



Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery 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	184
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24 23-24
Date this statement was published	December 23
Date on which it will be reviewed	July 24
Statement authorised by	Lisa Hoey
Pupil premium lead	Chris Murray
Governor / Trustee lead	B Lamb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,648
Recovery premium funding allocation this academic year	£7,830
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£88,478



Part A: Pupil premium strategy plan

Statement of intent

At St Catherine's Catholic Primary School, we target the use of Pupil Premium (PP) funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.



Challenges

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

Challenge number	Detail of challenge
1	Continue the efforts and strategies to improve attendance for persistent absentees.
2	Impact of school closure on pupils' academic achievement and SEMH, in particular in Early Years
3	Low levels of vocabulary, language and communication skills on entry to Nursery and Reception Class due to reduced exposure to new vocabulary and conversation affected by the pandemic.
4	Narrowing the gap in attainment and progress in Reading, Writing and Mathematics
5	Cognitive overload of working memory which prevents knowledge moving to long term memory.
6	Limited opportunities for quality learning experiences, outside of school due to socio-economic reasons/parental engagement.

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
To improve attendance for all children in school: and narrow gap in attendance between disadvantaged and non - disadvantaged	Overall attendance at or above the national average (93.8%). Overall attendance at or above the national average for disadvantaged pupils (91.3%). Persistent Absence at or below the national average (19%).
To achieve and sustain improved participation in enrichment activities and support for all pupils in our school, particularly our disadvantaged pupils.	Qualitative data from pupil voice, parent surveys and teacher observations show a significant increase in participation in enrichment activities and greater satisfaction with school life.
To improve early communication and language skills in Early Years	Pupils in Early Years will show progress in their language and communication skills



	from the baseline assessment in Autumn through to the Summer, based on the analysis of teacher observations, interventions and attainment data.
To increase the percentage of age expected outcomes in Reading, Writing and Maths for disadvantaged pupils.	Greater % of pupils achieve in line with their peers to narrow the gap for disadvantaged pupils (ELGs, Phonics, Screening, Multiplication Check, KS2 SATS) Data and teacher observations from interventions show improvements and higher attainment from disadvantage pupils.
To develop a reading for pleasure culture in school to give children the opportunity to access more higher order materials.	Narrow the gap in reading for disadvantaged compared to non-disadvantaged pupils Pupils have access to reading enrichment activities throughout the year including visits to Seven Stories and local libraries, author visits and engagement with Seven Stories.
The school proactively searches for life experiences and educational visits that improve aspirations and life experiences.	Further develop the rich diet of educational visits and visitors for the children. Develop partnerships that will further raise aspiration and will give additional educational opportunity for the children.

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: £46,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in Quality First Teaching CDP for staff, ensuring teachers spend most time with disadvantaged pupils	EEF – Pupil Premium Guidance Having an effective teacher in front of every class should be the top priority for Pupil Premium spending. Metacognition and self-regulation - EEF	3,4,5
Continue involvement in Teaching for Mastery through NCETM.	EEF – Teacher Toolkit Mastery Approach is shown to be of high impact and low cost.	4,5



TA SEN		4,5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a whole-school approach to improve language and communication through Speech and Language Link.	EEF Communication and language approaches show an impact of 7 months progress against low implementation cost.	3
Some teaching assistants deployed to create capacity to deliver high quality interventions for phonics targeted at pupils who need additional 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 10 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4,5
Some teaching assistants deployed to create capacity to deliver high quality interventions for core subjects targeted at pupils who need additional support.	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	2,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,148



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Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support officer employed to support disadvantaged families	<p>Parental engagement focuses on way in which parents, carers and families support and encourage their children's learning and everyday life.</p> <p>Schools play a vital role in supporting families to do this effectively and with confidence.</p> <p>Parental Engagement – EEF Toolkit</p>	1,2
Embedding principles of good practice set out in the DfE's Improving School Attendance by deploying Parent Support Adviser to further improve attendance for pupils	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p>School attendance: guidance for schools - GOV.UK (www.gov.uk)</p>	1
Breakfast and Afterschool subsidised for some eligible PP pupils at headteachers discretion		
Access support for pupils experiencing anxiety, trauma or adverse childhood experiences through school health service and school nurse.	<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)</p> <p>EEF SEL materials</p>	2
Support disadvantages pupils to participate and benefit from enrichment activities like school trips and visits as well as subsidised extracurricular provision.	<p>Art Participation – EEF Toolkit</p>	6
Contingency fund for acute issues.	<p>Based on our experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not been identified.</p> <p>This can be used for:</p> <ul style="list-style-type: none"> - Emergency accommodation - School uniform - Funding wrap around childcare 	



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Total budgeted cost: £88, 478



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Positives:

- Our attendance is above the National Average for PP pupils (93.2%) which enables the disadvantaged pupils to access a larger number of sessions, allowing them to make progress in line with the non-PP pupils.
- Our persistent absence rate for PP pupils is below the National Average (19%) and we have identified that in most cases for those with attendance below 90% it was due to illness.
- Phonics Screening showed that in Year 1, all PP pupils who took the test passed (2 were disapplied due to SEND).
- From teacher judgements, the tutoring the children received in relation to the NTP has improved outcomes for PP children. Depending on circumstances, some children made progress from WTS to EXS while others made progress within the WTS level. The data is available on the school system.
- The RISE intervention has been positively received and we have requested to continue due to the positive outcomes for PP and SEMH pupils.
- Training for the Write Stuff and NCETM has enabled teachers to be more effective and provide pupils with high quality first teaching. It has been observed that PP pupils were in general improving in those subjects. The implementation of these programmes will be continued next year.
- Despite not implementing NELI this year, Nursery, Reception and Year 1 have been using Early Talk Boost which some of the PP pupils benefited from. This intervention has seen good results which can be viewed on the system.
- PP pupils had equal opportunities to access extracurricular activities and trips (France – all children were offered a place and 70% of Year 6 PP children went, Afterschool and Breakfast Class – 16% PP accessed free BC, Access Coaching) which has widened their cultural capital.

The average scales score for FSM was 103.1 compared to 102.9 for non-FSM. Even though the progress score was -1.3 for FSM, it is slightly higher than -1.8 for non-FSM and this will be a focus next year.



Externally provided programmes

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

Programme	Provider
TT Rockstars	ttrackstars.com
Lexia	Lexia Learning
The Write Stuff	Jane Considine
Insight	Insight Data Tracker
Mastery for Number	NCETM
Language Link	