

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Paul's Catholic Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Chris Fenna
Pupil premium lead	Chris Fenna
Governor / Trustee lead	Mick Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77 000
Recovery premium funding allocation this academic year	£3 230
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£80 000

Part A: Pupil premium strategy plan

Statement of intent

All children should be given every opportunity to achieve their best from whatever their starting points may be. At St Paul's we want to support all learners so that they can make as much progress as possible without being limited by the challenges they may face in their home life.

We aim for our children to be happy, inquisitive, reflective and ambitious individuals who can become lifelong learners ready for the next stage of their 'journey'.

We aim to educate the whole child. Our ethos is one of love, care and sharing the gospel values. Our motto Together in Faith, Working as One best sums this up. The intent of our curriculum further supports this and echoes the words of Pope Francis in his Laudate Si document – "Live wisely, Think deeply and love generously".

Challenges

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

Challenge number	Detail of challenge
1	Low starting points on entry for most children eligible for Pupil Premium
2	Weak reading, writing, oracy and maths skills and attainment
3	Impact of COVID 19 on all children has widened gaps in learning
4	Some families face many challenges in their day to day lives so good attendance does not always have a high priority
5	Lack of opportunity to access experiences to build cultural capital
6	Poor mental health for some children and parents

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
<p>To improve language and communication skills through targeted teaching, CPD and S&L support</p> <ul style="list-style-type: none"> • Speech and Language Therapist <ul style="list-style-type: none"> -working 1:1 or in small groups with children to increase their language skills - training and supporting staff and parents. Wellcomm screening, dyslexia screening providing detailed reports for school, parents and external agencies as required - Staff training from LA SALT 	<p>Language and communication outcomes will improve at the end of EYFS</p>
<p>To identify low attainers in reading, writing and maths and establish intervention groups using TA support and 1:1 tuition</p>	<p>Progress for PP children will be accelerated and more children will achieve at or above expectations.</p> <p>Gaps between PP and non PP children will show evidence of narrowing</p>
<p>To improve attendance</p>	<p>Absence rates for all pupils will have decreased to below 5%.</p> <p>The gap between attendance for PP and non PP children will be reduced as will the number of PP children currently classed as persistent absentees.</p>
<p>To provide opportunities to enhance the curriculum and increase cultural capital for all.</p> <ul style="list-style-type: none"> • Mini bus purchase to provide transport for school trips • Subsidising trips, residentials and events to ensure access for all • Employment of dance teacher and participation in AmaSing projects and concerts 	<p>Increased opportunities to set learning in a real life context and to enhance topic work will have a positive impact on children's self esteem and confidence.</p> <p>Evidence of raised aspirations and improved attainment through enhanced learning opportunities</p> <p>Working with AmaSing and dance teacher to participate in concerts in professional theatres and local festivals</p>
<p>To promote good mental health</p> <ul style="list-style-type: none"> • Caritas Family Support Worker – working with children and parents • Caritas counselling service • Targeted work from MHST • CAMHS training courses for staff 	<p>Children's emotional needs are managed effectively which impacts positively upon their attainment and access to the curriculum.</p> <p>Parents feel supported and can access counselling services as needed.</p> <p>Wellbeing Ambassadors created</p>

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: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff – NELL, Language and Communication, ACES, Phonics, Maths, Writing Purchase of No Nonsense Spelling and Maths as well as Mathletics, Times Tables Rock stars and Purple Mash subscriptions.	<i>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes</i> <i>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</i> EEF – The Attainment Gap	1, 2, 3
Additional staff so that class sizes are small and children can be supported in small groups and 1:1 interventions. Development of KS2 Hub to support the most vulnerable. Ratio of 1:3	<i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months additional progress for pupils, on average.</i> EEF Toolkit <i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i> EEF - The attainment Gap Research	1, 2, 3

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

Budgeted cost: £15700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Speech and Language Therapist – one session per week – to work 1:1	<i>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</i> EEF Early Years Toolkit	1, 2

with PP children particularly in Early Years. Staff training from Speech and Language Therapist	<i>Robust evaluations found NELI children made on average 3 months of additional progress in language.</i> Nuffield Early Language Intervention	
Engagement in National Tutoring Programme	Tuition will be additional to and clearly linked to class lessons <i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i> EEF Toolkit	1, 2, 3

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

Budgeted cost: £32400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Support Worker from Caritas to impact positively on children's mental health. MHST small group intervention and 1:1 counselling	Evidence suggests that effective SEL can lead to learning gains of +4 months over the course of a year EEF Teaching and Learning Toolkit	6
Employment of attendance officer to liaise with parents and LA attendance officer to positively impact on children's attendance	<i>There is a clear link between attendance and attainment</i> Ofsted research	4
Enrichment activities for all children in terms of visits, residentials, after school clubs, visitors to school, theatre trips etc.	Learning is enriched through visits, trips and residentials. This has the impact of raising self esteem and building confidence which in turn has a positive impact on access to the curriculum and attainment. All visits and trips are subsidised and most are free to children with the minibus being used as much as possible to keep costs down. After school clubs cover sport and dance as well as gardening, yoga, mindfulness – again there is no charge to children for these clubs. Children in Year 3 and 4 learn to play a musical instrument and all children have taken part in music, drama, dance and art activities with AmaSing., our specialist music teacher and our feeder secondary school.	5

	<p><i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i></p> <p>EEF Toolkit</p>	
<p>Free Breakfast Club for targeted children and free toast club for all.</p> <p>Programme of after school clubs in sport and other areas – reading/story telling, cookery, SATs boosters, gardening, board games etc</p>	<p>Improve attendance and punctuality for targeted children where there has been a concern.</p> <p>All children have the opportunity to have cereal or toast when they arrive at school.</p> <p>Links with our local community centre and local supermarket allow for food parcels to be sent home to those in need.</p>	4

Total budgeted cost: £86 100

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 2022 to 2023 academic year.

GLD – All pupils 46%, 40% girls, 44% boys
Phonics – 67% (Year 1) 75% (Year 2)
KS1 – Reading Exp – All – 25% PP – 25%
Writing Exp -All - 25% PP – 25%
Maths Exp - All –25% PP – 25%
KS2 – Reading Exp – All – 72% PP – 63%
Writing Exp - All - 45% PP – 38%
Maths Exp - All - 45% PP –38%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

The impact of COVID 19, school lockdowns and pressures related to this have been enormous for many and particularly children in the poorest families. There have been many issues in children trying to access home learning and this has added to the stress and upset for parents who have been trying to act as teacher alongside their own anxieties about the health of their loved ones. Some families have also experienced serious illness and bereavement leading to further worry and upset.

It is clear that gaps in learning are wider and that there has been a negative effect on the mental health of both children and parents. Nutrition and a lack of physical exercise during lockdowns have also impacted on children's health, stamina and resilience.