



St Dominic Savio Catholic Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St. Dominic Savio Catholic Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	6.4% (27 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Laura Hulland
Pupil premium lead	Tara Sharp
Governor / Trustee lead	Lou Slocombe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,320
Recovery premium funding allocation this academic year	£4640
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£2973
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,933

Part A: Pupil premium strategy plan

Statement of intent

At St Dominic Savio we have high aspirations and ambitions for all our children especially those who have disadvantaged backgrounds. We believe that there are no limits to what our children can achieve and that no child should be left behind. We are determined that our children are given every chance to realise their full potential. We aim to ensure that our disadvantaged pupils achieve progress and attainment in line with their peers. We are committed to spending pupil premium funding to enable maximum effect.

Our strategy is based upon robust diagnostic assessment which is reviewed and monitored regularly. We use up to date and relevant research to inform our approaches that help pupils to excel.

Our key principles are:

- Quality first teaching
- Behavioural and pastoral support
- Mental health and well being
- Promoting good attendance
- Providing enrichment opportunities

We aim to achieve this by:

- Providing a knowledge-rich curriculum which is centred on knowing where children are in their learning so that all can make progress.
- High expectations for learning behaviour for all children. We have a strong pastoral child-centred support programme which responds to individual needs.
- Our RE and PSHE curriculum promotes well-being and allows opportunities for pupil reflection.
- Promoting the impact of good attendance with effective support in place.

Our enrichment opportunities extend beyond the classroom to enable our children to experience a range of artistic, creative and sporting activities. This contributes to our broad and balanced curriculum which is accessible to all.

Challenges

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

Challenge number	Detail of challenge
1. Pupil outcomes	The combined outcomes for reading, writing and maths for disadvantaged pupils meeting the expected standard or above is 59% (compared to 77% for non-disadvantaged).
2. SEND	30% of disadvantaged children are on the SEND register. Some have specific needs and an increasing number of children need speech and language intervention.
3. Pastoral	33% of our disadvantaged pupils require emotional, social and behavioural support. This can affect these children's ability to engage and achieve their full potential.
4. Attendance	Average attendance for disadvantaged pupils is 91.83% compared to 94.6% for non-disadvantaged and 94.42% school average attendance.

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 raise the combined outcome for reading, writing and maths for disadvantaged pupils to narrow the attainment gap.	- Combined outcomes will raise to above 68% for disadvantaged pupils to narrow the gap with non-disadvantaged. - Reading, writing and maths outcomes will have been analysed in pupil progress meetings with teachers. - Interventions targeting specific subject areas will be carefully planned and the outcomes reviewed throughout the academic year. - Teachers will be able to report to senior leaders about the impact of the planned interventions and demonstrate academic progress for disadvantaged pupils towards meeting combined outcomes.
To support our SEND pupils with speech and language intervention to improve their academic progress.	- Speech and language (SALT) interventions show measurable progress. - Children receiving SALT interventions make expected or better than expected progress in reading, writing and maths.
To provide pastoral support to enable pupils to fully engage with the curriculum.	- Nurture sessions led by our trained pastoral lead are carefully planned and

	recorded. Subsequent actions are fed back to teachers and parents. - Specific PSHE, well-being and mental health lessons are taught as part of the curriculum. - Children benefit socially from the sessions and demonstrate increased engagement, self-regulation and well-being.
To raise attendance of disadvantaged children in line with non-disadvantaged to a target of 98%.	- Targeted tracking of disadvantaged pupils' attendance figures. - Strategies include engagement with the EWS, parents and individualised support given. - Attendance of disadvantaged pupils shows improvement throughout the year in line with whole school targets.

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: £ 3243.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leadership team to plan subject focus days to enhance the teaching and learning within every subject.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit	1
CPD programme created to develop the opportunities for coaching across the	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit	1

school to improve pedagogy.	Tom Sherrington Walkthrus 'Better Teaching, Step-by-Step' WalkThrus	
Carefully planned 'KS2 SATs Master classes' in the Spring term to target areas identified for each child.	EEF small group intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

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

Budgeted cost: £ 31081.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to be carried out by experienced teachers (National Tutoring Programme). Teachers to provide one-to-one after school tuition to targeted pupils. (School Led Tutoring)	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up www.Gov.uk/publications/the-pupil-premium-howschoolsare-spending-thefundingsuccessfully	1
Speech and language sessions carried out by HLTA. Speech and language resources.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 17608.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture & Mental Health Support	The school purchases the services of an excellent higher-level teaching assistant to remove any emotional barriers to learning. Evidence from Education Endowment Foundation – Metacognition and Self Regulation (+7months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	3
Parent support work	Supporting parents in their role. Engaged parents has a positive impact on pupil achievement.	3
Specialised TA 1:1 support for break times and lunch times.	EEF research report on behavioural, emotional and social support for pupils who find unstructured times of day challenging.	3
Enrichment: music, swimming, drama, football Educational Visits School uniform	All pupils have entitlement to the full range of educational experiences. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk) Programme of educational visits for all classes to provide access to a wide range of learning experiences. This funding will ensure that all children can participate, regardless of financial circumstances. The school allocates funding to ensure all pupils have access to clean uniform in good condition. This addresses inequalities that exist and enhances self-	3

	esteem. This has a direct positive impact on the child accessing learning and to achieve.	
After School Club	Enrichment programme of play experiences, art and sport to enable children to participate. Education Endowment Trust Toolkit	3
Attendance Officers	The school is rigorous in its approach to ensure all children attend school regularly. Research shows the link between attendance and academic achievement. The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)	4

Total budgeted cost: £ 51933

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress across the year shows that all disadvantaged children made at least expected or better progress.

Children made greatest progress in writing (+0.3). KS2 outcomes were strong with 95% of all children achieving the expecting standard and 97% pass in the phonics screening check.

Intended outcome	Success criteria	Impact
To ensure all PPG pupils have extra opportunities to read on a daily basis with school staff.	PPG children meet the expected level for reading.	Disadvantaged pupils' reading showed improvement. Results showed: 31% of disadvantaged pupils made more than expected progress. 69% of disadvantaged pupils made expected progress.
To build writing stamina	All children can write for sustained periods and produce good quality writing. PPG children meet the expected level for writing.	Disadvantaged pupils improved the quantity and quality of their writing. Results showed: 31% of disadvantaged pupils made more than expected progress with one child moving from 'Below' to 'At' expected standard. 66% of disadvantaged pupils made expected progress. One child moved from Greater Depth to expected standard.
To close the word gap for PPG children in EYFS and KS1	PPG children will broaden their vocabulary through speech and language provision and Nuffield Early Language Intervention (NELI).	EYFS and KS1 disadvantaged pupils increased their vocabulary through their participation with the NELI provision.
To achieve and sustain improved attendance for all PPG pupils.	PPG children have a minimum of 98% attendance.	2021-2022 Attendance Data: Disadvantaged pupils - 91.83% Non-disadvantaged – 94.6% Whole School – 94.42%

To achieve and sustain improved wellbeing for all PPG pupils.	Outcomes from school council discussions and pupil surveys show sustained positive levels of wellbeing.	Disadvantaged pupils have sustained good well-being. Any extra nurture sessions needed were given. Teachers and pastoral support spoke regularly and parental involvement was effective.
To provide opportunities for enrichment	All PPG children will be offered a range of enrichment activities that will enhance their wider experiences.	Disadvantaged pupils were able to access all activities that enriched the curriculum. Extra curriculum clubs were also accessed.

