

St Catherine's Catholic Primary School

Pupil Premium Strategy Statement 2024-25



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	212
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Derek Croghan
Pupil premium lead	Lucy Musgrove
Governor / Trustee lead	Rosaleen Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,441 (7/12ths to March 25 – to be revised Apr 25)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£36,441

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 these 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. Through this, there has been a focus on retrieval practice, scaffolding and challenge for all.

We are dedicated to improving the oracy development 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 pupils' reading abilities, through the introduction of a reading fluency intervention and other strategies, has also been put into place.

Targeted support is offered to pupils who need it most, 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 a variety of 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 is an achievement gap between disadvantaged and non-disadvantaged pupils. These gaps are evident from Reception up to Year 6.</p> <p>Key Stage One 2023/2024: 17% achieved expected standard vs 71% of non-disadvantaged pupils</p> <p>Key Stage Two 2023/2024: 14% achieved expected standard vs 68% 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.</p> <p>Key Stage One 2023/2024: 50% achieved expected standard vs 75 % of non-disadvantaged pupils</p> <p>Key Stage Two 2023/2024: 43% achieved expected standard vs 92% of non-disadvantaged pupils</p>
3	<p>Oracy Development</p> <p>An increasing number of pupils join the school with Speech and Language difficulties and a limited vocabulary, this being particularly prevalent with disadvantaged pupils. In addition, many disadvantaged pupils in the school have not yet developed the same oracy skills as their peers.</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. 38% 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.</p>
5	<p>Cultural Capital and Wellbeing</p> <p>We want to ensure that all disadvantaged pupils in the school have access to the same extra-curricular activities and trips that their peers do. This also includes encouraging pupils to participate in sports events, school council and the Liturgy Team. Additionally, 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 2023/2024, 10% 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 among disadvantaged pupils	<p>End of KS2 writing outcomes in 2024/2025 will show that 72% 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 74% 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 and library visits will allow children to engage in interesting and inspiring texts and develop a love of reading.</p> <p>Phonics interventions will take place across the school, including a phonics intervention specifically for disadvantaged pupils and the newly introduced Reading Fluency Intervention.</p>
Oracy development	<p>A new strategy to develop oracy will support children with their spoken language and evidence will show significant improvement in the oracy skills and a broadened vocabulary in disadvantaged pupils.</p> <p>Pupils will learn to talk confidently, appropriately and sensitively, leading to important benefits for our pupils, including raising academic attainment, developing social and emotional skills and improving life chances, particularly for the most vulnerable pupils.</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, taking up support offered by the school where appropriate (e.g. attendance contracts, soft starts).</p>
Cultural Capital	<p>Sustained high-levels of pupil wellbeing will be evident through the use of pupil voice.</p> <p>Disadvantaged pupils will take part in extra-curricular activities and will be able to attend trips throughout the year.</p> <p>Disadvantaged pupils will be active members of the school council, Liturgy Team and take part in sports events after school.</p>

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: £8,000.13

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 oracy across the school with pre-teaching of vocabulary in place	Frequent language approaches over time have a larger impact. EEF - Oral Language Interventions	1, 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £16,145.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency Intervention	Data from HFL on their Reading Fluency Intervention and from the intervention carried out with our low pupils during training shows that this intervention is impactful.	2
SALT interventions to be led by trained teaching assistants	1 in 5 children with speech and language challenges remain at an increased risk of not attending school. These children who are behind may disengage from school. Speech and Language UK Language provides the foundation of thinking and learning and should be prioritised. EEF	3
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	<p>Reading is key to accessing the curriculum.</p> <p>Addressing Educational Disadvantage In Schools and Colleges – Marc Rowland</p> <p>EEF - Small Group Tuition</p>	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,295.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support available to Pupil Premium children	<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>Close communications with parents on attendance issues</p> <p>Soft starts to be put into place to ensure children are in school on time and have had breakfast</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, 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
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Total budgeted cost: £36,441

Outcomes for disadvantaged pupils

The 2023/2024 KS2 data shows that 14% of pupil premium pupils achieved expected standard in Writing with writing still proving a challenge for this group.

67% of pupil premium pupils passed the Year 1 Phonics Screening, which was in-line with the 67% non-pupil premium pupils who passed. This shows that the new ELS Phonics scheme is beginning to have a positive impact. The KS2 reading data shows that 43% of pupil premium pupils achieved expected standard showing that there is still a gap between disadvantaged pupils and their peers.

An after-school Book Club has continued 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 and will now focus on engagement and a love of reading for disadvantaged pupils in KS1, as well as including visits to the local library. The Pupil Premium Governor visited school weekly to listen to disadvantaged pupils read and provide additional support.

In the 2023/2024 academic year, 71% of pupil premium pupils achieved a score of 20 or more in the Year 4 multiplication times table check. In the KS2 statutory tests in Maths, 29% of pupil premium pupils achieved the expected standard.

The results for KS2 were lower for Pupil Premium pupils in the last academic year compared to the previous year, although it is worth noting that 71% of these children had other barriers including Special Educational Needs or speaking English as an additional language.

Poor attendance and lateness is also impacting the learning of many of our disadvantaged pupils.

Continuing from last year, pupils who were unable to complete their homework at home or needed extra support were invited to an after-school homework club. Parents were also invited to Google Classroom workshops to learn how to use the platform so that they could access homework. The school website was also updated to include help videos for methods in Mathematics and parents were signposted to these at parents' evenings.

Over the 2023/2024 academic year, many disadvantaged pupils received Pastoral Support and others signed up for 'drop in' sessions at lunchtimes.

In the 2023/2024 academic year, a range of after-school clubs were offered (including sports clubs, dance, book club and music clubs) and there continued to be a high attendance from disadvantaged pupils. Disadvantaged pupils also attended class trips across the year.

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
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle
ELS	Oxford Owl