



St Nicholas Catholic Primary School

Pupil Premium Grant Expenditure Report 2022-23

| | |
|-------------------|-----------|
| Form completed by | A Hills |
| Review Date | July 2023 |

Pupil Premium Spending 2022-23

School overview

| Detail | Data |
|---|----------------------------------|
| School name | St Nicholas Catholic Primary |
| Number of pupils in school | 315 |
| Proportion (%) of pupil premium eligible pupils | 26.6% |
| Pupil premium allocation this academic year | 84 |
| Academic year/years covered by strategy plan | 2022-23 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | |
| Pupil premium lead | Abi Hills (SENCO) Assistant Head |
| Governor lead | D Jones |

Funding overview

| Number of pupils and pupil premium grant (PPG) received | |
|---|------------------|
| Pupil premium funding allocation this academic year | £116, 605 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year | £116,605 |

Part A: Pupil Premium Strategy Plan

Statement of intent

We have high aspirations and ambitions for our pupils and we believe that no child should be left behind. We are committed to ensuring that our pupils are given every chance to realise their full potential and achieve their best, making good progress and achieving high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making decisions about using pupil premium funding it is important to consider the context of our school and the subsequent challenges faced. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap (research conducted by the EEF and research from The Sutton Trust will also inform our choices about effective strategies) and at the same time will benefit the

non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Common barriers to learning for our disadvantaged children can be: less support at home, weaker language and communication skills, lack of confidence, more frequent social and emotional difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our approach will be responsive to these common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Principles

- We will ensure that quality first teaching and learning opportunities meet the needs of all pupils and that disadvantaged learners are challenged in the work they are set.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We will ensure that we act early to intervene, at the point need is identified.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate the Pupil premium funding to support any pupil or group of pupils the school has legitimately identified as being disadvantaged.
- We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what these children can achieve. It is key that they are involved in the analysis of data and identification of pupils to ensure maximum effectiveness.

Context of the school: 2022-23

St Nicholas Catholic Primary School is a larger than average primary school with 315 pupils on roll (and rising). The school serves a culturally diverse urban community. Our EAL profile is significant and has risen rapidly with 38.73% of our children speaking English as an additional language (Increased from 36.75% in 2019) Across the school children speak 34 different languages.

The socio-economic circumstances of the local area are much lower than average and Gipton is in the top 10% most deprived areas to live in compared nationally. Leeds development plan states that in our area one in three children live in households where no-one works and that people who live in our neighbourhood live significantly shorter lives, are more likely to be the victims of crime, have lower qualifications and live in the poorest housing and environments. The catchment area of the school has within it some of the most disadvantaged areas of the city being part of Gipton/Harehills ward. This ward has one of the lowest percentages of adults who have attended higher education in Leeds 9.2% compared to the national average of 19.8%. It also has the second highest level of overcrowded households in the city.

Since September 2016 the school has become a one and a half form entry primary with a Pupil Admission Number of 45 (previously 40). The classes are arranged with 45 children with two class teachers in Reception, with the rest of the school made up of 6 single age classes and 3 mixed. A Breakfast Club with 65 children runs successfully- and supports working parents (Pre COVID it consisted of 90 children)

Attainment on entry to our EYFS is low. Children come from up to 18 different nursery settings and none. The children enter EYFS with typically well below average language and communication and personal development, of the 2021 cohort 5/46 were 'on track' on entry and 36.95% of the cohort were assessed who were considered to have significant need. For this reason we employ a speech and language therapist, who attends one day a week,

Attendance at the end of the academic year 2018/19 was 97.1% and 93.1% 2019/20 (COVID lockdown 1) and 94.8% 2021-22. Current attendance 96.7% (September 2022)

We currently have 13.7%, which equates to 43 children requiring support for SEND and we have 1.3% (4 Children) with EHCP plans.

To meet the diverse needs we have a new SENCO who has just completed the National Award for Special Educational Needs Coordinator qualification. She currently has on average 30% non-teaching timetable to ensure that her time is spent improving learning and progress for the SEND children.

Free school meals factor 21.9% average-though this is not consistent throughout the school. This is above the national average.

There are a significant number of 'fragmented families' which is difficult to quantify or compare nationally. Consequently, there are a high number of vulnerable children in school – as well as employing a Catholic Care worker for one day a week (this has increased in 2021 due to high demand) our referrals of children and their families to East Leeds Cluster are increasing year on year from school and following police attending domestic violence incidents where children from our school are present. A Nurture 'pod' has been made as a safe space, staff have been trained on Seasons for Growth and Mini MindMate Ambassadors will be starting in Autumn '22.

We work in partnership with St Anthony's Primary Learning Partnership and take training teachers from them, we also offer ITT to students from Trinity University and Leeds Beckett University. Alongside this we access training from the Learning Partnership. We are a work experience provider for Leeds City College and Leeds high schools and work in partnership with the East Leeds Catholic Cluster.

Like all schools in the UK we have been subject to lockdown and Covid-19 restrictions in 2019-2020 and 2020-2021. As a result there have been no statutory assessments in 2020 and 2021. This makes our analysis of impact much harder to quantify; what we can say is that our children continue to work hard, make good progress from their relative starting points and continue to make us proud everyday.

Data summary 2022:**Reception GLD:**

| | |
|-------|-------|
| 62.2% | 28/45 |
|-------|-------|

Key Stage 1

| | School | GD | National |
|---------|--------|-----|----------|
| Reading | 76% | 22% | 67% |
| Writing | 67% | 7% | 58% |
| Maths | 75% | 13% | 68% |

Phonics Y1

| | |
|-----|-------|
| 88% | 38/43 |
|-----|-------|

Y4 Multiplication Check

| <u>Year 4 (44 children)</u> | |
|-----------------------------|-----|
| 25 – full marks | 52% |
| 23-24 | 20% |
| 20 - 22 | 7% |
| 15 - 19 | 14% |
| 0-15 | 11% |

| KS2 SAT Results | St Nicholas | | National |
|------------------------|-------------|-----|----------|
| | | GD | |
| Reading | 79% | 29% | 74% |
| Writing | 79% | 14% | 69% |
| Maths | 76% | 21% | 71% |
| Spag | 81% | 29% | 72% |
| Combined | 67% | | 59% |

Challenges: Barriers to learning at St Nicholas Catholic Primary

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

| Challenge | Detail of challenge |
|-----------|---|
| A | Limited communication, vocabulary and oracy levels (especially in EYFS and KS1) with limited language support from home |
| B | Limited first-hand experiences to support cultural capital |
| C | Limited mathematical language and fluency |
| D | Significant deprivation limiting range of first-hand experiences e.g. trips and experiences. |
| E | Mental Health/wellbeing /nurture needed- continued side effect of COVID |

Intended outcomes for ALL pupils

This explains the outcomes we are aiming for **by the end of our strategy plan**, and how we will measure whether they have been achieved. The outcomes are for all our pupils but the aim is that our PP children will close the gap between themselves and their peers (if one exists). There are gaps in all pupil's learning now which is why the Catch-Up Grant (CUG) is paramount this year. We have a range of initiatives in place this year that our vulnerable learners are being targeted for.

| Intended Outcomes | Success Criteria/ Target |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | ARE gains in attainment for all PP children in EYFS means children will demonstrate accelerated progress towards or meeting ARE by end of year across most ELGs |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard. Achieve at or above national average progress scores in KS2 Reading. |
| Improved maths and reading attainment for disadvantaged pupils at the end of KS2. | The number of PP children achieving ARE (or above) in Reading increases from 2022 baseline. The number of PP children achieving ARE (or above) in maths increases from 2022 baseline. |
| To continue to achieve high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> • Catholic Care access to be continued • Wellbeing/Mindmate to be continued and accessed by all • Nurture interventions for the children (particularly PP) who need it the most. |

| | |
|---|--|
| To continue to achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils. | Ensure attendance of disadvantaged pupils is line with our school attendance target of 97.5% |
|---|--|

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: **£37,234.00**

| <u>Activity</u> | <u>Evidence that supports this approach</u> | <u>Challenges addressed</u> |
|---|---|-----------------------------|
| Speech and Language assessments with traded therapist weekly Training of more LSAs to continue the work of the therapist | There is a strong evidence base (EEF Oral Language Interventions) that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Evidence: <i>EEF Guidance Document: Oral Language Interventions</i> <i>Oral Language Interventions – Toolkit Strand - EEF</i> | A |
| To increase ARE and GD across reading and writing through quality intervention and tutoring. | Ongoing and flued interventions to close /fill gaps, increase confidence and have rapid catch up for all children but particularly the PP Evidence: <i>Teaching and Learning Toolkit Strand – EEF</i> <i>Feedback – Teaching and Learning Toolkit – EEF</i> <i>Reading comprehension strategies – Teaching and Learning Toolkit – EEF</i> | A |
| Additional TA support- to ensure quality intervention and quality first teaching is supported through intervention | Speech and language, support of Read Write Inc, interventions to be run consistently. 'Third wheel' teaching to be able to go ahead. | A |

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

Budgeted cost: **£59,888.28**

| <u>Activity</u> | <u>Evidence that supports this approach</u> | <u>Challenges addressed</u> |
|--|--|-----------------------------|
| To close the gap in communication/ speech and language for those children who come into school with under-developed spoken language skills using the NELI programme. | <p>There is strong evidence from the EEF report on oral language that the NELI programme had a positive impact on the language skills of the children involved. Children receiving the 30 week programme experienced the equivalent of about 4 months additional progress, compared with about 2 months additional progress for the 20 week version.</p> <p>Evidence: <i>Nuffield Early Language Intervention Programme recommended by DfE</i></p> <p><i>EEF Guidance Document: Nuffield Early Language Intervention</i></p> | A |
| To engage with an in house tutor to provide a blend of one to one, small group tuition and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.</p> <p>One to one tuition: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.)</p> <p>Small group tuition: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Evidence: <i>One to one tuition Toolkit Strand – EEF</i> <i>Small group tuition Toolkit Strand - EEF</i></p> | A,C |

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

Budgeted cost: **£19,600**

| <u>Activity</u> | <u>Evidence that supports this approach</u> | <u>Challenges addressed</u> |
|--|---|-----------------------------|
| First Hand Experiences eg Bikeability, Northern Ballet, Piano lessons, music tuition | <p>EEF Tiered Approach to School Planning</p> <p>Participating in sports and physical activity is likely to have wider health and social benefits for our children.</p> <p>Evidence: <i>Physical activity Toolkit Strand - EEF</i></p> | B,D,E |

| | | |
|---|---|--------------|
| <p>To provide financial support to our disadvantaged families by subsidizing trips and residential that enhance our curriculum.</p> | <p>This provision is to pay for things like school trips, visitors, residential and the minibuses which enable us to enhance the curriculum for all our pupils but especially those who cannot afford to pay for these curriculum enhancement activities. The ethos for this is highlighted in our Curriculum Vision as well as in the planning for the wider curriculum.</p> <p>The provision of minibuses and minibus driver's enable us to take our pupils out of school to enhance their life experiences and their learning.</p> <p>Evidence: <i>EEF: Improving Behaviour in Schools</i> <i>Key Recommendation 2: Teach Learning Behaviours</i></p> | <p>B,D,E</p> |
| <p>To continue to support our vulnerable families and pupils emotional wellbeing- use of Nurture, Enhanced Mindmate activities</p> | <p>Catholic Care full day a week to support the SEMH of our most vulnerable pupils</p> <p>Enhance SEMH</p> <p>Evidence: <i>Social and Emotional learning Toolkit Strand - EEF</i></p> | <p>E</p> |
| <p>After School Club offer for PP children to widen access and cultural capital and Breakfast Club funded places</p> | <p>Evidence: <i>EEF Tiered Approach to School Planning</i></p> | <p>B</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | |

Total budgeted cost: £116,722.28

Service Pupil Premium Funding: 2022-2023

| Measure | Details |
|---|---|
| <p>How will you spend your service pupil premium allocation this academic year?</p> | <p>Key worked support Additional resources to support learning Daily reading with an adult Nurture</p> |
| <p>How will you measure the impact of that spending on service pupil premium eligible pupils?</p> | <p>Progress Discussion with relevant adults and observation</p> |

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 2021-22 academic year.

Teachers have reported that progress and results improved due to targeted interventions, effective use of teaching assistants and targeted tutoring.

Read Write inc training, coaching, resourcing and delivering strategies impacted in our increasing phonics results to 88%. Children who did not pass still made significant progress.

Speech and language support had a significant impact on improving outcomes for children in Reception (GLD 62%)

As a result of targeted interventions, tutoring and quality first teaching KS2 data resulted in being above National average. In addition to this, our combined KS2 data resulted in being significantly above National average.

Attendance was above National for all groups of pupils even within a year where COVID was still impacting.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, particularly in Year 6. The impact was particularly acute 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

| <u>Programme</u> | <u>Provider</u> |
|---------------------|---------------------------|
| Catch Up Tutoring | National Tutoring Program |
| Catholic Care | Diocese of Leeds |
| Speech and Language | Leeds Traded Services |
| | |
| | |