



St Simon's Catholic Primary School
 'Whatever we do, we do it for the glory of God.'

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 Simon's Catholic Primary
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Rachel Crisp
Pupil premium lead	Sarah Munro / Jayne Clarke
Governor / Trustee lead	Dawn Farrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,695
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



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Part A: Pupil premium strategy plan

Statement of intent

St Simon's Catholic Primary School has high expectations for all its pupils. Children are encouraged to STRIVE to be the very best that they can be. Effective teaching and focused learning intentions enables maximum opportunities for exceptional learning outcomes from respective starting points. Relationships are crucial at every level, and there is commitment and dedication for all children to achieve well and to experience success and pride.

Specific interventions are implemented by staff, targeting children in need, including disadvantaged pupils. The pupil premium funding enables such interventions to take place, with the aim being for these children to do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

When making decisions about allocating our Pupil Premium Funding, the needs of the children in each cohort are taken into account and appropriate spending is agreed, to provide opportunities for those children to 'catch up' to those who are making expected progress and who are meeting age related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils, on average, have lower attainment rates and make less progress than non-pupil premium children. The loss of academic and social learning due to Covid lockdowns, restrictions and self-isolation have been more prevalent amongst our pupil premium children, resulting in lower outcomes.
2	Language knowledge and acquisition is limited, as is exposure to rich vocabulary.



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3	A number of disadvantaged pupils struggle with specific learning behaviours. They have low emotional resilience for overcoming problems, low aspiration and focus to fulfil their potential and have poor social and communication skills for positive relationships.
4	Lower attendance and poorer punctuality for our disadvantaged children.
5	Limited life experiences and resources.

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
<ul style="list-style-type: none"> Disadvantaged and vulnerable children to make at least expected progress from their starting points. The attainment gap between PP children and non- PP children will reduce. 	<ul style="list-style-type: none"> Focused tracking and specific intervention from TAs, teacher or Pastoral lead to be carried out regularly, depending on the need. This is to be monitored by school leaders. Learning Support Service to work with a number of PP children and class support staff to complete follow up work.
<ul style="list-style-type: none"> Rich language opportunities for all. 	<ul style="list-style-type: none"> Additional speech and language activities to those who require it. Restorative sessions and circles in classes. A love of reading for pleasure and for information to be modelled and adopted in every classroom. Libraries in every classroom. Pastoral lead to lead phonics interventions.



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	<ul style="list-style-type: none"> • Daily reading and talk for writing to take place. • Class novels to be enjoyed. • Class displays to reflect key, relevant vocabulary. • Restorative ambassadors trained up by Pastoral lead and on duty daily, stimulating dialogue and resolution.
<ul style="list-style-type: none"> • An increase in positive mental health and well-being 	<ul style="list-style-type: none"> • Aspirations week • Live life to the full materials incorporated into the curriculum • Drawing and Talking sessions led by HLTA & Pastoral lead, to support those suffering from trauma.
<ul style="list-style-type: none"> • Attendance and Punctuality will improve for PP children. 	<ul style="list-style-type: none"> • Clear communication from home and school • Pastoral lead to engage with specific families and offer information and strategies to help and support.
<ul style="list-style-type: none"> • A broad range of experiences for the children to be exposed to. 	<ul style="list-style-type: none"> • Forest school to be accessed by all children. • Class teachers and subject leads to organise impact activities, either face to face or virtually.



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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: £35,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted support for specific pupils.	<ul style="list-style-type: none"> Recruitment of an additional TA to support mental health at break times and academic progression in sessions. Work to include 1:1 and small group intervention. Pastoral lead role to continue to be funded, to lead on Restorative Approaches throughout the school and to support vulnerable families, especially those where attendance and punctuality is a concern. 	<p>ALL</p> <p>ALL</p>

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

Budgeted cost: £ 8,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Drawing and talking training for staff 	Training for all staff to support disadvantaged children who have experienced trauma or loss.	ALL



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<ul style="list-style-type: none"> • Learning Support Service – 1:1 intervention 	<p>Service Level Agreement for LSS with Stockport LA, to work with specific disadvantaged children.</p>	<p>1, 2 and 3</p>
<ul style="list-style-type: none"> • Forest School sessions for the whole school 	<p>All Children to experience a 10 week block of Forest School. Forest School widens educational access and supports holistic teaching and learning, helping children engage in learning and new experiences, building confidence, success and wider outcome learning, which in turn supports academic learning.</p> <p>Forest School gives Disadvantaged children opportunities over time to immerse themselves in the natural environment, for holistic, SPICES learning: Social, Physical, Intellectual, Communication, Emotional, Spiritual</p> <p>Disadvantaged children from two classes per block are given opportunities to immerse themselves in the natural environment, reducing stress and increasing skills, confidence, resilience etc. through opportunities for success, bringing about greater wellbeing.</p>	<p>ALL</p>



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

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 annual residential	Financial support for those families who cannot afford the full cost, too allow all children to access the experience.	1,2,3 & 5
Breakfast & snack subsidy	Providing food for disadvantaged pupils to enable them to access the curriculum more readily.	ALL

Total budgeted cost: £47,502



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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.

Desired Outcomes	Impact
Disadvantaged and vulnerable children have improved well-being at school (after lockdown), amidst a global pandemic.	<ul style="list-style-type: none"> • All pupils were able to access their learning either at home or at school and had access to key staff for support. • Extra emphasis on PSHE and well-being activities to teach resilience and better coping mechanisms.
Disadvantaged and vulnerable children have all the tools they need to be able to work effectively in school.	<ul style="list-style-type: none"> • Net books were distributed to those children who required them, in order to access remote learning. • Staff made regular contact with disadvantaged families and supported them in a variety of ways. • All children were offered emotional support and regulation strategies when they returned to work.