



# 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 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	Abbey Catholic Primary School
Number of pupils in school	113 (October 22)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
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	£156,505
Recovery premium funding allocation this academic year	£18,415
National Tutoring Program Funding (60%)	£12,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



<p><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</p>	<p>£187,340</p>
---	-----------------



## 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	<b>Limited Attainment and Progress of PP children in Writing in comparison to peers.</b>
2	<b>Lack of cultural capital opportunities across the curriculum.</b>
3	<b>Lack of opportunities PP children to develop a love of reading.</b>
4	<b>Our attendance data indicates that 26% of disadvantaged children had attendance below 95% during previous academic year</b>



**(2021/22). This lack of attendance has had a negative impact on pupil progress.**

## 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. Close the attainment gap between PP children and the rest of the school in Reading and Writing.	<p>Target for 71% of PP children to attain 'at least Expected' across all Reading and Writing ELGs to be in line with previous National Average</p> <p>Number of PP children passing the Phonic screening check in line with National Average</p> <p>Target for 54% PP children to reach expected standard in KS1 in Reading and Writing (previous National average 2022).</p> <p>Target for 59% PP children pass the KS2 Reading, Writing SATs tests (2022 National average).</p>
2. Greater opportunities for real life experiences within the curriculum.	Greater number of PP children participating in extra curricular and enrichment activities.
3. Greater opportunities to develop of a love of reading in PP children.	Remove barriers to develop love of reading and regular opportunities to access high-quality texts.
4. Improve attendance and engagement of children in readiness for their learning	<p>Sustained improved attendance demonstrated by rates of attendance for PP children.</p> <p>Families feeling supported and able to attend school. Number of late arrivals in the morning reducing.</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: £69,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Closing the gap between PP and the whole school in Reading and Writing 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 (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>) 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>	1,3

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

Budgeted cost: £86,825

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.</p> <p>All children successfully achieving basic communication skills within the first year of school.</p> <p>-20 day challenges.</p>	<p>Education Endowment Foundation teaching and learning toolkit (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>) advocates that the following strands:</p> <p>One to One tuition +5</p> <p>Small group tuition +4</p>	1,3



<p>-KS2 Small group setting</p> <p>-Literacy and Numeracy intervention.</p> <p>-Mentoring opportunities</p> <p>-Welcomm initiative</p> <p>School Based Tutoring to take place throughout the school year targeting children who have fallen behind academically.</p>	<p>Teaching assistant intervention +4</p> <p>Mentoring +2/ Self regulation +7 Social and emotional learning +4</p> <p>Oral language intervention +6</p> <p>Small group tuition +4</p>	
--	---	--

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

Budgeted cost: £30,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Remove barriers to develop love of reading and regular opportunities to access high-quality books.</p> <ul style="list-style-type: none"> <li>- Purchase of book vending machine for children to be able to access books throughout the year.</li> <li>- Investment in 'school bus' to ensure a learning environment stimulating for a love of reading.</li> </ul>	<p>Education Endowment Foundation teaching and learning toolkit (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>) advocates that the following strands:</p> <p>Meta cognition and self-regulation +7</p>	1,2,3
<p>Attendance of PP will be in line with non-PP children and above the national average.</p>	<p>Education Endowment Foundation teaching and learning toolkit (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>)</p>	1,4



<p>-Breakfast Club</p> <p>-Family Support Worker</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">tionendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>)                      advocates that the following strands:</p> <p>Extending school time +3</p> <p>Behaviour intervention +4</p>	
<p>School's commitment to provide all children with a holistic education centred around Christ.</p> <p>-Root4Fruits</p> <p>-After school clubs</p> <p>-Birmingham Irish Association (Music)</p> <p>-Reading club</p>	<p>Education Endowment Foundation teaching and learning toolkit (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>)                      advocates that the following strands:</p> <p>Aspirational intervention</p> <p>Physical activity +1</p> <p>Collaborative learning approaches +5</p>	<p>1,2</p>
<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 (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>)                      advocates that the following strands:</p> <p>Mentoring +2</p> <p>Self regulation +7</p> <p>Social and emotional learning +4</p>	<p>1,4</p>

**Total budgeted cost: £187,022**



## 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
Close the attainment gap between PP children and the rest of the school in Reading.	<p>83% PP children passed the Phonic screening check based on teaching assessment.</p> <p>End of KS2 SATs results:</p> <p>87% PP children reach reading expected standard (above outcomes of peers).</p> <p>93% PP children reach writing expected standard (above outcomes of peers).</p> <p>87% PP children reach maths expected standard (in line with peers).</p>
PP children to make accelerated progress in Reading	<p>63% PP children expected in reading at the start of 2021/22 academic year.</p> <p>68% PP children expected in reading at the end of 2021/22 academic year.</p> <p>87% PP children reach reading expected standard (above outcomes of peers).</p>
Development of PSED, CL and PD skills within PP children.	<p>Gaps in learning were quickly identified and addressed so that children make continual progress through the school's impact statements.</p> <p>Children have developed their social and emotional skills through guided support to ensure this wasn't a barrier for learning.</p> <p>PP children are demonstrating 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).</p>
Ensure greater opportunities to develop a love of reading in PP children.	<p>Greater opportunities to develop love of reading and regular opportunities to access high-quality texts through the purchase of resources and improvement of the book bus has resulted in an improvement in a love of reading and attainment of PP children.</p> <p>65% PP children passed the Phonic screening check 4% below year group average.</p> <p>End of KS2 SATs results:</p>





	<p>87% PP children reach reading expected standard (above outcomes of peers).</p> <p>93% PP children reach writing expected standard (above outcomes of peers).</p> <p>87% PP children reach maths expected standard (in line with peers).</p>
--	--

## 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?	