

St Catherine's Catholic Primary School

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	210
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Derek Croghan
Pupil premium lead	Lucy Cooper
Governor / Trustee lead	Rosaleen Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,075 (7/12ths to March 24 – to be revised Apr 24)
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£46,600

Part A: Pupil premium strategy plan

Statement of intent

At St Catherine's Catholic Primary School, our intention is that, regardless of their background, all pupils make good progress and achieve to the best of their ability across all subject areas. The focus of this Pupil Premium Strategy is to ensure disadvantaged pupils are supported in achieving this goal.

We will consider the challenges faced by disadvantaged pupils and aim to address these from their perspective.

High quality teaching is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. This is why it is at the centre of our approach, focussing on the areas where the pupils need the greatest support. At the heart of our School Development Plan is the development of Quality First Teaching. Following extensive development work on Rosenshine's Principles of Instruction previously, we have developed our own Teaching Toolkit which underpins our practice and drives impactful teaching. Over the last academic year, there has also been a focus on retrieval practice, scaffolding and challenge to support all pupils.

We are dedicated to improving the vocabulary of our disadvantaged pupils which will benefit their learning in all areas of the curriculum and will reduce barriers to learning. A concentrated focus on the development of their reading abilities will also help bridge the gap.

Targeted support will be offered for pupils who need the most support, including non-disadvantaged pupils. Termly Pupil Progress Meetings focus on all pupils in the school, identifying current support and additional measures to implement to ensure that all pupils can access the curriculum and achieve.

Our approaches are in response to current challenges within the school and the individual needs of the pupils. They take into account evidence from sources including data and research from the Education Endowment Foundation and have been put into place to allow all children, no matter what their background, to achieve their full potential.

To ensure we are effective we will:

- maintain a high profile for Pupil Premium across the school, ensuring that all staff understand their place within this strategy
- ensure all staff have high expectations for all pupils
- act early to intervene when a need is identified
- gather Pupil Voice to help measure impact and so inform future development of our strategy

Challenges

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

Challenge number	Detail of challenge
1	<p>Writing</p> <p>Observations and book monitoring shows that there are vocabulary gaps in disadvantaged pupils. These are evident from Reception up to Year 6 with writing data also evidencing these gaps.</p> <p>2021/2022: 33% achieved expected standard vs 82% of non-disadvantaged pupils.</p> <p>Key Stage One 2022/2023: 33% achieved expected standard vs 58% of non-disadvantaged pupils</p> <p>Key Stage Two 2022/2023: 50% achieved expected standard vs 72% of non-disadvantaged pupils</p>
2	<p>Reading</p> <p>Data shows that Reading attainment of disadvantaged pupils is significantly below the attainment of non-disadvantaged pupils across the school as a whole. This is not the case in all year groups.</p> <p>2021/2022: 67% achieved expected standard vs 91% of non-disadvantaged pupils.</p> <p>Key Stage One 2022/2023: 67% achieved expected standard vs 77% of non-disadvantaged pupils</p> <p>Key Stage Two 2022/2023: 50% achieved expected standard vs 72% of non-disadvantaged pupils</p>
3	<p>Maths</p> <p>Data shows that Mathematics attainment of disadvantaged pupils is significantly below the attainment of non-disadvantaged pupils across the school as a whole. This is not the case in all year groups.</p> <p>2021/2022: 34% achieved expected standard vs 83% of non-disadvantaged pupils.</p> <p>Key Stage One 2022/2023: 67% achieved expected standard vs 77% of non-disadvantaged pupils</p> <p>Key Stage Two 2022/2023: 40% achieved expected standard vs 74% of non-disadvantaged pupils</p>
4	<p>Parental Engagement</p> <p>Historically in the school, some parents of disadvantaged pupils have been less engaged with school life and their pupils' learning. Several initiatives have been trialled. Parents have been invited into the school for coffee afternoons but there has been a very small turn out. Further opportunities for parental engagement will be introduced including inviting parents to workshops for core subjects. 23% of our disadvantaged group are deemed as being persistence absentees, despite increased communications on the importance of attendance in the school following the introduction of a new Attendance Policy in the last academic year.</p>
5	<p>Wellbeing</p> <p>There has been an increase in the need to support wellbeing of pupils since the pandemic and this is particularly evident in disadvantaged pupils. In 2022/2023, 32% of pupils eligible for Pupil Premium received pastoral support.</p>

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 Writing attainment and vocabulary among disadvantaged pupils	<p>End of KS2 writing outcomes in 2024/2025 will show that 71% of disadvantaged pupils will reach expected standard.</p> <p>Learning walks and pupil voice will show improved vocabulary of disadvantaged pupils. This will also be evident in book scrutiny.</p> <p>Pre-teaching will be used to support the teaching of vocabulary and this will be a focus across all areas of the curriculum.</p>
Improved Reading attainment for disadvantaged pupils	<p>End of KS2 reading outcomes in 2024/2025 will show that 73% of disadvantaged pupils will reach expected standard.</p> <p>Children will be engaged with reading at home (ensuring they are reading at least three times a week, if not more) and will have a more positive attitude towards reading.</p> <p>A book club will allow children to engage in interesting and inspiring texts and develop a love of reading.</p> <p>A new phonics scheme in KS1 will be implemented to help improve early reading.</p>
Improved Mathematics attainment for disadvantaged pupils	<p>End of KS2 Mathematics outcomes in 2024/2025 will show that 73% of disadvantaged pupils will reach expected standard.</p> <p>Pupils will show good behaviour for learning and will be enthusiastic when talking about Maths lessons.</p>
Increased parental engagement with strong, positive relationship with parents of disadvantaged pupils	<p>Parents will be more actively engaged in their children's learning, taking part in ongoing dialogue with the school to support progress.</p> <p>Parental feedback regarding support and relationship with the school will be positive.</p> <p>Parents will attend workshops on supporting children with their learning at home.</p> <p>Parents will ensure their children attend school regularly.</p>
High-levels of sustained wellbeing in the school, particularly for our disadvantaged pupils	<p>Sustained high-levels of pupil wellbeing will be evident through the use of pupil voice, parent surveys and an increase in participation in extra-curricular activities.</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: £5,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of standardised assessment to identify gaps in learning (NFER, Phonics Tracker, NELI, etc.)	<p>The use of assessment can support pupil progress, support learning and address misunderstandings.</p> <p>Assessment can be used to identify what students have, or have not learnt, and so inform and enhance subsequent teaching.</p> <p>EEF - Teacher Feedback to improve future learning</p> <p>EEF Blog: Assessing learning in the new academic year - three key questions for school leaders to consider</p>	1, 2, 3
Raising the profile of vocabulary across the school with pre-teaching of vocabulary in place	<p>Frequent language approaches over time have a larger impact.</p> <p>EEF - Oral Language Interventions</p>	1
CPD Focus on Quality First Teaching using Teaching Toolkit	<p>Creating engaging, quality lessons through the use of reviewing, small steps, building independence, modelling, checking of understanding, scaffolding and questioning.</p> <p>Teaching Toolkit</p>	2, 3

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

Budgeted cost: £19,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club to be offered to all Pupil Premium pupils from Year 3 upwards to support with their learning outside of school	Homework has a positive impact when linked to classroom learning. Some pupils may not have a quiet space for home learning so this can be provided in homework club at school. EEF - Homework	2, 3
Teachers to provide additional tuition and mentoring for those pupils who have been impacted the most by the pandemic, including disadvantaged pupils	Small group tuition targeted at specific gaps in learning has been seen to yield positive results, particularly in Mathematics. EEF - Small Group Tuition	3
Robust assessment and intervention system to continue to be embedded to ensure accelerated progress for struggling readers	Reading is key to accessing the curriculum. Addressing Educational Disadvantage In Schools and Colleges – Marc Rowland EEF - Small Group Tuition	2

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

Budgeted cost: £21,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support available to Pupil Premium children	Efforts to promote SEL (Social, Emotional Learning) skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. EEF - Social and Emotional Learning	5

Zones of Regulation to become common practice across the whole school	<p>Efforts to promote SEL (Social, Emotional Learning) skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.</p> <p>EEF - Social and Emotional Learning</p>	5
<p>Learning support resources available on school website</p> <p>Parent workshops provided to strengthen relationships and support offered to parents of Pupil Premium pupils</p> <p>Close communications with parents on attendance issues</p>	<p>Parental engagement can increase progress by 4 months.</p> <p>Providing practical strategies, tips and support may be more beneficial to pupil outcomes.</p> <p>EEF - Parental Engagement</p> <p>DfE - Working together to improve school attendance</p>	2, 3, 4
Subsidised access to curriculum enrichment and extra-curricular activities	<p>Ensuring all pupils have full access to the curriculum supports them in reaching their full potential.</p> <p>Ofsted: The Pupil Premium - How schools are spending the funding successfully to maximise achievement</p>	1, 2, 3, 5
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5

Total budgeted cost: £46,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Vocabulary pre-teaching sessions have continued from Year 1 to Year 6 and take place twice a week. There has also been the continuation of Word of the Week shared with the whole school in assemblies and in the newsletter to ensure the profile of vocabulary is raised. NELI (Nuffield Early Language Intervention) is being used in KS1 and those taking the programme made good progress in the academic year 2022-2023. Talk Through Stories is used daily in EYFS and Year 1 to provide opportunities for pupils to discuss texts and vocabulary within them. Pupils are beginning to use this vocabulary within their writing and at the end of Key Stage Two, 50% of disadvantaged pupils met the expected standard in 2023, compared to 33% of disadvantaged pupils the previous year.

In the Year 1 Phonics Screening, 67% of disadvantaged pupils passed the screening, which is below the national average of 79%. This percentage has remained the same from the previous academic year. A new phonics scheme (ELS) has been implemented from September 2023 in Key Stage 1 to support pupils with their phonics and improve consistency across the school. It also provides further opportunities for intervention and support and works alongside Phonics Tracker, to identify gaps in learning. In Key Stage One in 2023, 67% of disadvantaged pupils achieved the expected standard for Reading, which was almost in-line with the national result of 68%. In Key Stage Two, 50% of disadvantaged pupils achieved expected standard and there is a noticeable gap in achievement.

An after-school Book Club has continued over the year for disadvantaged pupils and teachers were given the opportunity to select pupils in their classes who they felt would benefit. This has given pupils an additional opportunity to read with an adult as well as enjoy a quiet space for reading books and comics of their choice. The attendance for Book Club this year has improved from the previous academic year. Pupils commented positively on the opportunity to read 'lots of non-fiction' and 'about Harry Potter.' The Pupil Premium Governor also visited school weekly to listen to disadvantaged pupils read and provide additional support.

In Mathematics in Key Stage One, 67% of disadvantaged pupils achieved the expected standard, the result remaining the same as in 2022. However, in Key Stage Two, 34% of disadvantaged pupils met the expected standard for Mathematics in 2022 but this increased to 40% reaching the expected standard in 2023.

Parent Ambassadors were chosen and contact information shared with parents this year, but this initiative was stopped at the end of the academic year in July 2023 as the school found that parents were more willing to come into school and ask questions directly. To help further improve parental engagement, some subject leaders will be

running workshops over the 2023/2024 academic year to model supporting children with their learning at home. Additionally, pupils who were unable to complete their homework at home or needed extra support were invited to an after-school homework club.

Half-termly Zones of Regulation sessions still take place within the classroom to provide the opportunity for pupils to talk about their emotions and how to self-regulate. Some pupils continue to use their own personalised toolkits when needed, as well as a new Regulation Station outside of the Pastoral Support office. Over the 2022/2023 academic year, 32% of disadvantaged pupils received Pastoral Support.

In the 2022/2023 academic year, a range of after-school clubs was offered (including sports clubs, dance, art, book club and music clubs) and there continued to be a high attendance from disadvantaged pupils.