

# Pupil premium strategy statement

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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 John Vianney
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	31/12/2021
Date on which it will be reviewed	31/03/2022
Statement authorised by	Mrs A Friar
Pupil premium lead	Mrs L Nagy
Governor / Trustee lead	Councillor N Charlton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,765
Recovery premium funding allocation this academic year	£3360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£53,125

# Part A: Pupil premium strategy plan

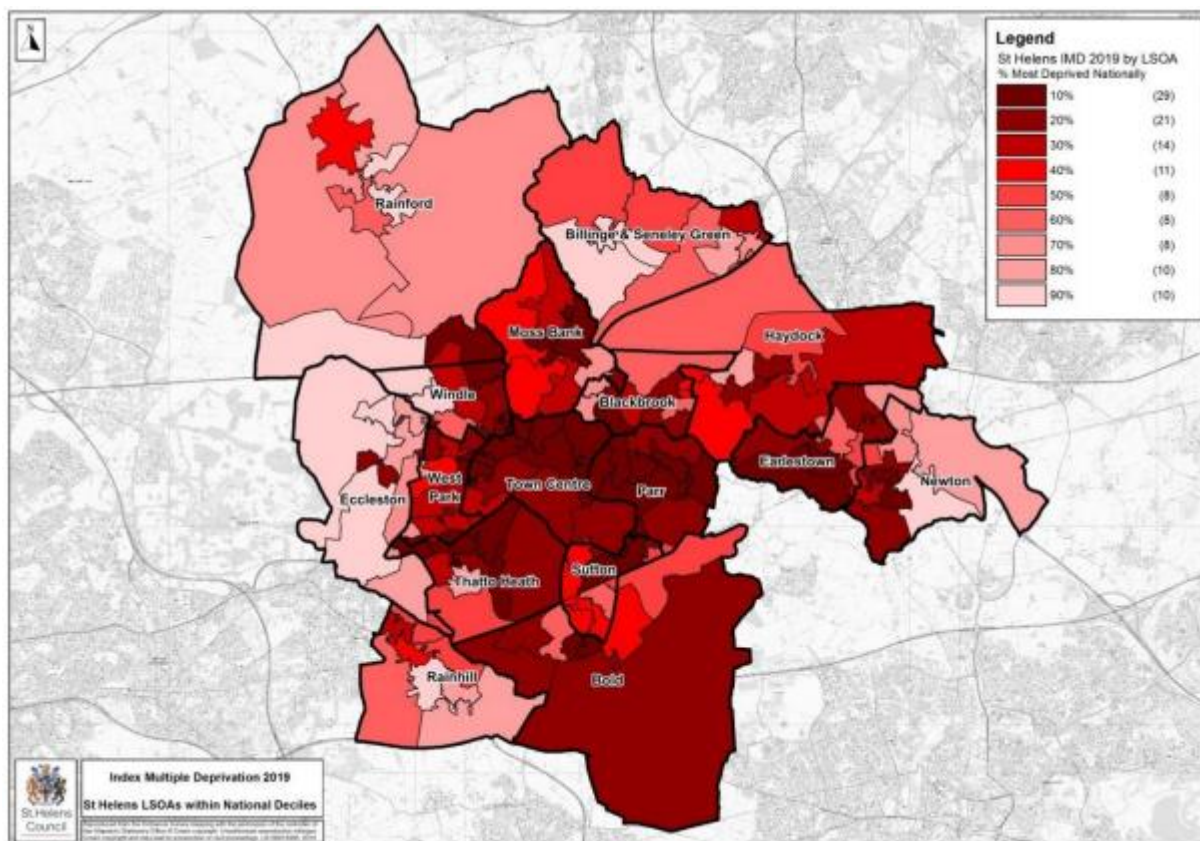
## Statement of intent

*Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.*

*Our ultimate objectives are to:*

- ✓ Remove barriers to learning created by poverty, family circumstance and background*
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum*
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts*
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world*

## Our Context:



Overall, St Helens is now ranked as the 26th most deprived local authority in England out of 317. Its relative position has deteriorated since the 2015 Index of Deprivation where St Helens was ranked as the 36th most deprived area (out of then 326 authorities). St Helens' relative deprivation ranking has deteriorated across 5 of 6 district summary measures of deprivation. However, any change in absolute deprivation cannot be determined through the IMD. There is now a total of 29 LSOAs (or neighbourhoods) within the borough that fall within the 10% most deprived LSOAs nationally, compared to 28 in 2015. A total of 50 LSOAs within the borough fall within the 20% most deprived nationally, compared to 47 in 2015. Nearly a quarter of St Helens population (23.4%) live in the 29 LSOAs within the borough that fall within the 10% most deprived LSOAs nationally (42,877 people) [ Source: Indices of Deprivation 2019 St Helens Summary Report]

Our school mainly serves the wards of Sutton Heath and Thatto Heath (WA95HE) although pupils also live in other surrounding areas (see figure 1). Thatto Heath has an index of multiple deprivation decile of 1, income decile of 1, employment decile of 1, crime decile of 1, IDACI decile of 1 and IDAOP1 decile of 1. Sutton Heath has health and disability decile of 2 and IDAOP1 decile of 2. (Check these)

## Deprivation Indices

The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

### ***Achieving our objectives:***

*In order to achieve our objectives and overcome identified barriers to learning we will:*

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching*
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition*
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences*
- Provide opportunities for all pupils to participate in enrichment activities including sport and music*
- Provide appropriate nurture support to support pupils in their emotional and social development.*

*This is not an exhaustive list and strategies will change and develop based on the needs of individuals.*

### **Key Principles:**

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. We will focus on early language acquisition and early reading to ameliorate any existing disadvantages on entry to school. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.*

## Challenges

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

Challenge number	Detail of challenge
1	Early Language Delay -our children enter school with very low baselines in relation to language skills and word acquisition. This is evidenced through baseline assessment.
2	Gender Gap- Throughout the school, girls outperform boys in all areas of RW&M in all year groups, apart from one group in one area (Current Y3 Maths). This is evidenced through data gap analysis.
3	Writing age related attainment. This was the most challenging aspect of learning to address throughout lockdown and this has had an adverse impact on results. This is evidenced through ongoing formative teacher assessment of writing, alongside PP tracking and categorisation of need for SEND and PP children.
4	Low attainment of children who are SEND <b>and</b> Pupil Premium - Of the 34 PP children. 17 of these are also SEND. Of these 17, 13 are boys and 4 are girls. SEMH account for 8 of these (including ACEs and high safeguarding level of need). 12 of them have significant language delay in the early years, translated into Phonics screening below ARE and poor summative outcomes. This is evidenced through NFER assessments, SENDCO and PP tracking.
5	Post-Covid Self-regulation and socialising skills. A number of pupils did not engage in home learning as fully as others, despite the best efforts of school and despite targeted interventions. This is evidenced through lockdown interventions tracking and post-covid NFER gap analysis. Evidence also comes from behaviour evidence from CPOMS analysis and exclusions data.
6	Mobility and Absence. Absence data shows that DA children were at 93.86% year ending 2020/21, compared to 96.17% whole school. X9 PP children either did not begin with their peers in Reception or left and returned after some time. 5 of these were immediately placed on the SEND register.

## 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
1. Improve the speech and word count of those children assessed as having Language Delay in Reception screening.	Targeted children will make appropriate progress, whatever their starting points. They will be able to enunciate sounds more clearly (unless they have a specific speech impediment) and will have increased their word count.

2. Narrow the gender disparity in NFER and statutory data in each cohort for RWM for PP children	<p>More PP boys will reach ARE for RWM and the gap between PP boys and PP girls will narrow.</p> <p>Ensure at least 90% of pupils in Y1 pass the PSC</p>
3. Improve the performance of PP in writing, with a higher percentage at ARE in each cohort. Narrow the gap between PP and non-PP in Writing	<p>More PP children will be assessed at ARE in Writing and the gap between PP pupils and non-PP pupils will narrow.</p> <p>70 % of PP pupils achieve outcomes in-line with, or above, national average by the end of KS1 and 2</p>
4. Improve outcomes for children who are PP including those on SEND register, demonstrating expected progress for the vast majority of these pupils.	<p>PP and SEND tracking will show expected progress or better in NFER age standardised scores for PP pupils, whatever their starting point in September 2021.</p> <p>Achieve at least 80% PSC pass rate for PP pupils in Y1</p> <p>70% of PP pupils achieve outcomes in-line with, or above, national average by the end of KS1 and 2.</p>
5. Improve the self-regulation skills of the SEMH pupils, particularly in the Early Years as these children have missed formative years of learning social skills in the school setting and its behavioural norms	<p>The number of incidences of poor behaviour on CPOMs will decrease significantly for PP children, especially those with SEMH (SEND) needs.</p>
<p>6. Improve the attendance of PP and narrow the gap between PP and non-PP attendance figures.</p> <p>Assess new PP pupils' needs on entry to KS2 rapidly and provide bespoke provision.</p>	<p>Ensure attendance of disadvantaged pupils is at least 96%</p> <p>There will be fewer PP children classed as PA. The gap between PP attendance and non-PP attendance will narrow.</p> <p>The effects of needing to re-deploy staff rapidly to meet new barriers to learning for new PP children presenting with significant needs and affecting existing provision for PP children will be ameliorated by rapid assessment and provision for such 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: £10,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular cover for Subject Leadership	Continual improvement of the quality of the curriculum through lesson observation, book scrutiny and pupil voice	2,3,4
Part of school network offering regular subject leadership training including SEND and Pastoral	Continual improvement of the quality of curriculum through sharing good practice, moderation of assessments and shared purchase of training and resources.	1,2,3,4,5
<i>RWI Development Days for whole school. Bespoke training for staff delivering RWI as part of observation cycle. (Weekly drop-ins that inform weekly practice sessions)</i>  <i>Referral to EAL service for materials to support CPD (Currently no EAL teacher availability from LA)</i>	PP Pupils' attainment in Phonics and Reading is below national expectations by the end of Y1. Pupils who are new to English start at the school in various year groups unable to read and write in English.	2,3
<i>Baseline assessment using NELI training</i>  <i>Speech Therapy training and programmes of work for TAs</i>	Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently Higher than average numbers of children access SALT in Reception – Many disadvantaged children access and will either require small group support or 1:1 support from the LA speech and language therapist	1



	PP pupils' attainment in Language Development is below national expectations at the end of Reception and Year 1. We are an inclusive school and we welcome non-verbal disadvantaged children , who need intensive support to access learning.	
<i>Whole School WriteStuff training</i>	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted	1,2,3,4
<i>Consultancy from LA English and Maths leads for subject leaders.</i>	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted	2,3,4
<i>EYFS training to meet requirements of new EY curriculum.</i>	PP pupils' attainment in Language Development is below national expectations at the end of Reception and Year 1. We are an inclusive school and we welcome non-verbal disadvantaged children , who need intensive support to access learning.	1,2,3
<i>Safeguarding training for team members e.g. SENCO</i>	PP children need support to overcome significant barriers to learning and adverse trauma to ensure they feel safe and ready to learn	5,6
<i>North West Maths Hub training for Maths leaders.</i>	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted	2,3,4
<i>Team Teach training Whole School</i>	A number of the SEMH /PP pupils need support with emotional and behavioural difficulties in order to help them to achieve their academic potential.	5
<i>SENCO training for BSquared</i>	A small number of our SEND/PP pupils are working two years below their chronological age and these assessment steps will form the basis of effective, targeted intervention and enable us to track incremental progress	3

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

Budgeted cost: £34,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ReadWrite Inc /Fresh Start Structured Interventions including</i>	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and	1,2,3,4



<i>1:1 tutoring of lowest 20% of readers</i>	effectively targeted.	
<i>SENCO/Pastoral Leader support for Y1 ASD/SEMH pupils including those with significant ACEs Giant sensory box and other sensory equipment (£245)</i>	A number of our disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 3 of those with additional medical and intimate care need Bespoke, highly structured timetables, SENCO mentoring of staff, SENCO to teach Y1 class two days per week, purchase of giant sensory box and other equipment	1,2,5
<i>Reading and Writing Interventions for Y5 and 6(L3 TA – 5 x mornings including WriteStuff bespoke lessons, RWI Fresh Start and Reading for pleasure)</i>	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted Writing remains the lowest strand at the end of KS1 and KS2.	2,3,4
<i>Whole School WriteStuff programme and supplementary resources. PP children have structured interventions to meet their personalised needs/</i>	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted Writing remains the lowest strand at the end of KS1 and KS2.	1,2,3,4
<i>Times Table Rockstars (£176)</i>	Many PP children have gaps in their learning that need to be identified and effectively targeted	4
<i>EY Resourcing (£2000) to meet the need of the new EY Curriculum</i>	We undertook a review of EY's to invest in new resources in July 2021 to ensure the needs of the new curriculum could be met	1,2
<i>Purchase of benchmarking materials to provide accurate and rigorous tracking of Reading levels and progress  Purchase of highly engaging reading resources to encourage reading for pleasure as well as fluency and accuracy  Subscription to the Schools Library Service to provide class sets of Whole Class Reading books and personal readers that PP children can take home and return.</i>	An audit by the English Lead, LA consultant and SLT was undertaken in 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF research.	1,2,3,4

<i>BSquared software (£800)</i>	PP children working two years below CA need their progress to be tracked in incremental steps. These steps then form the basis of their small group or 1:1 interventions and help provide personalised curriculum and timetables where necessary.	2,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Leader will work with vulnerable pupils to ensure they can access learning</p> <p>Safeguarding Team extended to include SENCO</p>	<p>More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress.</p> <p>With COVID home issues and Safeguarding being the most important drive in our school, the last year has necessitated extending our safeguarding team to deal with a significant increase in Social Services involvement</p>	5
<p><i>Subscription to Behaviour Hub</i></p> <p><i>SLA with Behaviour Improvement Team for Level 1 and 2 referrals</i></p>	<p>More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress.</p>	5
<i>Educational Welfare Officer to support Pastoral Leader in ensuring PP children attend school regularly.</i>	<p>Attendance of PP children is below national.</p> <p>Persistent absence is higher in PP groups than any other strands.</p>	6

**Total budgeted cost: £53,125**

## 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 Covid 19, the last externally validated data was in July 2019**

**School Summative Data July 2021 (based on NFER for Years 1, 3,4 and 5 and previous SATs papers for Years 2 and 6)**

#### Reading

<u>Year Group</u>	<u>% of PP at EXP and above</u>	<u>% of Non-PP at EXP and above</u>
1	17	65
2	60	75
3	33	75
4	60	85
5	43	79
6	40	95

#### Writing

<u>Year Group</u>	<u>% of PP at EXP and above</u>	<u>% of Non-PP at EXP and above</u>
<u>1</u>	16	83
<u>2</u>	60	71
<u>3</u>	0	45

<u>4</u>	20	50
<u>5</u>	0	42
<u>6</u>	20	95

<u>Year Group</u>	<u>% of PP at EXP and above</u>	<u>% of Non-PP at EXP and above</u>
<u>1</u>	33	91
<u>2</u>	80	83
<u>3</u>	16	55
<u>4</u>	70	90
<u>5</u>	42	84
<u>6</u>	10	85

*All assessments are unvalidated data Cohorts with the highest PP contingent often had largest gap between PP attainment and non-PP attainment. In these classes, many other barriers to learning were present for these pupils including SEND needs, low involvement in education during lockdown despite school's best efforts , persistent absence, Adverse Childhood Traumas . Serious traumatic experiences had significant detrimental impacts on a number of our PP children with complex SEND/SEMH needs).*

#### **COVID-19 remote learning and impact of lost learning - March data**

*Many PP children, who had improved in NFER tests between September and December 2020, had now fallen behind their peers. The correlation with the lack of engagement during lockdown despite school's best and substantial efforts and subsequent achievement of some PP children was noted on a separate document in terms of levels of engagement or achievement in comparison to those PP pupils who attended lockdown school or engaged fully whilst at home.*

*Here at St John Vianney, we are extremely proud of our work to support and safeguard vulnerable children and families during the lockdown. School set up systems rapidly to ensure the following for our PP pupils:*

- *Delivery of Free School Meals*
- *Technical support including home visits for PP children with technology loaned from school or their own technology systems*
- *Each class delivered four teaching sessions on Teams every day plus a drop-in session at the end of the day to allow teachers to feedback to children, celebrate good work and enable the children to have time chatting with their friends.*
- *Lockdown learning support e.g. daily timetabled interventions(1:1 or small groups), regular visits, delivery and collection of paper learning, working to support families including offering additional places where not engaging, transition programmes to help pupils re-integrate with school before official re-opening with all their peers*
- *Software to support learning at home eg Teams, Seesaw, Tapestry (EYFS,)Mathletics, TTRS and ReadingPlus,*
- *Additional meetings on Teams with parents and/or chn.*
- *Enhanced home-school communication using Seesaw*

*On return to school after lockdown, all Year 5 and 6 PP children received 1:1 or 1:3 Teams lessons for English and Maths from shielding teachers. Later in the year, all Years 5 and 6 PP pupils received an additional 15 hours of 1:1 or 1:3 support for Maths from the National Tutoring Programme. Rapid assessment was conducted to identify gaps in learning and provision of interventions for PP pupils were implemented. The Ready to Progress audit tools were utilised to enhance the assessment and planning process and to target key objectives for each year group. The emotional and mental health of all our PP children was a priority focus and teachers used Peace Out, Mind Yeti and other resources to support the children's mental health both during lockdown and on their return to school.*

## 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
National Tutoring Programme	Randstad

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*