

St Finbar's Catholic Primary School

St. Finbar's Catholic Primary School
& Early Years Centre

**Pupil Premium Grant
2021 - 2022**



Pupil Premium Grant 2021–22

School context

St. Finbar's Catholic Primary is a diverse, one-form entry primary school in the south end of inner-city Liverpool. The school provides a secure, stimulating and enriched environment where pupils develop positive personal qualities, social awareness and understanding.

The school promotes independence, self-esteem, academic achievement and a desire to learn. It is a place where children of all races and religions find safety and respect for themselves, their families and their traditions. The school is inclusive providing for the needs of all pupils regardless of ability, gender or background.

Detail	Data
School name	St. Finbar's Catholic Primary School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	91 @ 54%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jan Conley, Headteacher
Pupil premium lead	Lisa Haresnape, Pupil Premium Champion
Governor	Louise Turner

Entitlement by Year Group (as @ September 2021)							
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
0/13 @ 0%	8/ 20 @ 40%	8/ 21 @ 38%	10/ 18 @ 56%	16/ 20 @ 80%	19/ 28 @ 68%	19/ 29 @ 65%	11/ 17 @ 65%



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 disadvantaged pupils in our school.

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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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 for 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.

Our approach will be responsive to 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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,500
Recovery premium funding allocation this academic year	£13,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£152,760
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Mobility

Due to the very high levels of mobility within the school exact percentages will fluctuate across the year and therefore explaining any differences in percentages from external data will be a challenge. The proportion of pupils joining or leaving the school other than at the beginning of the school year is above average. There is also a small number of pupils who join the school for a short stay period then return to home countries.

	Whole school mobility (September – 8.12.21)							
	N	R	Y1	Y2	Y3	Y4	Y5	Y6
NOR	13	20	21	18	21	28	29	17
Starters	7	9	3	2	5	1	3	0
Leavers	4	1	2	2	-	2	2	0
%	84%	50%	24%	22%	24%	11%	17%	0%
43/167 @ 26%								



Research

The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit play a key role in our spending plans for Pupil Premium.

Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit. The school follows the Implementation process of Explore, Prepare, Deliver and Sustain and believes quality-first teaching helps every child.

St. Finbar's Catholic Primary School continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following;

1. Teaching – a focus on professional development ensuring the opportunity for highly skilled teachers to support and develop early career teachers
2. Targeted academic support – close links between intervention support and classroom teaching
3. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school

Challenges

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development. Whilst some of the identified challenges may be seen in a range of all groups of children, the issues appear to be more prevalent in those children who are disadvantaged.

We have categorised this into 5 key areas which remain a focus of a 3-year plan:

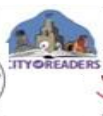
1. **Low baselines of attainment on entry to school** – In EYFS this is evident across all areas of learning. In other year groups this is largely noticeable with basic skills in reading (including phonics), writing and maths
2. **Cultural Capital** - In-the-main, many of our children do not explore their local environment, often resulting in them having limited experiences of life outside their immediate environment e.g. not having been to visit a library or a park. This has a negative impact on wider general knowledge and understanding of the world, in addition to language/ vocabulary acquisition
3. **Attendance and Punctuality** – Whole-school attendance at the start of December 2021 was 94%; significantly below school and national target of 97%. The number of children who are persistently absent (PA) is too high. Increase attendance across the school; particularly for Ever6/FS M children so that minimum of 97% is achieved
4. **Language Acquisition** – On entry to nursery/ reception the language deficit between disadvantaged and non-disadvantaged children is significant. There is an increasingly high number/ proportion of children who are starting school while still wearing nappies. This has been more noticeable since the start of January 2020 (first national lockdown).
5. **Well-being** – RISE assessments indicate that children's wellbeing and resilience have been significantly impacted by school closures; leading to significant gaps in learning resulting in them falling further behind than their peers.



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 attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more disadvantaged pupils met the expected standard than in 2019
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils met the expected standard than in 2019
To achieve and sustain improved 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 student voice, student and parent surveys, RISE assessments and teacher observations • a significant reduction in bullying • 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 3%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers.



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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Action	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access SIL resources and CPD (including Teaching for Mastery training).</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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 4



Action	Evidence that supports this approach	Challenge number(s) addressed
<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 and CPD (including Teaching for Mastery training).</p> <p>Participate in NWMB: 'Maths Mastery in EYFS' programme</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 4</p>
<p>Improve the quality of PSHEE learning.</p> <p>PSHEE approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 5</p>



Action	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across the school. Impact of each event to be recorded and monitored. Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.</p>	<p>A major review of professional development by Ofsted when developing the Education Inspection Framework (EIF) highlighted that the quality and quantity of professional development are directly related to a school or colleges effectiveness and improvement.</p> <p>https://thenationalcollege.co.uk/news/how-doofsted-inspect-cpd</p>	<p>1, 2, 4, 5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ide-as, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time e.g. in LA vocabulary Project and Subject Lead briefings to support vocabulary enhancement in all curriculum subjects.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>



Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4
Engaging with the National Tutoring Programme 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4
Emotional support to develop inter-personal relationships with an empathetic approach. Thrive leadership and lead practitioner training completed. Thrive strategies implemented across school. Opportunities for children to develop skills e.g. supporting vulnerable animals.		5, 3
Purchase of programmes NELI and WELL COMM to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5



Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants will provide further intervention with a focus on Pupil Premium children. Resources and training will be provided to ensure that high-quality intervention reduces gaps in progress.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	1, 4, 5

Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches (THRIVE) with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3



Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned curriculum which allows for enriched learning opportunities outside of the classroom	<p>Enriched cultural and academic learning experiences of pupils across all year groups. Engaged and motivated pupils with a widening understanding of the curriculum and beyond.</p> <p>Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing due to ignited experiences</p> <p>Improved standards at the end of both Key Stages.</p> <p>All pupils to receive an enriched curriculum with hands-on learning experiences</p>	All
Healthy and nutritious breakfast available every day. Opportunities to develop relationships, fitness and academic support during morning club time.		3, 5
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<p>Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including. domestic violence. Parental abandonment through separation or divorce. A parent with a mental health condition. being the victim of abuse (physical, sexual and/or emotional). Research has shown that early intervention is key to reducing the impact ACES can have on later life.</p> <p>https://mft.nhs.uk/rmch/services/camhs/young-people/adversechildhood-experiences-aces-andattachment/</p>	3, 4, 5
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: £152,760



Please note that any additional spending will come from alternative budget lines

*Due to the high levels of mobility within the school context, exact percentages will fluctuate throughout the academic year. The proportion of pupils leaving or joining the school throughout the year is significantly above national average. There are also a significant number of pupils who join the school for a short period of stay or return to home countries on a regular basis.

Impact of 2020 – 2021 Pupil Premium Spending Plan

Due to Covid-19, it has not been possible to measure the full impact of Pupil Premium spending during the academic year 2020-21.

The reason for this is school closures from 4th January 2020 - 23rd of March 2020. Additionally, the government stopped statutory assessment for all children.

