

Pupil premium strategy statement – St Catherine Catholic primary school

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	220 (inc 18 Nursery)
Proportion (%) of pupil premium eligible pupils	22.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023-2026
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2023
Statement authorised by	FGB
Pupil premium lead	Anne Bishop
Governor / Trustee lead	Michael O’Brien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,018
Recovery premium funding allocation this academic year	£5800 (estimated from last year due to this figure not being published yet)
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65818

Part A: Pupil premium strategy plan

Statement of intent

At St Catherine Catholic primary school our ambition is for all pupils to “ Live life to the full” which is rooted in high ambition for all.

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well. In addition to this, 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, as we believe that for these children to make progress; it is not just about supporting them academically, but their wider well-being too.

High-quality 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 (Education Endowment Foundation 2021).

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through booster sessions for pupils whose education has been worst affected, including non-disadvantaged pupils. Through careful monitoring, we will also respond to low levels and persistent absences to ensure that all pupils have access to consistent and regular schooling. We will be responsive to common challenges for our most vulnerable and hard to reach families and individual needs about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our approach and plans are also outlined in the School Development Plan.

To ensure they 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 through staff appraisal, pupil progress meetings and regular monitoring of data.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths of disadvantaged children is below that of non-disadvantaged
2	Writing – a gap persists between attainment in writing and attainment in reading and maths in years 5 and 6
3	Observations and discussions with pupils and families have identified social and emotional issues for many pupils. Requests for parental support and referral to Stronger Families and the SAS team has increased
4	Some groups of learners have lower attendance than others, Internal data shows the majority of this group are working well below age related.
5	We have an increasing number of children who are Young Carers who require social and emotional support to be ready to learn. These children have little access to extra curricular activities to support their experience of a broad and balanced curriculum.

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 outcomes for all disadvantage children in reading, writing, maths	Ensure all disadvantaged children are at age related in their reading, writing and maths and targeted for greater depth where appropriate.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Identified children have accessed appropriate social and emotional support and have a range of strategies as evidenced by pupil voice, teacher observations and parental feedback. School have referred to external agencies where further support has been required.
For attendance and punctuality to improve for those groups of learners where there are issues	Identified children with poor attendance and provided with a package of targeted support School have liaised with Stronger Families when appropriate and families in need are supported

To provide enrichment opportunities that all children can participate in regardless of income	All pupils identified as disadvantaged have attended at least one extra curricular activity.
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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: £ 22000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To strengthen the teaching pedagogy across school to offer a highly adapted for all	Research from Roshenshine's principles	1&2
To further develop the writing curriculum offer in collaboration with local schools	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1&2
Subject leads working in partnership with leads from other schools to improve standards through sharing of good practice and moderation Subject leads to be able to offer CPD and monitor teaching and learning Teachers are released to team teach and work in a peer support model		1&2

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speechlink interventions in EYFS EEF shows that	https://educationendowmentfoundation.org .	1

oral language interventions have high impact for low cost	uk/education-evidence/teaching-learning-too lkit/oral-language-interventions	
Additional phonics support EEF shows that oral language interventions have high impact for low cost	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-too/lkit/phonics	1,2
Purchasing NFER diagnostic assessments to inform interventions Purchase of IDL intervention package	EEF evidence shows that effective diagnosis of is extremely important in identifying possible solutions, particularly for older struggling readers https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-too/lkit/reading-comprehension-strategies	1,2
Small group tuition for pupils in Year 6	EEF shows that small groups tuition has on average 4 months impact on attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-too/lkit/small-group-tuition 5	1,2,4,5

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

Budgeted cost: £38,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare / attendance officer who is a point of contact for hard to reach families providing support around local services, attendance and general welfare concerns	Attendance work follows the DFE guidance	3,4,5
Ensuring all pupils are able to attend school outings that provide	Poverty Proofing the School Day , project developed by Children North East, audit and subsequent evaluation by Newcastle University found that by	3,5

enrichment, regardless of cost	removing financial barriers to school such as extra-curricular activities, food and uniform led to improved attendance and attainment and increased uptake on school trips by disadvantaged pupils. https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf	
Subsidising breakfast club to support families with punctuality and attendance issues		4
Ensuring all pupils can feel part of the school community and do not stand out as different by ensuring they can all afford school uniform		3,5
All after school activities are free and targeted pupils are supported to attend these specifically.		3,4,5

Total budgeted cost: £65,818