

Pupil premium strategy statement (3-year plan) 2024 - 2027

St Catherine's Catholic Primary School - Academic Year 2024 – 2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	164 (N – Y6)
Proportion (%) of pupil premium eligible pupils	28.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	L Hoey
Pupil premium lead	C Murray
Governor / Trustee lead	B Lamb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,955
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£62,955

Part A: Pupil premium strategy plan

Statement of intent

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, those who are living away from the family home and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether pupils 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. Our teaching and learning policy will ensure that there is a focus on retention, recall and metacognition, working closely to implement the EEF's '5-a-day' approach to teaching. 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 as well as pupils with Special Educational needs. Having introduced this approach in the 23-24 academic year, this will be further embedded in 24 - 25 and forms a major part of the Teaching and Learning in school, linked to the SDP and teacher appraisal targets.

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 approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Assessments, including Speech Link and Language Link, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers due to limited vocabulary and experience of some pupils.
3	Our assessments, observations and discussions in Maths show that our disadvantaged pupils have greater difficulties than their non-disadvantaged peers.
4	Observations and discussions with pupils and families identified limited cultural capital and links with the local/ wider community. Resulting in limited opportunities for quality learning experiences outside of school.
5	Our assessments, observations and discussions with pupils and families have identified increased social and emotional need in pupils. This includes pupils with unsettled home lives and possible social care involvement. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Attainment across the school is varied for disadvantaged learners with some gaps in pupils learning. The reasons include understanding of language, poor working memory, retention, and lack of experiences. Some disadvantaged pupils need additional support to address gaps in learning and ensure good progress.
7	Our data shows that our disadvantaged pupils have a slightly lower attendance rate than our non-disadvantaged pupils.

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.	Improvement in children achieving a GLD with a focus on communication and language. Across the school we will see pupils who are able to articulate ideas and engage with others through spoken language. We will see

	significantly improved oral language among our disadvantaged pupils. This will be evident when triangulated with others sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. At the end of KS2 we will see an increase in age related expectations.
Improved phonics, Reading, Writing and Maths attainment among disadvantaged pupils.	Our curriculum design will provide opportunities to teach basic skills. Pupils will have increased recall of number facts and will apply skills to reasoning and problem solving. A Mastery approach to the teaching of Maths will be further embedded throughout the school with a clear focus on Oracy. An EAL Champion will have a clear support package for pupils and their families arriving with limited knowledge of the English language.
Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys, • Boxall profiles (or a similar program) and teacher observations • a reduction of incidents on CPOMs linked to mental health
To further improve attendance. Narrowing the small gap in attendance between disadvantaged pupils and non-disadvantaged pupils.	Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance. Disadvantaged attendances improves with a reduction in the percentage of persistent absence for all pupils but particularly the disadvantaged group.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in Quality First CPD for staff. Ensuring teachers spend more time with the most vulnerable pupils.</p> <p>Keep EEF 5 a day principle at the centre of all we do.</p> <p>Deputy headteacher to continue to embed the Teaching and learning policy through a range of activities including dedicated staff meeting time.</p> <p>Focus on staff targeting the bottom 20% attainers.</p>	<p>DfE report - Through setting high expectations, monitoring performance and tailoring teaching and support to suit the needs of their pupils, they (the school) create a supportive learning environment for all learners but particularly for our disadvantaged learners.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches</p>	1-6
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will implement a whole school approach to improving Speech and Language through Speech and Language Link and the Oracy 21 Framework.</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>	1,2
<p>Refine Whole Class Reading and Guided Reading sessions in Y2 – Y6.</p> <p>Continued engagement with The Write Stuff materials, provided training in writing for all staff, update resources.</p> <p>Phonics teachers to update and allocate reading books to match pupil ability.</p>	<p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. The organisation of books must match the order in which the RWI phonics programme introduces grapheme-phoneme correspondences and exception words. Children should practice reading with a book decodable to them at their stage of learning.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies EFF</p>	2,3
<p>Teacher and Support Staff Development through a CPD programme to develop reflection skills and embed new skills introduced in training,</p>	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches</p>	1, 2, 3, 4, 5, 6

particularly through TA's BBCET training programme.	ationevidence/teaching-learning-toolkit/collaborative-learningapproaches https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation EEF	
NCETM updated training and resources, with a focus on developing Oracy in Maths. Within Maths lessons, children are encouraged to use sentence stems developing their use of vocabulary and rehearsal of speaking in full sentences. Maths lead to deliver CPD to all staff around the big 5 ideas of mastery and a 'small steps' approach.	The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/early-maths Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social emotional and mental health. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	The EEF toolkit suggests that Social and Emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	5

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support through intervention in Reception and KSI classes.	Bespoke interventions 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: and in very small groups. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Specific interventions Early Talk Boost	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,	1

for pupils with SL&C needs in EYFS.	listening and a combination of the two show positive impacts on attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Purchase of standardised diagnostic assessments - Testbase. Training for staff to ensure assessments are interpreted and administered correctly.	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: EEF article on diagnostic assessment	1,2,3,4
Lexia Core5 Reading programme to accelerates the development of literacy skills. Licences for Year 2 – Year 6 pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,6
Additional phonics / precision sessions targeted at disadvantaged pupils who require further 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
HLTA and our SENTA will support Year6 due to high amount of needs both disadvantaged and SEMH.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. EEF indicates impact for small group intervention EEF indicates impact for digital technologies	3
Reading interventions: extra reading group work and comprehension activities.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' EEF indicates impact for small group intervention	6
Speech and Language Link intervention.	Oral language interventions are recognised as an effective tool to help children progress.	2

Support staff will be allocated specific intervention groups.	EEF evidence supports this https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,150

Activity	Evidence that supports this approach	Challenge numbers addressed
Parent Support Advisor employed to support disadvantaged families through a range of activities including workshops for parents.	Parental engagement focuses on ways in which parents, carers and families support and encourage their children's learning and everyday life. Schools play a vital role in supporting families to do this effectively and with confidence. Parental Engagement – EEF Toolkit	1-6
Identification of eligible pupils through school package	Accurate and timely identification of eligibility is essential in the management of Pupil Premium support.	1-6
Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance advice. This will involve training and the	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. School attendance: guidance for schools - GOV.UK (www.gov.uk)	6

implementati on of new procedures		
Subsidised residential offer and subsidised educational visits Nursery – Year 6.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes. Develops opportunities for disadvantaged pupils to access ‘Cultural Capital’ experiences linked to the arts, community and sports, alongside educational materials and resources to enable them to have equal access to the curriculum offer. EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdooradventure-learning	4
Funding for extracurricular and after school clubs. A wide range of extracurricular activities are offered at	Research shows that extra-curricular activity can help promote a love of learning, improve social skills, self-esteem, a sense of community and a feeling of self-worth. EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	568
Purchase the Boxall Profile Online assessment tool (or similar) for social, emotional and behavioural difficulties. Training for all staff and cost of online platform	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)	5

Total budgeted cost: £ 62,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils in our school who have other needs which may prove barriers to learning.	School	National
SEN	23.3%	28.4%
Minority ethnicity	72.1%	37.2%
First language other than English	51.2%	21.4%

Intended outcome - To improve attendance for all children in school: and narrow the gap in attendance between disadvantaged and non –disadvantaged.

	Disadvantaged	Non disadvantaged	National attendance
Overall absence	93.7%	95.6%	94.5%

Our Parent Support Advisor has been diligently monitoring attendance and collaborating closely with the Admin team to reach out to parents when children are absent. She has undertaken home visits, facilitated meetings at school, and provided support to help children return to school as needed. Non-attendance letters have been thoughtfully issued to inform parents and carers of any declines in attendance, and parent contracts have been established when necessary to encourage improvement. We are pleased to continue the Golden Ticket initiative in our school, which promotes punctuality among pupils. Additionally, we have offered a complimentary breakfast club for families at certain times, yielding positive results, especially for our disadvantaged children with additional needs. This quiet start to the day has proven particularly beneficial for pupils experiencing separation anxieties and has fostered opportunities for pupils to cultivate friendships across various age groups

Intended outcome- To achieve and sustain improved participation in enrichment activities and support for all pupils in our school, particularly our disadvantaged pupils.

We are pleased to have provided funding that enabled some pupils to participate in residential trips that might not have been accessible otherwise. This initiative has enriched their cultural experiences and created lasting memories. Furthermore, we offered a complimentary breakfast club and after-school provision for several pupils within our disadvantaged cohort, ensuring they begin their school day well-nourished. The structure of these clubs is well-defined and aligns effectively with the curriculum, as the majority of staff members are employed as teaching assistants in our school, which brings clear academic benefits. While we have seen an increase in the number of after-school clubs facilitated by our teaching staff, we

are committed to further broadening the variety of clubs available. Additionally, our pupils have had the privilege to represent the school in various sports events and to visit museums, places of interest, and local libraries. We acknowledge that there remains an opportunity to enhance access for all pupils, and we are dedicated to addressing this in the upcoming academic year.

To improve early communication and language skills in Early Years.

The percentage of Reception children achieving a Good Level of Development (GLD) stands at 61.5%, slightly below the National average of 67.7%. It is noteworthy that although one child facing significant disadvantages did not achieve GLD, the number of Early Learning Goals (ELGs) he reached was aligned with National results. Our Reception class comprised a small cohort of 13 pupils, including 3 with notable Special Educational Needs and Disabilities (SEND) and 2 who are English as an Additional Language (EAL) learners. After careful analysis, we have recognised a significant need to enhance support in the areas of communication, language, and personal, social, and emotional development. It is evident that many children entering our EYFS classes display challenges in social interaction and may have underdeveloped language skills. In response to these needs, we organised 'stay and play' sessions along with parent/carer workshops that focused on key areas such as reading, phonics, and fostering communication through songs and conversations with their children. To better support our EAL families, we have introduced the role of an EAL Champion, who is dedicated to assisting families as they navigate language barriers in supporting their child's educational journey. The pupils in Reception engaged in a variety of enriching activities, such as visits to local shops, exploration of Jesmond Dene, and a trip to the City Library. We are also grateful to the police officers, firefighters, and a music specialist who visited us, thereby enhancing our curriculum and enriching the cultural experiences of our students. Furthermore, we have made significant investments in new equipment for both indoor and outdoor areas, expanding the range of learning opportunities available to our Early Years provision. As we move forward, we see great potential for continued development in this area in the coming academic year. The pupils in Reception also engaged in a variety of enriching activities, such as visits to local shops, exploration of Jesmond Dene, and a trip to the city centre's library. We are also grateful to the police officers, firefighters, and a music specialist who visited us, thereby enhancing our curriculum and enriching the cultural experiences of our students. Furthermore, we have made significant investments in new equipment for both indoor and outdoor areas, expanding the range of learning opportunities available to our Early Years provision. As we move forward, we see great potential for continued development in this area in the coming academic year.

To increase the percentage of age expected outcomes in Reading, Writing and Maths for disadvantaged pupils.

End of KS2 – National tests

Data for the Y6 cohort in the National SATS test show that

	Disadvantaged	Non disadvantaged	National Non disadvantaged
Maths	63.6%	83.3%	79.6%
Reading	54.5%	94.4%	80%
Writing	63.6%	88.9%	77.9%

There is a gap in academic performance between our disadvantaged and non-disadvantaged pupils. Initial analysis reveals that in Year 6, 55% of disadvantaged pupils are English as Additional Language (EAL) learners, and 36% are on our Special Educational Needs and Disabilities (SEND) list. We will conduct further analysis of the results to ensure we continue to reduce the attainment gaps between disadvantaged and non-disadvantaged pupils, both at the national level and within our school cohort.

Phonics Year 1

Disadvantaged	Non-disadvantaged	National non-disadvantaged
100%	87.5%	83.8%

The Read Write Inc. scheme has been instrumental in our approach to teaching phonics within the school. Students have derived significant benefits from the systematic and structured nature of this program. We have introduced the RWI online assessment tool, which has been a fantastic tool to support identifying those children that have gaps in their knowledge.

KSI – Year 2

Subject	Disadvantaged	Non-disadvantaged	National non-disadvantaged
Reading	28.6%	72.2%	76%
Writing	28.6%	72.2%	67.9%
Maths	50%	72.2%	76.8%

To develop a reading for pleasure culture in school to give children the opportunity to access higher order materials.

The school has taken significant steps to enhance the library, thereby broadening the selection of books available. This improvement has created more opportunities for all pupils to borrow and enjoy reading materials. Our dedicated teachers engage with students daily through read-aloud sessions, fostering a love for reading that students eagerly anticipate. We also provide books for outdoor reading, encouraging a connection with literature in various

settings. Our comprehensive reading provision encompasses whole class reading, guided reading, independent reading, one-on-one reading, and reading across the curriculum, with a strong emphasis on reading for pleasure. We invite families to participate in local initiatives, such as, 'Where have you been caught reading' and the Summer Reading Challenge, to further enrich the reading experience. We encourage class visits to the City library and invite authors and story tellers in to school to enhance our provision. Furthermore, we celebrate World Book Day and organise an annual book fair, showcasing a diverse array of new books from various authors, enhancing our pupils' literary exposure.

The school proactively searches for life experiences and educational visits that improve aspirations and life experiences.

This year has provided a diverse array of visits that have enriched our students' cultural experiences and created lasting memories. Children have engaged in various sports activities provided by NUFC, participated in informative sessions with organisations such as the Water Safty, NUFC sportsmanship, Dogs Trust, and interacted with dedicated professionals from our local emergency services, including police officers and firefighters. We have also fostered partnerships with local charities, such as the St. Vincent de Paul Society (Vinnies). Our children have had the opportunity to partake in both residential trips and day excursions to notable sites, including Beamish Museum, St. James' Park, Sunderland Winter Gardens, Segedunum, the City Library, Jesmond Cemetery, and local restaurants.

While these visits have significantly enriched our pupils' educational experiences, we recognise the potential for further enhancement in this area for the coming academic year. We are committed to exploring additional opportunities within our local community, with the goal of alleviating financial burdens for our families.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	ttrockstars.com
Lexia 5	Lexia Learning
The Write Stuff	Jane Considine
Insight	Insight Data Tracker
Mastery for Number	NCETM
Early Talk Boost	Speech and Language UK

Read Write Inc	Ruth Miskin
Speech and Language Link	Speech and Language Link

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)