioner (EMHCP)	A Space and CAMHS annual reports identify the evidence of impact of service over time to support pupils with identified need.	7

Total budgeted cost: £216, 060



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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.

Current Achievement of PPG Pupils (2022 KS2 Outcomes)

% achieving the expected standard or above	Our pupils eligible for PPG				National Average for all pupils			
	Progress Score	% at expected standard	% at the high standard	Average Scaled Score	Progress Score	% at expected standard	% at the high standard	Average Scaled Score
Reading, Writing & Maths	n/a	77%	0%	n/a	n/a	59%	7%	n/a
Reading	0.0	71%	7%	n/a	n/a	74%	28%	105
Writing	1.1	93%	21%	n/a	n/a	69%	13%	n/a
Mathematics	-0.8	92%	31%	n/a	n/a	71%	22%	104

Teaching

- In 2022, attainment of disadvantaged **Key Stage 2** pupils was well above the national average in Writing and Mathematics and broadly in line in Reading. The percentage of most able disadvantaged pupils achieving a high standard in Reading was below that of other pupils nationally but above in Writing and above in Mathematics. Disadvantaged pupils have performed well compared to national expectations in Reading, Writing, Mathematics and GSP at the end of Key Stage 2 for the last 4 years (excluding 2019 and 2020 where no reportable data was available) and make progress better than that expected nationally.
- The number of disadvantaged pupils achieving the expected standard at **Key Stage 1** was in line for Mathematics but below in Reading and Writing. The most able disadvantaged pupils achieved in line with national averages in Reading and Mathematics, but below in Writing
- At the end of **Foundation Stage** 60% of disadvantaged pupils met the expected standard (Good Level of Development) compared to 70% of all pupils.
- Disadvantaged children in all year groups typically make progress better or in line with their peers in Reading, Writing and Mathematics.
- Teacher assessment data was collated in December 2021 and June 2022. Data demonstrates that in all year groups from Year 1 to 6, disadvantaged pupils made expected or better than expected progress in Reading, Writing and Maths. Tracking data shows a continuation of small attainment gap across subjects and year groups.
- A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. Additional funding has been invested to enhance the curriculum provision relevant to our context including high quality texts for the wider curriculum and populating our new library building. We have invested in a sensory space in the new studio
- A strategic approach to delivered CPD has ensured a secure teaching profile with all teaching good or better. Additional release time was allocated for middle leaders to provide coaching / mentoring support to Newly Qualified Teachers. This resulted in the Early Career Teacher (Year 3) and two Recently Qualified Teachers (Year 1 and 4) securely evidencing teaching standards.

Targeted Support

- A speech and language therapist successfully delivered Launchpad for language a speech and language intervention for EYFS, SALT is our highest SEND need. This meant that 92% of pupils fully met or partially met speech and language targets.
- The take up and use of online homework support programmes have ensured continuation of skill application over time.
- Typically, children receiving small group intervention made the expected progress in in the core subjects. Homework club and booster intervention for disadvantaged pupils resulted in good or better end of year outcomes.

Wider Strategies

- Therapeutic support sessions provided by A Space art therapy and EMHPC to build self-esteem, resilience and confidence in transitions have been accessed by disadvantaged pupils.
- Families have benefitted from advice and support through additional workshops and interventions organised by the Inclusion Team, resulting in continued high levels of engagement. This is demonstrated by attendance at EP led coffee mornings, drop in sessions, homework coaching and regular phone calls home.

Attendance: 2021-2022 = 92%