

# Pupil Premium Strategy Statement (Primary)

1. Summary information					
<b>School</b>	St Herbert's RC Primary School, Oldham				
<b>Academic Year</b>	2022/23	<b>Total PP budget</b>	<b>£124,450</b> <small>(inc: EY PP £1590)</small>	<b>Date of most recent PP Review</b>	September 2022
		<b>Recovery Premium Funding</b>	<b>£9140</b>		
<b>Total number of pupils</b>	340	<b>Number of pupils eligible for PP</b>	85	<b>Date for next internal review of this strategy</b>	March 2023

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
<b>% achieving in reading, writing and maths</b>	Data not required by DfE.	
<b>Average progress in reading</b>		
<b>Average progress in writing</b>		
<b>Average progress in maths</b>		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Communication and language skills are lower for some pupils eligible for PP than other pupils. This has an impact on all areas of learning but particularly reading and writing.
<b>B.</b>	Attainment across the curriculum on entry to EYFS is low for some pupils eligible for PP.
<b>C.</b>	Children who are eligible for PP in KS2 need additional support to address the widening gap in attainment in mathematics, writing and reading, due to the pandemic.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Persistent absentee rates are twice the figure for some PP eligible children as it is for those not eligible, and poor punctuality impacts on some PP eligible children's learning. COVID-19 lockdowns will also have an impact on desirability to attend school. This also links to the need to improve parental support for these children and meeting the pastoral needs of vulnerable families.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved literacy skills for pupils eligible for PP.	In cohorts where children eligible for PP are attaining at a lower level in reading, writing and/or phonics than other children they make faster

		progress. At the end of key stage assessments children eligible for PP are attaining at a similar standard to the national figure in reading, writing and phonics.
<b>B.</b>	Rapid progress for children eligible for PP through EYFS.	Pupils eligible for PP in EYFS make faster progress than other children. By the end of Reception children eligible for PP have similar attainment to other children and the national figure for GLD.
<b>C.</b>	Improved attainment in writing and reading, and mathematics, for children who are eligible for PP in KS2.	Pupils eligible for PP in KS2 make faster progress than other children where their attainment is lower in writing and reading. By the end of KS2 children who are eligible for PP have similar attainment figures to their peers and the national average.
<b>D.</b>	Improved attendance and punctuality for children eligible for PP, particularly for persistent absentees, and improved engagement in learning for children with external pastoral concerns.	Reduce the percentage of persistent absentees for pupils eligible for PP. Improved punctuality.
<b>E.</b>	Build resilience, relationships and teamwork skills, together with independence, in order to provide protective factors towards emotional health and mental wellbeing concerns.	Maintain attendance levels, and progress in learning, for pupils who have emotional health and mental wellbeing concerns.

Planned expenditure					
Academic year		2022/23			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved literacy skills for pupils eligible for PP.	<ul style="list-style-type: none"> <li>• Timetable adjusted to enable discrete phonics/reading/writing sessions are delivered (RWI) and skills embedded in all lessons and units of learning.</li> <li>• Training provided in RWInc for all staff.</li> <li>• Employment of TAs to provide support at Wave 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Education Endowment Fund Toolkit has identified that improving oral language can improve learning by +5 months through the school and +6 months in EYFS.</li> <li>• We know that many children have weak oral language skills caused by a lack of interaction with others in the first years of life and also many have limited experiences outside of home and school, both factors leading to limited vocabularies and simple grammatical structures.</li> <li>• A structured phonics programme has impact on all literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of RWInc development days.</li> <li>• RWI Lead is non-contact during phonics sessions to quality assure the delivery of the programme ie: monitoring of lessons, children's learning, regular assessment, coaching.</li> <li>• Monitoring of data submitted by teachers every half term, and shared with RWI consultant – Pupil Progress Meetings.</li> <li>• Provision Mapping Meetings.</li> </ul>	RWI and English Leaders.	<p>March 2023 (NB: termly PPMs)</p> <p>See below iiA</p>
B. Rapid progress for children eligible for PP through EYFS.	<ul style="list-style-type: none"> <li>• Ratios of adults to children in EYFS reception increased to enable development work on Prime areas, especially communication and language. Most nursery pupils not attended settings prior to commencing St Herbert's, and 16 pupils new to St Herbert's. 42 children – 2 teachers and 1 TA.</li> <li>• Identifying vulnerable children early and providing early intervention.</li> <li>• Use of Welcomm and Elklan to establish baseline and address speech and language issues, across EY.</li> </ul>	<ul style="list-style-type: none"> <li>• Education Endowment Fund EYFS Toolkit shows that earlier starting age has an impact of +6 months.</li> <li>• Education Endowment Fund EYFS Toolkit shows that communication and language approaches have an impact of +6 months.</li> <li>• Education Endowment Fund EYFS Toolkit shows that improved parental involvement has an impact of +5 months.</li> <li>• Additional adult is vital to enable the team to build and expand the foundations for our new pupils and those who began to attend our Nursery, during the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>• RWI assessments, monitoring of lessons, children's learning, Pupil Progress Meetings and class Twitter feeds.</li> <li>• Monitoring of data submitted by teachers every half term.</li> <li>• EYFS key stage meetings.</li> </ul>	Early Years Leader	<p>March 2023</p> <p>See iiB</p>

C. Improved attainment in writing and reading, and mathematics, for children who are eligible for PP in KS2.	<ul style="list-style-type: none"> <li>• Spending on INSET and regular development days for writing and reading, and mathematics.</li> <li>• Timetable adjusted to enable discrete phonics/reading/writing sessions are delivered and skills embedded in all lessons and units of learning.</li> <li>• Timetable adjusted to enable daily maths meeting sessions to take place and skills embedded in all lessons and units of learning.</li> <li>• KS2 mid-days to be utilised 11:30-12:15 to listen to 1-1 readers. KS1 mid-days to be utilised from 11:30-12:00.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic skills need to continue to be a focus in Reading, Writing and Mathematics, whilst providing opportunities to apply skills cross curricular.</li> <li>• School leaders have identified that further opportunities to apply skills are required.</li> <li>• We know that children come into the school with limited experiences and small vocabularies which stunts their speaking, reading and writing attainment.</li> <li>• CPD can be provided effectively through a combination of INSET and the use of development days, which also serves to quality assure our practice.</li> <li>• Reading (1-1) needs to be focus, particularly for pupils eligible for PP, as this is likely to be an area that has not be 'taught/practised' regularly at home during lockdowns.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of INSET.</li> <li>• Monitoring of lessons, children's learning, Pupil Progress Meetings and class Twitter feeds.</li> <li>• Monitoring of data submitted by teachers every half term.</li> <li>• Provision Mapping Meetings.</li> <li>• Deep dives/Scrutiny of work.</li> </ul>	English Subject Leader  Mathematics Subject Leader	March 2023
<b>Total budgeted cost</b>					<b>£9,912</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved literacy skills for pupils eligible for PP. C. Improved attainment in writing and reading, and mathematics for children who are eligible for PP in KS2.	<ul style="list-style-type: none"> <li>• Deployment of 2 teaching assistant, to enable smaller groups in phonics in KS1, and support within maths provision across school.</li> <li>• Wave 2 interventions at KS2, to rapidly improve phonics and reading attainment. Also to deliver maths intervention work.</li> </ul>	<ul style="list-style-type: none"> <li>• Vital part of the Recovery Curriculum, following lockdown.</li> <li>• RWI Sessions, in small streamed groups, include input on fluency of reading a known book, decoding skills, comprehension and application through writing.</li> <li>• Extra 1-1 tuition. EEF Toolkit shows that 1:1 tuition improves learning by +5 months.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of lessons, children's learning, Pupil Progress Meetings and class Twitter feeds.</li> <li>• Monitoring of data submitted by teachers every half term.</li> <li>• Provision Mapping Meetings.</li> </ul>	RWI Leader	March 2023

B. Rapid progress for children eligible for PP through EYFS.	<ul style="list-style-type: none"> <li>Deployment of FT TA and 2 days of TA, in EYFS to assist in delivering RWI, and maths interventions, to raise attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Additional practitioner in EYFS Reception is provided so that the two adults can both provide small groups of children with feedback and modified instruction while third adult can support children in child-initiated learning. Particularly important as most of the cohort have missed elements of nursery education, and a 1/3 did not attend our setting.</li> <li>Children are selected for interventions using the school's assessment tools and this ensures that children who are entitled to PP and need to make accelerated progress are chosen.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of lessons, children's learning, Pupil Progress Meetings and class Twitter feeds.</li> <li>Monitoring of data submitted by teachers every half term.</li> <li>Provision Mapping Meetings.</li> </ul>	EYFS Leader RWI Leader English Subject Leader Mathematics Subject Leader	March 2023
E. Build resilience, relationships and teamwork skills, together with independence.	<ul style="list-style-type: none"> <li>Sessions with Commando Joe every Friday. (also refer to iiiD)</li> </ul>	<ul style="list-style-type: none"> <li>Restrictions only lifted at Easter 2022, therefore due to disruption in education, children's relationships, ability to play and share, and teamwork skills will continue to be a focus until Summer 2023.</li> </ul>	<ul style="list-style-type: none"> <li>SLT to monitor provision – impact statements completed.</li> <li>Pupil voice activities.</li> </ul>	HT & PE Leader	March 2023
<b>Total budgeted cost</b>					<b>£85,713</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>D. Improved attendance and punctuality for children eligible for PP, particularly for persistent absentees, and improved engagement in learning for children with external pastoral concerns.</p>	<ul style="list-style-type: none"> <li>• Regular letters to all parents informing them of their child's attendance rates.</li> <li>• First day call from the school to discover the cause of absence.</li> <li>• Attendance assemblies.</li> <li>• Meetings with parents whose children are below absence targets.</li> <li>• Governor panel for the parents of persistent absentees.</li> <li>• Prizes for good attendance.</li> <li>• Attendance updated on the school website.</li> <li>• Fines issued for certain unauthorised absences.</li> <li>• Pastoral Care Manager/Learning Mentor employed to provide a link between families and outside agencies.</li> <li>• Therapy dog to be utilised to support EHMW and attendance.</li> <li>• CPOMS system used to share information and concerns between relevant members of staff.</li> <li>• CPD provided.</li> </ul>	<ul style="list-style-type: none"> <li>• During lockdowns and bubbles closures, support by our Pastoral Lead for our vulnerable families has been vital. Relationships with our most 'hard to reach' families have been maintained by weekly communication and home visits, where food parcels, clothing and school work have been provided.</li> <li>• From September 2021, when attendance rules were re-introduced, the majority of the Learning Mentor's time was spent continuing to support our vulnerable families but also carrying out attendance work, encouraging, supporting and ensuring that ALL children attend school. DfE guidance states that extra time must be allocated to potential safeguarding issues which may arise/have arisen during lockdown, including EHMW concerns.</li> <li>• We know that children with persistent absence are less likely to reach national standards and leave primary education with a broad understanding and range of skills.</li> <li>• The EEF has highlighted that children from disadvantaged backgrounds benefit from not only eating breakfast but also from the chance to socialise with others, learn and ensure they are in school on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of attendance rates and CPOMS for behaviour analysis.</li> <li>• Monitoring of lessons, children's learning and Pupil Progress Meetings.</li> <li>• Monitoring of data submitted by teachers every half term.</li> <li>• Provision Mapping Meetings.</li> <li>• Case studies created for work carried out by therapy dog.</li> </ul>	<p>Headteacher &amp; Learning Mentor</p>	<p>March 2023</p>
<p>E. Children able to swim a length of the pool confidently, and complete basic skills.</p>	<ul style="list-style-type: none"> <li>• Continue to support selected pupils in Yr 4, with extra swimming lessons, as a significant proportion of them would not have received their full entitlement to swimming lessons and therefore not completed their 25m.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in Yr 3 did not receive full entitlement to swimming during 2021/22 due to some bubble closures.</li> </ul>	<p>Monitoring standards in line with Sports Premium Grant.</p>	<p>PE Leader</p>	<p>Summer 2023</p>
<b>Total budgeted cost</b>					<b>£38,380</b>

5. Review of expenditure				
Previous Academic Year		2021/22 £92,433 (inc: £2,099 EYPP)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved literacy skills for pupils eligible for PP.	<ul style="list-style-type: none"> <li>• Timetable adjusted to enable discrete phonics/reading/writing sessions are delivered (RWI) and skills embedded in all lessons and units of learning.</li> <li>• Training provided in RWInc for all staff.</li> <li>• Employment of TAs to provide support at Wave 1 and 2.</li> </ul>	Phonics screening results for Yr 1 pupils in Summer 2022: 87%. Higher focus required on half-termly assessment and quality assurance, particularly for the Yr 1 pupils, and Yr 2 pupils who were re-tested in Summer 2022.	Due to continuing impact of the pandemic (restrictions only lifted at Easter 2022), RWI will be a vital component of the Recovery Curriculum - hence continue in EY and KS1 (yr 1 & 2). Focus on regular assessments, and coaching for each practitioner. Development Days (QA). Strategies working: results improved from 72% in Autumn 2020, to 87% Summer 2022. KS2 focus – retaining RWI knowledge and applying to spellings within their phase and focus on Yr 3 pupils who would have sat Yr 2 phonics screening re-sit – see targeted support.	See below iiA
B. Rapid progress for children eligible for PP through EYFS	<ul style="list-style-type: none"> <li>• Ratios of adults to children in EYFS reception increased to enable development work on Prime areas, especially communication and language. Most nursery pupils not attended settings prior to commencing St Herbert's, and 20 pupils new to St Herbert's. 42 children – 2 teachers and 1 TA.</li> <li>• Identifying vulnerable children early and providing early intervention.</li> <li>• Use of Welcomm and Elklan to establish baseline and address speech and language issues, across EY.</li> </ul>	Additional adults are vital for building the foundations for our new pupils and those who attended our Nursery.	Whilst budget allows, continue with deployment of adults.	See iiB.

<p>C. Improved attainment in writing and reading, and mathematics, for children who are eligible for PP in KS2.</p>	<ul style="list-style-type: none"> <li>• Spending on INSET and regular development days for writing and reading, and mathematics.</li> <li>• Timetable adjusted to enable discrete phonics/reading/writing sessions are delivered and skills embedded in all lessons and units of learning.</li> <li>• Timetable adjusted to enable daily maths meeting sessions to take place and skills embedded in all lessons and units of learning.</li> <li>• KS2 mid-days to be utilised 11:30-12:15 to listen to 1-1 readers. KS1 mid-days to be utilised from 11:30-12:00.</li> </ul>	<p>Significant progress evident within the in-house data for Yr 3-5, and Yr 6 pupils achieved results in line or above the NA 2022, despite the significant disruption to their learning for the past three academic years.</p>	<p>Continue with approach: DD twice a year for RWI. Continue to develop White Rose Maths, with support from our maths consultant, as this programme continues to respond to the needs of the children following the impact of the pandemic. Adjust curriculum further to provide more writing opportunities across the curriculum - English Curriculum to link to Hist/Geog/Sc where appropriate, more time allocated to Science, and History &amp; Geography – vital that English is taught to be implemented in real-life purposeful activities.</p> <p>Continue to focus on Reading, particularly for pupils eligible for PP, as this is likely to be an area that has not be 'taught/practised' regularly during lockdowns.</p>	
<b>Total budgeted cost</b>				<b>£7,552</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>A. Improved literacy skills for pupils eligible for PP. C. Improved attainment in writing and reading, and mathematics for children who are eligible for PP in KS2.</p>	<ul style="list-style-type: none"> <li>• Deployment of 2 teaching assistant, to enable smaller groups in phonics in KS1, and support within maths provision across school.</li> <li>• Wave 2 interventions at KS2, to rapidly improve phonics and reading attainment. Also to deliver maths intervention work..</li> </ul>	<p>Phonics screening results for Yr 1 pupils in Summer 2022: 87%. Higher focus required on half-termly assessment and quality assurance, particularly for the Yr 1 pupils, and Yr 2 pupils who were re-tested in Summer 2022.</p>	<p>Due to continuing impact of the pandemic (restrictions only lifted at Easter 2022), RWI will be a vital component of the Recovery Curriculum - hence continue in EY and KS1 (yr 1 &amp; 2). Focus on regular assessments, and coaching for each practitioner. Termly Development Days (QA). Strategies working: results improved from 72% in Autumn 2020, to 87% Summer 2022. KS2 focus – retaining RWI knowledge and applying to spellings within their phase and focus on Yr 3 pupils who would have sat Yr 2 phonics.</p>	



B. Rapid progress for children eligible for PP through EYFS.	<ul style="list-style-type: none"> <li>Deployment of FT TA and 2 days of TA, in EYFS to assist in delivering RWI, and maths interventions, to raise attainment.</li> </ul>	Additional adults are vital for building the foundations for our new pupils and those who attended our Nursery.	Whilst budget allows, continue with deployment of adults.	
E. Build resilience and teamwork skills, together with independence.	<ul style="list-style-type: none"> <li>Sessions with Commando Joe every Friday.</li> <li>(also refer to iiiD)</li> </ul>	Restrictions only lifted at Easter 2022, therefore due to disruption in education, children's relationships, ability to play and share, and teamwork skills will continue to be a focus until Summer 2023.	Continue with sessions, with a greater focus on making and building relationships.	
<b>Total budgeted cost</b>				<b>£53,207</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
D. Improved attendance for children eligible for PP, particularly for persistent absentees, and improved engagement in learning for children with external pastoral concerns.	<ul style="list-style-type: none"> <li>Regular letters to all parents informing them of their child's attendance rates.</li> <li>First day call from the school to discover the cause of absence.</li> <li>Attendance assemblies.</li> <li>Meetings with parents whose children are below absence targets.</li> <li>Governor panel for the parents of persistent absentees.</li> <li>Prizes for good attendance.</li> <li>Attendance updated on the school website.</li> <li>Fines issued for certain unauthorised absences.</li> <li>Pastoral Care Manager/Learning Mentor employed to provide a link between families and outside agencies.</li> <li>Commando Joe to work with children and families.</li> <li>CPOMS system used to share information and concerns between relevant members of staff.</li> </ul>	<p>During lockdowns and bubbles closures, support by our Learning Mentor for our vulnerable families has been vital. Relationships with our most 'hard to reach' families have been maintained by weekly communication and home visits, where food parcels, clothing and school work have been provided.</p> <p>From September 2021, when attendance rules were re-introduced, the majority of the Learning Mentor's time was spent continuing to support our vulnerable families but also carrying out attendance work, encouraging, supporting and ensuring that ALL children attend school. DfE guidance states that extra time must be allocated to potential safeguarding issues which may arise/have arisen during lockdown, including EHMW concerns.</p>	All EHMW concerns logged on CPOMs.	

E. Children able to swim a length of the pool confidently, and complete basic skills.	<ul style="list-style-type: none"> <li>Continue to support selected pupils in Yr 4, with extra swimming lessons, as a significant proportion of them would not have received their full entitlement to swimming lessons and therefore not completed their 25m.</li> </ul>	Pupils in Yr 3 did not receive full entitlement to swimming during 2021/22 due to some bubble closures.	Continue to support pupils in Yr 4, to achieve their 25m.	
<b>Total budgeted cost</b>				<b>£33,898</b>

<b>6. Additional detail</b>