

# 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 2023 to 2024 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	210 & 22 Nursery
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	C Flaherty Executive Headteacher L Hipkiss Head of school
Pupil premium lead	C Flaherty / L Hipkiss
Governor / Trustee lead	Sr Susan Collins, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	48977
Recovery premium funding allocation this academic year	4,675.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>53653.25</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# 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.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Act early to intervene at the point where needs are identified
- Ensure disadvantaged pupils are challenged in the work they are set
- Provide teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching
- Target funding so that disadvantaged children will have access to cultural capital and school trips and experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the curriculum.
- Carefully track and monitor the progress of disadvantaged children and ensure rapid robust intervention if needed.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed understanding of language and vocabulary meaning among many disadvantaged pupils. These are evident from Nursery &amp; Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p><b>Outcome</b></p> <p>Improved understanding of both written and oral language skills and general and topic vocabulary among disadvantaged pupils.</p> <p><b>Success Criteria</b></p> <p>Assessments and observations indicate significantly improved understanding of language and vocabulary amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons – interaction with Kagan Partners, book scrutiny and ongoing formative assessment.</p>
	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery &amp; Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p><b>Outcome</b></p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p><b>Success Criteria</b></p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons – interaction with Kagan Partners, book scrutiny and ongoing formative assessment.</p>
	<p>Assessments, observations, and discussions Pupils enter school with significant difficulties in listening and maintaining concentration which</p>

	<p>considerably impacts on their ability to access classroom teaching and learning. Disadvantaged pupils are particularly impacted.</p> <p><b>Outcome</b></p> <p>Children will demonstrate an increase in engagement in lessons and improved learning behaviors and progress</p> <p><b>Success Criteria</b></p> <p>Reflected in behavior judgements through observations and impact on progress.</p>
	<p>Assessments, observations, and discussions with pupils PSED – Social communication.</p> <p>Assessments suggest that children can have difficulties in initiating and bonding with their peers and creating meaningful relationships. This can be as a result of social deprivation/Covid/ Social Communication Needs (ie. ASD)</p> <p><b>Outcome</b></p> <p><b>Success Criteria</b></p> <p>Progress measures in EYFS in PSED</p> <p>Swift identification of specific social communication difficulties</p> <p>Increased engagement with specialist support services</p> <p>Active use of support strategies and recommendations within the classroom.(Widget, etc...)</p>
2	<p>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.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4	<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. 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, especially in maths.</p>
5	<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 school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>.</p>

6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
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## 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 disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Increased KS2 reading outcomes in 2024/25
Improved maths attainment for disadvantaged pupils at the end of KS2.	Increased KS2 maths outcomes in 2024/25
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• reduce the gap between the attendance of disadvantaged and non disadvantaged.</li> <li>• Decrease the percentage of all pupils who are persistently absent</li> </ul>

## 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, coaching, recruitment and retention)

Budgeted cost: **£19500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools</p> <p>Using AHT / HOS to coach and support staff in development of teaching.</p>	<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	2-7
<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>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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3

Release time for maths subject leader to coach and raise standards		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£20,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Use of TAs to carry out interventions across school. English, maths, speech and language	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF research guidance: 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p>	1-4

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

Budgeted cost: £ 14250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Child and family worker – working with children on anxiety, social issues that detract from learning	Our experience show that post Covid levels of anxiety have increased amongst children and parents. Having someone in school to carry out a range of interventions around this and support individuals and families is crucial	
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.	All

**Total budgeted cost: £54550**

## 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.

#### Outcomes for Y1 phonics

100% of pupil premium pupils passed the phonics screening.

#### Outcomes for Y4 MTC

Average score for pupil premium 23.9

#### Outcomes at the end of Key stage 2 2023 – 24

67% of disadvantaged pupils met the expected standard in reading

50% of disadvantaged pupils met greater depth in reading

83% of disadvantaged pupils met the expected standard in writing

50% of disadvantaged pupils met the expected standard in maths

#### Attendance

Overall Attendance - 94.6%

Overall PP Attendance - 91.1%

Overall Non-PP Attendance - 95.4%

### Externally provided programmes

Programme	Provider
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TT rock stars	Maths circle