

# St Bonaventure's Pupil Premium Strategy

## Statement

Our aim is to provide a nurturing and supportive environment where every person is valued and empowered to be the best they can be.

We recognise that some of our families face social and economic challenges which can impact on children's ability to learn. Through working in partnership, we are able to provide the support needed for children to thrive at school and beyond.

We use the Pupil Premium grant to help tackle disadvantage through ensuring that all staff have the skills they need to support pupils' social, emotional and academic needs. We have a whole school approach to emotional well-being as well as offering tailored provision for individual pupils. We seek to ensure that disadvantaged pupils have access to enrichment activities and have opportunities to experience leadership roles within school and in the community.

Our approach is informed by research, including from the Education Endowment Fund, Trauma Informed Schools and Voice21.

## Covid Addendum

*We recognise that the pandemic has had a significant impact on the mental health, well-being and learning of all pupils but that disadvantaged pupils have been most impacted. Throughout the pandemic we have prioritised our most vulnerable pupils for school places, academic support including from the NTP and broader provision to support their well-being. We have used the government catch-up premium to address identified barriers to learning (see catch-up premium report).*

## School overview

Metric	Data
School name	St Bonaventure's RC School
Pupils in school	382
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£44,880
Academic year or years covered by statement	2020 -23
Publish date	October 2021
Review date	October 2022
Statement authorised by	Sarah Ballantine
Pupil premium lead	Stephanie Woolley
Governor lead	

## Disadvantaged pupil performance and progress at end of Key Stage 2 academic year 2018/19 (last published results)

Due to the small number of pupils in the cohort we are unable to report on the results of PP pupils as individual children could be identified.

## Strategy aims for disadvantaged pupils

Aim	Activity
Raise the profile and confidence of pupils through encouraging and supporting them to take up positions of responsibility within the school and participation in enrichment activities in the wider community.	PP lead to ensure that pupils have access to leadership roles and enrichment activities through provision mapping and raising the profile of pupils in the school.
Support the SEMH of pupils through a whole school approach as well as targeted group and individual provision for identified pupils.	Raise staff awareness of the impact of trauma and attachment issues on pupils. Equip staff to implement a range of strategies to support pupils in emotional regulation and resilience.
Ensure that pupils have the academic support they need to make at least good progress in order to meet or exceed the expected standard in reading, writing and maths at the end of Key Stage 2.	PP lead to closely monitor pupil progress and provision, including the impact of interventions.

## Teaching and learning priorities for current academic year

Priority	Activity
Progress in Reading	Extra staffing in FS and Key Stage 1 to support pupils in reading and early language through regular 1:1 support. (funded through catch-up premium)
Progress in Writing	Address identified barriers to progress in writing (application of SPAG) and use learning cycles to implement and review the impact of interventions.
Progress in Mathematics	Identify barriers to progress for identified pupils and use learning cycles to implement and review the impact of interventions.
Phonics	Extra staffing in Key stage 1 to support targeted phonics interventions for identified pupils. (funded through catch-up premium)
Projected spending	15,000

## Targeted academic support for current academic year

Priority	Activity
Pupils' barriers to learning in reading, writing and maths are addressed through targeted provision including skills building, reinforcement and developing resilience	<p>Provision mapping to ensure that PP pupils are making at least good progress and that targeted, timely interventions address identified gaps.</p> <p>Evaluate the impact of learning cycles and additional staffing through pupil progress and action plan monitoring.</p> <p>Identified groups (e.g. children with dyslexia) are supported in class and through specialist interventions in developing strategies to support their own learning needs and independence.</p> <p>Whole school focus on developing grit and resilience (Learning Leaders Action plan)</p> <p>SEN support for pupils with significant barriers to learning</p>
Focus on pupils developing language and oracy skills	<p>Early language programme implemented in FS (funded through catch-up premium)</p> <p>Oracy action plan supports pupils in developing presentation and speaking skills.</p> <p>Increased opportunities for pupils to speak in lessons and present in class and assemblies.</p>
<i>Barriers to learning these priorities address</i>	<p><i>Pupils lack resilience in their learning</i></p> <p><i>Individual barriers to learning (SEN, dyslexia)</i></p> <p><i>Pupils may have limited vocabulary and experience.</i></p> <p><i>Pupils lack confidence in speaking in a range of contexts.</i></p>
Projected spending	15,000

## Wider strategies for current academic year

Priority	Activity
Build pupils confidence through raising their profile in school and providing enrichment opportunities in the wider community.	<p>PP lead to monitor access and engagement of pp pupils.</p> <p>Forest Schools for all PP pupils.</p> <p>Leadership roles for PP pupils</p> <p>Agents of Change led by PP pupils</p> <p>Pupils encouraged to access lunchtime and after school clubs.</p> <p>Premier Sport to provide an after school club for PP pupils not accessing paid clubs.</p>
Support pupils SEMH	<p>Relationships Policy is embedded throughout the school.</p> <p>Training for staff in techniques to support pupils' mental health and well-being.</p> <p>PP lead to work with staff on Behaviour Policy based on attachment and trauma informed approach</p> <p>Play therapy and referrals for identified pupils.</p>

<i>Barriers to learning these priorities address</i>	<i>Pupils are not confident about taking on leadership roles or raising their profiles in school. SEMH issues are barriers to learning</i>
Projected spending	15,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching and learning priorities	Identifying small steps progress and planning next steps.	Evaluate the impact of learning cycles and additional staffing through pupil progress and action plan monitoring.
Targeted support	Measuring the impact of strategies	Use data, pupil and parent voice to evaluate impact.
Wider strategies	Measuring pupil engagement and wellbeing	Communication with parents, teachers and pupils.

## Review: last year's main aims and outcomes

Aim	Outcome
Raise the profile and confidence of pupils through encouraging and supporting them to take up positions of responsibility within the school and participation in enrichment activities in the wider community.	PP pupils were encouraged to take on leadership roles in school including school council, eco reps and Agents of Change. Agents of Change (PP) set up a whole school vote on an initiative to support 'Care for our Common Home' resulting in buying and building a school greenhouse.
Support the SEMH of pupils through a whole school approach as well as targeted group and individual provision for identified pupils.	PP lead completed a diploma in Mental Health and Trauma Informed Schools and led staff in recognising and supporting pupils using a trauma informed approach. A whole school relationships policy was produced and all classes have relationships charters in place as well as strategies to support pupils SEMH Identified PP pupils have had support for SEMH including 1:1 support with mental health lead, play therapy and referrals to Barnardo's and Primary Mental Health services.
Ensure that pupils have the academic support they need to make at least good progress in order to meet or exceed the expected standard in reading, writing and maths at the end of Key Stage 2.	Identified PP pupils were prioritised for school places during lockdown so were taught in smaller groups with a higher level of support (56% of PP pupils attended school during lockdown, a further 22% of PP pupils were offered places at school) The engagement of PP pupils who were not able to attend school was monitored and strategies put in place to overcome barriers

	<p>to home learning (resource packs delivered, welfare phone calls with teacher or LSA, individual online teaching)</p> <p>PP pupils were included in NTP small group support (22 pupils) or had 1:1 specialist online tuition (2 pupils) (funded through catch-up premium)</p> <p>78% of PP pupils have made at least expected progress since term 1</p> <p>40% of PP pupils made accelerated progress between terms 1 and 6 and re-joined or exceeded their trajectory in at least one subject.</p> <p>The impact of extra staffing to support reading of PP pupils has resulted in 79% of pupils at or exceeding their trajectory in Reading.</p>
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