

Pupil premium strategy statement

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	St. Norbert's Catholic Voluntary Academy
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	22.59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Local Governing Board Jenna Withers, Headteacher
Pupil premium lead	Sarah Hibbert, Deputy Headteacher
Governor / Trustee lead	Tom Harrison, Lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,351
Recovery premium funding allocation this academic year	£ 6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 61,586

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>

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.
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 2022-23 attendance for non-disadvantaged pupils has dropped to between 88-91%.</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 those who are disadvantaged	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in whole class learning • Pupils are able to use a range of strategies to support their independence in learning • qualitative data from pupil voice, pupil and parent surveys and teacher observations
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in anxiety • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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%.

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: £18,599

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme Little Wandle Letters and Sounds Revised Rapid Catch up and Fluency resources to secure stronger phonics teaching for all pupils.	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. Little Wandle approach that incorporates the explicit teaching of vocabulary and spelling will support the development of writing as well as reading. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Purchase of high-quality reading texts to support the teaching of reading comprehension strategies 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.	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. Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF	1,2,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance and support the implementation of evidence-based approaches.	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: Maths guidance KS 1 and 2.(publishing.service.gov.uk)	3,4

<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 EEF guidance is based on a range of the best available evidence:</p> <p>Improving Maths in the Early Years and KS1 Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving Maths in KS2 and KS3 Toolkit Strand Education Endowment Foundation EEF</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>EEF Social and Emotional Learning</p>	<p>1,3,4,5,6</p>
<p>Embedding metacognition and self-related learning strategies into all areas of learning</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>Metacognition and Self-regulated learning Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3,4,5,6</p>
<p>CPD for Senior Leadership team to work towards the Gold Wellbeing in Schools award.</p>	<p>Developing attainment with a wellbeing approach.</p> <p>Children’s Bureau and Optimus Education, recognises the outstanding work being done to promote mental health and wellbeing within school communities</p>	<p>1,3,4,5,6</p>

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

Budgeted cost: £ 17,494

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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Communication and Language Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Targeted academic support in Maths utilising evidence based approaches outlined through the SEND Maths Hub.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping.</p> <p>EEF Positive Learning Environment for those with SEND</p>	1,2,3

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

Budgeted cost: £ 13,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on Mental Health First Aid Supporting pupils' social, emotional, and behavioural needs	Effective SEL can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools	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. EEF Social and Emotional Learning	1,3,4,5,6
Supporting pupil outcomes through enrichment activities and life skill strategies	There is evidence to show that Arts and team building 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: £49,436

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 2022 to 2023 academic year.

Through our identification of Reading as an area for development in this and last year's SDP we have been working on a range of strategies to support the development of early reading across the school including Little Wandle Rapid Catch in KS2 and Fluency development texts. We have also utilised a reciprocal reading through FFT within Upper Key Stage 2. The strategies for development included whole school systematic, synthetic phonics refresher training for all staff to ensure staff understand the principles in teaching phonics and early reading and how best to support and assess this in order to quickly identify gaps in learning and strategies for improvement. In addition, staff have been trained in the new fluency intervention through Little Wandle the English Lead and two KS2 teaching assistants have completed reciprocal reading training through the FFT during the summer term of 2022 and implemented from September 2022 and still remains as a strong intervention practice for pupils in upper KS2 to develop their vocabulary and understanding. Through the development of reading and fluency for reading, pupils engagement and confidence in reading for pleasure has also been enhanced.

Another area for development identified is in Maths for the school. Generally, our internal assessments identified that disadvantaged pupils across all year groups predominantly achieve better in maths, which has been a key area of intervention through the Maths on the Move programme over the past two academic years and the majority of pupils were working at ARE by the end of the academic year. Reading and Writing were key areas for further development and we have this year continued to strengthen and further embed the Phonics Scheme Little Wandle to support the development of early reading and the application to writing. For writing the English subject lead has benefitted from training the review and editing of writing training and changes the long term planning of writing to include this important element has already been adapted and implemented in to the curriculum to support the development of writing.

Another area for development this year has been in developing the subject knowledge of staff in mental health and wellbeing. All Senior leaders have completed training to support attainment with wellbeing approached to learning, which has been shared with wider staff and adaptations to learning and policies have been made to reflect the training. The Deputy Headteacher has also undertaken Mental Health First Aid training to support staff, parents and pupils.

Monitoring has indicated that funding utilised to support the pastoral needs of pupils has grown in success over the past year through the CPD undertaken by staff in Level Two Drawing and Talking Therapy and Lego Therapy utilising the funding. This has enabled pupils to develop coping strategies for anxiety and allowed them to focus more readily for learning. This has been evident through the intervention reports and tracking.

Overall attendance in 2022/23 was at 93.05%, although below the school's target of 97% it is 1% higher than the preceding year. It was also 2% lower than non-disadvantaged pupils. During this academic year 2022/23, we have implemented an attendance champion to devise ways to raise attendance in line with government guidance. So far this academic year attendance has further increased 2% and is currently 95.42%.

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
Developing confidence and attainment in maths through a physically active learning programme	Maths on the Move

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.