

St Andrew's Catholic Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. The grant can be spent as each school sees fit, as long as it is used to improve the attainment of eligible pupils. Schools do not need to spend an equal amount on each pupil, or use the money for interventions that benefit only eligible 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	<u>St. Andrew's Catholic Primary School</u>
Number of pupils in school	209 & 29 Nursery
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	K. Kelly, Headteacher
Pupil premium lead	K. Kelly, Headteacher
Governor / Trustee lead	Sr Susan Collins, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	44,935
Recovery premium funding allocation this academic year	4,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	49,720

Part A: Pupil premium strategy plan

Statement of intent

At St Andrew's we have high expectations for all pupils and believe that through high quality teaching, considered pastoral support, effective engagement with parents/carers and a personalised approach to children's learning – every child has the opportunity to fulfil their individual academic, emotional and cultural potential. The focus of our pupil premium strategy is to support disadvantaged children to meet these goals, whilst non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they 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. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment – having the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school (EEF). 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, they are evidence informed and research based using recommendations outlined by the Education Endowment Foundation, local English and Maths Hubs and current educational research.

To ensure that the strategies which we deploy are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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
1a	Assessments, observations, and discussions with pupils indicate under-developed understanding of language and vocabulary meaning on entry to school. These are evident from Nursery & Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
1b	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps on entry to school. These are evident from Nursery & Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions show that pupils enter school with significant difficulties in listening and maintaining concentration which considerably impacts on their ability to access classroom teaching and learning. Disadvantaged pupils are particularly impacted.
3	Assessments (PSED, Social Communication) suggest that many children can have difficulties in initiating and bonding with their peers and creating meaningful relationships. There are examples all through school. This can be as a result of social deprivation/Covid/ Social Communication Needs (ie. ASD). There are examples to be addressed through school year groups – see SEMH Interventions.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and consequently their ability to be successful in all other areas of the curriculum.
5	Internal and external (where available) assessments indicate that writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils – maths and writing have been particularly affected. These findings are supported by national studies:</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. For primary pupils from disadvantaged backgrounds, the report finds on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers.</p>

7	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during lockdown. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 20 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, with all receiving either 1:1 or small group interventions.</p>
8	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 2% lower than for non-disadvantaged pupils.</p> <p>10% (3 pupils) of disadvantaged pupils have been 'persistently absent' compared to 3.3% (7 pupils) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
9	<p>A high proportion of PP children require support for emotional needs which affects their learning and social behaviours at times. Some disadvantaged children arrive at school not ready to learn due to parental issues and unique stresses placed upon them.</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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among all pupils including disadvantaged. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Ambitious and subject related vocabulary is mapped to show progression across the whole school to provide children with the cultural capital to be successful across all areas of the curriculum.	<ul style="list-style-type: none"> • Teachers upskilled and empowered in the systematic teaching of vocabulary. • A redesigned whole school curriculum with mapped progression of vocabulary in each subject area is in place. • "Book Looks" and lesson visits evidence that children are applying more varied and challenging vocabulary.

<p>Improved listening, attention and concentration amongst all pupils with particular focus on those at a disadvantage. Thus improving success across the curriculum and learning behaviours..</p>	<p>Children will demonstrate an increase in engagement in lessons and improved learning behaviors and progress – monitored in outcomes of books, learning walks, behavioral checklists and progress measures.</p>
<p>Increase rate of PSED progress in Early Years and improvement in pupils Social Communication as they move through school.</p>	<ul style="list-style-type: none"> • Progress measures in EYFS in PSED • Swift identification of specific social communication difficulties • Evidence of initial graduated approach • Increased engagement with specialist support services • Active use of support strategies and recommendations within the classroom.(Widget, Muted displays etc...- supported by Speech and Language Therapist).
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • positive data on cases of bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Our school provides an outstanding pastoral team to ensure children's emotional needs and wellbeing are effectively supported.</p>	<ul style="list-style-type: none"> • Our child and family support worker offers outstanding support to vulnerable children and their families, playing a key role in the correct management of any child protection concerns and signposting successfully to other support agencies. • DSL meeting weekly to discuss vulnerable children and case load to ensure everyone is held to account. • Key staff trained to “Mental Health Champion” and number of research based interventions to promote emotional well-being carried out. • Positive impact of SEMH interventions – Construction club, 1:1 support, Play Therapy)

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed to insignificant figure. • the percentage of all pupils who are persistently absent being below 3.5% and the figure among disadvantaged pupils being closed to an insignificant figure.
<p>Effective strategies are in place to ensure all PP children on the SEND register are given equality of opportunity and ambitious provision.</p>	<ul style="list-style-type: none"> • Rigorous monitoring through lesson visits, “book looks” and pupil interviews show that all SEND children receive their curriculum entitlement. • Monitoring shows that appropriate adjustments are made to ensure all SEND children receive a broad and balanced curriculum. • SEND pupils, particularly those who are PP, make good progress against their starting points.

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: **£11,430**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Hub – Maths Master Program X2 Members of staff £1920	Education Endowment Foundation – “Teaching and Learning Toolkit.” Mastery Learning (+4 month)	5 & 6
Enhancement of our maths teaching and curriculum planning in line with DfE guidance (£190 additional purchase of White Rose)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM); drawing on evidence based approaches	5 & 6
Mental Health Champion Course – Hive Education – 6X1 hour course. £90	Education Endowment Foundation – “Teaching and Learning Toolkit.” (+ 4 months progress) <i>“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.”</i>	7, 9
ArtsMark Program X2 Teachers 12 month rolling program £500+ £1250	Evidence from Education Endowment Foundation – “Teaching and Learning Toolkit.” (+3 months progress) <i>“Enrichment - Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</i>	7
Kagan Cooperative Learning – whole staff X1 day £1000	Evidence from Education Endowment Foundation – “Teaching and Learning Toolkit.” (+5 months progress) <i>“The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year.”</i>	1a, 1b, 2, 3, 5, 6 & 9.

<p>Purchased Read Write Inc. and whole school role out:</p> <ul style="list-style-type: none"> • Leadership Training 1 Day • 1 Day Whole School Training on how to deliver RWI • RWI Story Time RWI inset – 1.5 hours • Story Book RWI training – to know how to use the story books within lessons.(half day) • Teacher coaching on RWI delivery and practice. <p>£6455 contribution to total cost</p>	<p>Evidence from Education Endowment Foundation – “Teaching and Learning Toolkit.”</p> <p><i>“Provide staff training in a high quality, consistent phonics programme to ensure all staff have the necessary pedagogical skills and content knowledge.” (= +5 Months progress)</i></p>	<p>4, 6</p>
<p>Purchase or Fresh Start resource and training for Upper Key Stage 2 reading below expected standard. Half day staff training.</p> <p>£1800 inc training time</p>	<p>Evidence from Education Endowment Foundation – “Teaching and Learning Toolkit.”</p> <p><i>“It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.”</i></p>	<p>4, 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Costed above</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>5 & 6</p>
<p>Improve the quality of social and emotional (SEL) learning.</p>	<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,</p>	<p>3, 7 & 9</p>

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>8 hours per week</p> <p>£4680</p>	<p>attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring intervention (1:1 and small group) led by skilled teacher 0.5 days per week.</p> <p>(25 TA hours per week: £375 per week = £14,625)</p>	<p>Evidence from Education Endowment Foundation – Teaching and learning Toolkit.”</p> <p>Individual instruction = +4 months 1:1 tuition = +5 months Small Group tuition = +4 months</p>	4, 5 & 6
<p>Speech and Language Therapist – 0.75 days per week</p> <p>50% cost allocated to PP grant £4410 (50% Covid Catch-up)</p>	<p>Education Endowment Foundation –</p> <p><i>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.”</i></p>	1a & 1b, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>£7,000</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4, 6

Investment in Age Appropriate Fresh Start book scheme and associated weekly interventions. (Costed above)	Evidence from Education Endowment Foundation – “Teaching and Learning Toolkit.” Reading Comprehension strategies =+6 months. <i>“It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.” EEF Literacy Guidance Report.”</i>	4, 6
Targeted before and after school tutoring £500	Evidence from Education Endowment Foundation – “Teaching and Learning Toolkit.” Extending the school day = +3 months Small Group Tuition = +4months	5 & 6

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

Budgeted cost: **£5,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Emotion Coaching led by Education Psychologist - includes behaviour management with the aim of developing our school ethos, pupil well being and improving behaviour across school. £300	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1a, 1b, 3, 7 & 9
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8

Release time for attendance lead to develop and implement new procedures and the deployment of the Education Welfare Officer. £3000		
Contingency fund for acute issues. £2000	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.	All
Well- targeted and outstanding pastoral care, e.g. play therapy, construction club, 1:1 support work as needs arise – ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life. (Costed above)	Evidence from Education Endowment Foundation – “Teaching and Learning Toolkit.” Behaviour Interventions: =+4 months.	3, 7 & 9
Deployment of 1 TA in each classroom free to provide 1:1 and group interventions for targeted children and impact reviewed every half term. (Costed as interventions)	Evidence from Education Endowment Foundation – “Teaching and Learning Toolkit.” <i>Teaching assistants can provide a large positive impact on learner outcomes</i>	4, 5 & 6

Total budgeted cost: £49,720

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower by 8% than non-disadvantaged pupils in key areas of the curriculum. The largest gap being in Maths.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and White Rose Maths.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 96.58%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.2% higher than their peers and persistent absence 4.4% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle
Numbots	Maths Circle

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.