

## Pupil premium strategy statement

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. Norbert's Catholic Voluntary Academy
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	16.09%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Local Governing Board Jenna Withers, Headteacher
Pupil premium lead	Sarah Hibbert, Assistant Headteacher
Governor / Trustee lead	Simon Pick, Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 38,996
Recovery premium funding allocation this academic year	£ 12,300
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	£ 51,296

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Norbert's Catholic Voluntary Academy we are committed to providing the best possible education for every individual pupil. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, English spoken as an additional language, challenges in language, communication and confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied, therefore it is important to consider each child on an individual basis and that they are given every opportunity to realise their potential. We will ensure that all teaching staff and relevant support staff are involved in the analysis of data and identification of pupils, so that all parties have an understanding of strengths and areas for development across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We 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
- 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 reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to reach nationally expected progress rates in order to obtain Age Related Expectation at the end of Year 6

### Achieving these Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- To provide small group work with an experienced health mentor focussed on overcoming barriers to learning and social and emotional areas of need.
- 1-1 support

- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to support pupils to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St. Norbert's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Reading skills, language acquisition and grammar</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and are further impacted by those who speak English as an additional language. As a result this has impacted on reading and writing skills and within the majority of year groups disadvantaged pupil's attainment is below non-disadvantaged pupils.</p>
2	<p>Phonological awareness and decoding skills</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers which impacts on their understanding and development in reading.</p>
3	<p>Low attainment in basic maths skills</p> <p>Assessments, observations, and discussions with pupils indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS2.</p>
4	<p>Metacognition and Self-regulation linked to COVID-19</p> <p>Our assessments and observations indicate that the metacognition and ability to use self-regulation strategies of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.</p>

5	<p>Social and emotional wellbeing linked to COVID-19</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional concerns for many pupils, notably due anxiety regarding returning to school and friendship groups, as well as a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Low attendance rates</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 96 - 97% which is in line with our school's expectations. However since the start of this academic year 2021-22 attendance has dropped to between 90-91% which is 4-5% lower than for non-disadvantaged pupils.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. KS1 phonics assessments show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved resilience and independence for all pupils, particularly	Sustained high levels of wellbeing from 2024/25 demonstrated by:

<p>those who are disadvantaged</p>	<ul style="list-style-type: none"> <li>• a significant increase in participation in whole class learning</li> <li>• Pupils are able to use a range of strategies to support their independence in learning</li> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> </ul>
<p>To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in anxiety</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> </ul>

## 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: £18,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding communication and language approaches across the curriculum to improve spoken language skills, expressive vocabulary and early reading and comprehension skills.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Oral language interventions emphasise the importance of spoken language and high quality verbal interaction in the classroom. They are inexpensive to implement and have a high impact on the development of reading and vocabulary acquisition.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Communication and Language   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme Bug Club Phonics to secure stronger phonics teaching for all pupils.</p>	<p>Extensive evidence suggests Systematic Synthetic Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading. Bug Club's approach that incorporates the explicit teaching of vocabulary and spelling will support the development of writing as well as reading.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<p>Purchase of high quality reading texts to support the teaching of reading comprehension strategies</p>	<p>Reading comprehension strategies are high impact but low cost and enable pupils to learn a range of techniques to develop their comprehension and meaning of what is read.</p> <p><a href="#">Reading Comprehension Strategies  </a></p>	1,2,4

<p>We will fund teacher release time to embed key elements of guidance in school and to access Literacy Hub resources, CMAT Steering and Network groups and CPD.</p>	<p><a href="#">Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources, CMAT Steering and Network groups and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.(publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Maths in the Early Years and KS1  Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Improving Maths in KS2 and KS3  Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3,4</p>
<p>Enhance the quality of social and emotional (SEL) learning.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning</a></p>	<p>1,3,4,5,6</p>
<p>Embedding metacognition and self-related learning strategies in to all areas of learning</p> <p>Approaches will be embedded into routine educational practices and</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Explicit instruction in cognitive and metacognitive strategies across the curriculum through a series of steps can improve pupils' learning.</p>	<p>1,3,4,5,6</p>

supported by professional development and training for staff.	<a href="#">Metacognition and Self-regulated learning  Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3

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

Budgeted cost: £ 9,638

Activity	Evidence that supports this	Challenge
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	<b>approach</b>	<b>number(s) addressed</b>
Whole staff training on metacognition approaches with the aim of developing our school ethos and improving understanding of how metacognition helps learners increase their awareness of how they are learning.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Explicit instruction in cognitive and metacognitive strategies across the curriculum through a series of steps can improve pupils' learning. <a href="#">Metacognition and Self-regulated learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,4,5,6
Supporting pupil's ability to recognise and express emotions through activities with active forms of learning, such as: role-play, discussion and small group work	Evidence suggests that good self-awareness is associated with reduced difficulties in social functioning and fewer externalising problems.  <a href="#">EEF Social and Emotional Learning</a>	1,3,4,5,6
Supporting pupil outcomes through enrichment activities and life skill strategies	There is evidence to show that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum and can build wider benefits such as more positive attitudes to learning and increased well-being.	5,6
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £40,540**

## 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.

Our internal assessments during 2020/21 suggested that the performance of some disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Reading was identified as being the most significantly impacted area and despite being on track during the first year (2018/19) and strong phonics data, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

These outcomes points primarily to Covid-19 impact and as evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, who were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. As a result, planned small group tuition and 1:1 sessions to refine skills and pre-teach vocabulary and skills, previously successful in being able to provide support in narrowing the gap, was unable to support pupil progress. We were however able to continue to provide quality first teaching through our daily live lessons accessed via MS Teams.

Although overall attendance in 2020/21 was in line with the overall preceding 3 years at 97.35% and in line with the school's target of 97%, which is higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher in some year groups 5-6% higher than their peers but persistent absence was lower. Of the pupils who were persistently absent 25% were disadvantaged pupils. However, during periods of closures, despite allocating laptops to disadvantaged pupils and regular contact with families, we found that there was less engagement with remote learning through live lessons and some pupils were predominately using paper based learning provision, which had an impact on their progress and development. During this academic year 2021/22, due to a rise in COVID-19 cases absence has been significantly higher than in preceding 3 years and these gaps continue to be 5-6% larger for disadvantaged pupils in particular, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, including during periods of closure through learning mentor external provision who were able to provide targeted interventions

where required. This was particularly important following periods of closure where pupils returned with heightened anxiety related to independent learning and social We are building on that approach with the activities detailed in this plan.

## 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
Provide opportunities for a relationship-based well-being approach to re-establish children's engagement and development in learning	Evolve

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

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will look to identify ways to develop our understanding of our pupils' needs, continue to utilise pupil's voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration supported by external specialists. Activities will focus on building life skills such as confidence, resilience, and socialising during playtimes, lunchtimes and after school. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and utilised pupil and parent voice to support this.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and used the case studies and researched approaches of high-performing disadvantaged pupils to learn how to further develop our provision.

We looked at a number of reports, studies and research papers about effective use of pupil premium, and undertook relevant training opportunities to review the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, and additional case studies to diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

- We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.