



Abbey Catholic Primary School Pupil Premium Strategy Statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Abbey Catholic Primary School
Number of pupils in school	418 (October 21)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr Joseph McTernan
Pupil premium lead	Mr Jack Crowhurst
Governor / Trustee lead	Miss Maria Reaney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,365
Recovery premium funding allocation this academic year	£15,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£174,735



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Abbey Catholic Primary School we target the use of Pupil Premium (PP) funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

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
- 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

- 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.
 - Provide opportunities for all pupils to participate in enrichment activities.
 - Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	High quality teaching and learning across the curriculum
2	Limited Attainment and Progress of PP children in Reading.
3	Lack of opportunities PP children to develop a love of reading.
4	Poor PSED (Personal, social and emotional development), CL (Cognition and Learning) and PD (Physical development) skills of PP children compared to peers.



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
PP children to make accelerated progress in Reading	Data analysis will show accelerated progress of those PP children who have fallen behind their expected attainment (Currently 4%).
Close the attainment gap between PP children and the rest of the school in Reading.	At least 71% PP children to attain 'at least Expected' across all Communication and Language ELGs (2019 National average). Number of PP children passing the Phonic screening check in line with National Average (previously 82% 2018). 75% PP children reach expected standard in KS1 in Reading (previous National average 2018). 73% PP children pass the KS2 Reading SATs tests (2019 National average).
Development of PSED, CL and PD skills within PP children.	PP children will demonstrate an improvement of their skills in understanding how to self-regulate their emotions (PSED), how they learn effectively (CL) and how they keep themselves healthy (PD).
Ensure greater opportunities to develop a love of reading in PP children.	Remove barriers to develop love of reading and regular opportunities to access high-quality texts.

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: £85,335.76



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Closing the gap between PP and the whole school in Reading, Writing and Maths through quality first teaching.</p> <p>-Read Write Inc (Phonics) setting across EYFS and KS1</p> <p>-Welcomm initiative</p> <p>-Subscriptions to online basic skills homework schemes.</p> <p>-CPDF for staff to enhance the teaching and learning across school.</p>	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Small group tuition +4</p> <p>Oral Language intervention +6</p> <p>Parental Engagement +4</p> <p>Homework +5</p> <p>Metacognition and Self-Regulation Training +7</p>	<p>1, 2</p>

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

Budgeted cost: £58,180.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close the gap between PP and non-PP children in PSED, CL and PD skills across school. All children successfully achieving basic communication skills within the first year of school.</p> <p>-20 day challenges.</p> <p>-KS2 Small group setting</p> <p>-Literacy and Numeracy intervention.</p>	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>One to One tuition +5</p> <p>Small group tuition +4</p> <p>Teaching assistant intervention +4</p>	<p>1,2,4</p>



-Mentoring opportunities	Mentoring +2/ Self regulation +7 Social and emotional learning +4	
-Welcomm initiative	Oral language intervention +6	

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

Budgeted cost: £31,141.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Remove barriers to develop love of reading and regular opportunities to access high-quality books. <ul style="list-style-type: none"> - Purchase of book vending machine for children to be able to access books throughout the year. - Investment in 'school bus' to ensure a learning environment stimulating for a love of reading. 	Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands: Meta cognition and self-regulation +7	3
Attendance of PP will be in line with non-PP children and above the national average. <ul style="list-style-type: none"> -Breakfast Club -Family Liaison Officer 	Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands: Extending school time +3 Behaviour intervention +4	2
School's commitment to provide all children with a holistic education centred around Christ. <ul style="list-style-type: none"> -Root4Fruits 	Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands: Aspirational intervention Physical activity +1 Collaborative learning approaches +5	4



<p>Children develop their social and emotional skills through guided support to ensure this isn't a barrier for learning through the school mentor.</p>	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Mentoring +2 Self regulation +7 Social and emotional learning +4</p>	<p>4</p>
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Total budgeted cost: £174,658.49



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.

Area of Focus	Impact
<p>Closing the gap between PP and others nationally in Reading, Writing and Maths through quality first teaching.</p>	<p>62% PP children passed the Phonic screening check based on teaching assessment.</p> <p>56% PP children reach expected standard in KS1.</p> <p>Increase participation in basic skills based homework schemes contributing to PP children data gap being closed.</p> <p>All assessment based on teacher assessment and have been negatively impacted as a result of COVID.</p>
<p>Remove barriers to develop love of reading and regular opportunities to access high-quality</p>	<p>Unable to effectively implement strategic plan due to the impact of COVID lockdowns and isolation periods throughout the year.</p>
<p>Close the gap between PP and non-PP children in PSED, CL and PD skills in Early Years. All children successfully achieving basic communication skills within the first year of school.</p>	<p>Gaps in learning were quickly identified and addressed so that children make continual progress through the school's impact statements.</p> <p>From teacher assessment 82% PP children were at the expected standard at the end of Key Stage 2. This compares to 75% of the whole of Year 6.</p> <p>Children developed their social and emotional skills through guided support to ensure this wasn't a barrier for learning.</p>
<p>To ensure PP children the opportunities to develop ICT skills to close the gap of learning with non PP children.</p>	<p>There has been an increase in the development in basic IT skills to increase outcomes across a broad and balanced curriculum.</p> <p>During lockdown, PP engagement in digital home learning was 72%. This compares to 84% for the rest of the school engagement.</p>



Attendance of PP will be in line with non-PP children and above the national average.	Attendance of PP was 94.6% including COVID absences. This compares to 96.6% for the rest of the school. National Average for Pupil Premium was 96.3% (Pre COVID figures).
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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
Phonics Program	Read Write Inc
Maths scheme of work	White Rose Maths

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?	