

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 Martin de Porres Primary School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	N. Morgan
Pupil premium lead	H. Gallagher
Governor / Trustee lead	C. Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,775
Recovery premium funding allocation this academic year	£8505 (42 children)
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	£143, 280

Part A: Pupil premium strategy plan

Statement of intent

In line with our school mission statement and aims, here at St Martin de Porres Catholic Primary School we have high aspirations and ambitions for our all children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget, and this policy outlines how we will ensure it is spent to maximum effect.

At St Martin de Porres Catholic Primary School there is a school-wide commitment to raising achievement for ALL pupils and a key objective for the use of the pupil premium grant is to close the gap between pupil groups.

- To further develop language and communication skills
- To close the attainment gap in Reading
- To close the attainment gap in Writing
- To close the attainment gap in Mathematics
- To continue to improve confidence, independence and self esteem
- To continue to improve the wider opportunities available for all our pupils
- To continue to develop parental engagement, support and partnership work to remove barriers to learning
- For all pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning.

We will ensure that:

- All staff are aware of who pupil premium and vulnerable children are and we will continue to ensure that all children across the school receive good and outstanding teaching.
- All pupil premium children benefit from the funding, not just those who are underperforming.
- Early intervention is provided (KS1 and EYFS)

- Teaching and support staff contribute to pupil progress meetings each term and the identification of children is reviewed.
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly and analysed accurately.

Challenges

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

Challenge number	Detail of challenge
1	Historically children entitled to PPG funding have made less progress and their attainment is not in line with their peers. Evidence for this is seen through assessments, data, observations, pupil progress meetings and book scrutiny looking at PP children and matched peers.
2	Our PPG children have a limited experience of learning outside of normal lessons (for example, visiting the library, going to a museum or art gallery, a lack of enrichment). This means that our PPG children find it harder to relate to the wider curriculum and learn with as much confidence. Evidence for this is from discussions with pupils, parents and The Pastoral Care Team.
3	Due to the home experience of some of our PPG children, they present with attachment issues. This means that they are more likely to display challenging behaviour and or emotional issues which impacts negatively on achievement in lessons. Evidence for this is seen through the increased support asked for by teachers on CPOM's
4	Parents of PPG children in our school are less likely to attend workshops, parents' evenings or other family learning opportunities. This is for a range of reasons including shift patterns, transport issues, child care and a lack of confidence in engaging with the school.

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
To address the gaps in pupil learning as a result of COVID 19.	<p>Pupil premium pupils meet age expected standards at the end of the year.</p> <p>'The evidence is clear that disadvantaged students have fallen further behind during the pandemic.' EEF Guide 2021</p>
To improve high standards of writing attainment and progress across the school. PPG Children will achieve more closely in line with their Peers (PPG children will close the gap)	<p>Children will be able to write with greater confidence, use a wider vocabulary and draw on a range of experiences to inform their work. Increased percentage of PP children achieving ARE in writing.</p> <p>Successful implementation and completing of extended writing tasks across the curriculum including the appropriate use of grammar.</p> <p>Data collated through the year will indicate that the gap is closing and more children will achieve in line with their peers.</p>
To improve the percentage of pupils reaching the expected standard in the phonics check at the end of Year 1. PPG Children to achieve in line with all pupils.	<p>Through the implementation of Phonics Play alongside Letters and sounds, and early interventions, ERR, Phonics phase catch up sessions, Beanstalk and weekly covid catch up sessions with a HLTA, it is expected that we will see an increased percentage of PP pupils who reach the expected standard in the Phonics Screening at the end of KS1.</p> <p>Any current year 2 PP children not passing the check in Y1, to pass by the end of Y2.</p> <p>More confident and accurate letter and sound correspondence in reading and writing.</p>
To meet the social and emotional needs of all pupils.	<p>The children will be more confident and-able to focus on learning when in lessons and more confident in accessing extra-curricular opportunities.</p> <p>Provision of music lessons, play therapy, athletics clubs, Luton Town and dance clubs.</p> <p>Anxieties around transition and change will be alleviated.</p> <p>Pupils will be more independent and resilient, with raised aspiration, motivation and engagement.</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: £ [48,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery teaching approach used across the curriculum.	Attainment in writing is significantly below that in reading and mathematics. Writing assessments have shown that the attainment of disadvantaged pupils is significantly below that of non disadvantaged.	1 & 2
Plan opportunities for extended writing by reducing English writing units and extending breadth of knowledge within each unit. Staff CPD: Talk for Writing (yrs R-3) and Read into writing (yrs 4-6) implemented across the school.	Evidence for the mastery approach to teaching shows that more time is needed to have a deeper knowledge of each unit to be able to produce a higher quality of extended writing. Talk for Writing has had an outstanding impact on schools. Evidence show that children initially double their rate of progress. Schools already performing well have not only increased attainment, but also enjoyment and engagement.	1
Staff CPD: Implementation of Cracking Comprehension throughout the school.	Our summative and formative assessments show there is a gap in reading between PPG and non PPG children. Cracking Comprehension teaches children the skills and strategies they need to successfully explain their understanding of a wide range of texts, and offers ideas to extend their enjoyment of, and engagement	1
Opportunities for long writing tasks to be given across the curriculum.	Quality teaching in all classes everyday. From pupil progress meetings SLT and subject book scrutiny, it is evident that some children find that their knowledge, interest and understanding of other curriculum subjects give them more scope for quality extended writing	1
Staff CPD: All classes to implement a daily grammar input (either starter or standalone lesson.)	Stronger grammar skills improves writing attainment. Grammar skills need to be embedded in all pieces of writing across the curriculum. Grammar interventions provided by all teachers daily.	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. To continue to fund teacher release time to embed key elements of guidance in	All pupils deserve the opportunity to access and master a high-quality mathematics curriculum that is engaging, challenging and innovative.	

school and to access Enigma Maths Hub resources and CPD (including Teaching for Mastery training).		
Extra class in Year 6	Smaller class sizes allows more personalised learning.	1
Consistent approach to the teaching of Phonics in EYs and Year 2 to improve the percentage of pupils reaching the expected standard in the phonics check at the end of Year 1 and close gaps of children in Year 2 Staff CPD: Implementation of phonics play programme	Trust Peer Review (Dec 19) indicated an area of development for the school was to ensure EYs and KS1 are using the same scheme of work for the teaching of phonics. Periods of school closure has had an impact in the children's learning of phonics, therefore gaps need to be identified and addressed. Evidence from our Phonic data shows that disadvantaged children perform lower than the non Disadvantaged.	2
Staff CPD: NELI	Children are entering our Reception with language skills that are lower than previous years. NELI has been found to improve children's language and early literacy skills. EEF	1, 2 & 4
The purchase of Bug club and to ensure bug club can be accessed by all pupils in EY's and KS1.	Assessment data shows that the Disadvantaged pupils perform lower than non disadvantaged children in reading. Bug club is a reading programme that can be accessed at school and at home. Parents can also support with this. Children are motivated to read, through online participation and incentives.	1, 2 & 4

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

Budgeted cost: £ [12,280]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children are scaffolded, where required, during lessons.	The mastery teaching approach enables all children to access the learning and reach their full potential. This includes providing scaffolding to support pupils who need it. Attainment and progress of PP pupils are closely monitored against matched pupils by SLT/Subject team leaders and through pupil progress meetings and appraisals.	1 & 2
Tutoring, small group and one to one.	Evidence shows that small group tuition is effective and will result in optimum impact.	1,2 & 4
Subscription to Bug club and to ensure bug club can be accessed by all pupils in EY's and KS1.	Bug club is a reading programme that can be accessed at school and at home. Parents can also support with this. Children are motivated to read, through online participation and incentives.	1, 2 & 4
After school booster groups for Y6 pupils. SATs revision books used for homework. Revision pack provided over the Easter holiday. Friday ability grouped maths sessions.	Booster teachers to identify gaps for PP children in their group from an initial assessment then plan the booster sessions accordingly. Analyse data half termly. SATs results continue to be above the national average.	1

Phonic intervention groups. Daily ERR (Early Reading Recovery) intervention.	Children to be assessed and gaps identified in their learning of phonics. This is more profound than usual due to Covid 19 over the past 2 years. Phonic interventions to take place for both Year 1 and any children in Year 2 who have not passed the phonics screening in Year 1. (letters and Sounds – different phases and ERR) Review progress of Year 2 children who need to re sit phonic screening tests.	2
Family Learning for Year 6 pupils – Maths	Past sessions have proven to be successful with parents reporting that they feel more confident to support their child's learning.	1, 4
Family worker support for parents with High School Applications	We have had a large intake of parents needing support to complete the High school applications for their children. This is due to lack of online access at home and an understanding of requirements of the application process. Support was offered in the form of workshops to ensure parents were provided with the best information available to make an informed choice of high school for their child.	4
HLTA to work PPG children to provide COVID catch up sessions	Gaps identified by each class teacher due to COVID. These children, with preference going to PP children receive weekly intervention groups.	1 & 2
Weekly reading sessions with Beanstalk readers.	Has been successful in previous years with identified children receiving good quality 1:1 sessions and the closing of gaps in reading.	2
Funding to cover music tuition for PPG children for an instrument of their choice. Pupils in Year 3 and 5 have the opportunity to learn the recorder for a year; Pupils in Year 1 have the opportunity to learn percussion for a year.	An improved level of well-being and engagement in PPG children. Children's creativity is often shown through music. Improves self-confidence at all levels.	3 & 4
Funding to provide School Uniform and PE kits Funding to provide art materials to complete homework tasks	An improved level of well-being and engagement in PPG children. Families are identified by Pastoral Care Team. Children identified by class teachers	1 & 3
Funding to provide monthly 'storytime' magazines for PP families.	Good quality, accessible reading material is provided to children most at risk of falling behind. www.storytimemagazines.com	1, 2 & 3

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

Budgeted cost: £ [83,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positions of responsibility: top table monitors, Peer Mentors, Faith Ambassadors, Play leaders, JRSO	An improved level of well-being and engagement in PPG children. Preference will be given to PPG children.	3

Our Family Worker and Learning Mentor identify and work with families and children to provide pastoral care.	Early intervention and support for families in need ensure the physical and emotional welfare of children is met. Without this, it could become a barrier to the pupils' receptiveness in receiving a high-quality education (DfE) Pupils with additional needs supported through EHA. CPOMS used by all staff to record any safeguarding, behavioural or parental contact incidents.	3 & 4
Year 6 weekly transition group for vulnerable children – Pentecost 2. Transition school visits arranged for Year 6 PP pupils. (family worker)	This has been successful in past to give the pupils more confidence and be ready for high school transition. Children are more emotionally high school ready. Children are less anxious preparing for high school	3
Rainbows – support for bereavement.	Support for pupils through a vulnerable period ensures the physical and emotional welfare of children is met. Without this, it could become a barrier to the pupils' receptiveness in receiving a high-quality education (DfE). Previous participation showed positive results in child's self-esteem, confidence and general well-being.	3
Funding for CHUMS Therapeutic Music Group CHUMS Tactics Programme	Support for pupils through a vulnerable period ensures the physical and emotional welfare of children is met. Without this, it could become a barrier to the pupils' receptiveness in receiving a high-quality education (DfE). Previous participation showed positive results in child's self-esteem, confidence and general well-being.	3
Funding towards Bikeability - children have training by Luton Borough Council staff in bike safety and learn how to ride a bike on the road safely.	Pupils in Year 5 learn to ride their bike safely and with confidence. This year they will do it in year 6 as they missed this previously due to lockdown. Pupils gain road safety awareness. Disadvantaged pupils have the opportunity to receive a reconditioned bike to keep for future use.	2
Subsidised school trips, residential visits and extra-curricular activities where appropriate. Access to all after school clubs as priority. Luton Town Football Club provide lunchtime sports clubs: Multi-Skills, Basketball Football Clubs. Gym sessions before school. New Generation Youth Theatre provide: Dance Club and Musical Theatre Before and After school clubs subsidised.	An improved level of well-being and engagement in PPG children. Children have been able to take part in enrichment activities that would not normally be available to them.	3 & 4
Funding for Smash Holiday Club	PPG attend a Holiday club during school holidays to provide enrichment activities.	2, 3 & 4
Play therapy	Previous participation showed positive results in child's self-esteem, confidence and general well-being. Support for those who are in need of physical and emotional welfare. Without this, it could become a barrier to pupils interest in receiving high quality education (DfE)	3

More Able Maths Day	Opportunity for PPG children who are working at ARE or above to further develop their maths skills.	1
To provide each PP child with a book from the Book Fair.	To enhance the pleasure of reading and to support an interest in reading, allowing PPG to choose a book of their own choice promotes this.	1, 2 & 4
To fund enrichment visit to Climbquest	www.climbquest.co.uk	2, 4

Total budgeted cost: £ [143,280]

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 summative and formative assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not achieved.

Identifying the reasons for these outcomes is largely due to the impact of Covid-19. In the academic year 2018-19 we were on track to maintain if not improve in closing the gap between the disadvantaged and non-disadvantaged pupils. As demonstrated in schools across the country, school closure was most harmful to our disadvantaged pupils. They were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the results we had intended.

Our assessments, observations and increase in teacher referrals indicates that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly evident 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

Programme	Provider
NELI	ELKlan
Access to all after school clubs as priority. lunchtime sports clubs: Multi-Skills, Basketball Football Clubs.	Luton Town Football Club
Therapeutic Music Group	CHUMS
Dance Club and Musical Theatre	New Generation Youth Theatre
Support for bereavement.	Rainbows

Weekly reading sessions with Beanstalk readers.	Coram
Online reading programme	Bug club
Bikeability	Sustrans
Storytime magazine	Storytime Magazine