# 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.

## It outlines our pupil premium strategy for 2021-2024, 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

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| Detail | Data |
| School name | St. Paul’s Catholic Primary School |
| Number of pupils in school | Updated Feb 2024  224 including 2 yr olds and Nursery  177 main school |
| Proportion (%) of pupil premium eligible pupils | Updated Feb 2024 – 20.9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 22 / 2022-23 /2023-24 |
| Date this statement was published | Dec 2021 |
| Date on which it will be reviewed | Dec 2022 / Dec 2023 |
| Statement authorised by | E. Lomax (Headteacher) |
| Pupil premium lead | E Lomax (Headteacher) |
| Governor / Trustee lead | C. Galvin – changed April 2023  A Lambert  New PP Gov – Jan 24 – S Leslie |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 44,385 CHECK AMOUNTS FOR 2023-24 |
| Recovery premium funding allocation this academic year | £4,785 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **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 | £49,170 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to reduce the academic gap and increase the enrichment capacity within the curriculum so that pupils from both disadvantaged and non-disadvantaged backgrounds receive access to an aspirational and meaningful curriculum that meets the needs of all learners.  High-quality teaching is at the heart of our approach. To maintain this we need to provide quality CPD for all support and teaching staff. We also recognise that it is important to maintain current staffing levels to ensure all pupils, continue to thrive and make sustained progress enabling them to grow in God’s love to be the best they can be.  Our strategy is also integral to wider school plans for education recovery in light of the COVID pandemic and careful thought has been given to school based catch up interventions, alongside 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 and will be 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: ·   * 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.

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| Challenge number | Detail of challenge |
| 1 | Low self-esteem, low aspirations and lack of valuing education as a means for improving the quality of life in a rural area |
| 2 | Poor speech language and communication difficulties on entry to school for some children means gaps already wider than non PP. |
| 3 | Increased social, emotional and mental health needs due to the COVID pandemic and restrictions. |
| 4 | An increase in low attainment and slow progress in literacy and Maths due to missed learning during the COVID pandemic. |
| 5 | Through historic analysis of extra-curricular club attendance (prior to COVID-19), there were fewer attendees of pupil premium children accessing extra-curricular opportunities (including music peripatetic tuition). |
| 6 | Attendance and punctuality of PP pupils continues to be below that of non-disadvantaged pupils |

## 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.

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| Intended outcome | Success criteria |
| 1. Resilience, self-esteem and confidence levels raised, so that Pupil Premium children are focused on achieving well, confident in their readiness for learning and have high aspirations for the future. | * Commando Joe’s will be embedded into all areas of school life and children will demonstrate resilience and an ability to be a critical thinker and problem solver. * School Awards linked to RESPECT values. * The self-esteem, social skills and behaviour of identified pupils will improve, leading to increased confidence, resilience and attainment in the classroom. * ELSA and Thrive interventions will monitor progress of identified children and support will be tailored to meet their needs. * SEMH interventions at lunchtimes will lead to a reduction in episodes of poor behaviour. * SEMH support sessions with the school dog will help children develop strategies for de-escalation resulting in less episodes of emotional outburst. * School based Family Support Worker will help families develop resilience and self belief enabling them to aspire to be the best they can be. |
| 2. To improve language skills of disadvantaged in EY through Early Talk Boost and NELI approved interventions.  N.B. Oral language skills in nursery and reception are lower for pupils than those nationally impacting on reading, writing and maths standards at the end of EY. | * Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP attain a good level of development (GLD). |
| 3. To achieve an improved level of wellbeing for all pupils in our school, particularly disadvantaged pupils. | * Qualitative data from student voice, student and parent surveys and teacher observations. * A reduction in the need for referrals to outside agencies to support pupils with emotional, behavioural and mental health needs. * A reduction in levels of obesity and an increase in engagement in physical exercise and sports. * Family support will impact on parental well being and this will be evident in children’s engagement. |
| 4. Gap is closing in attainment for Reading, Writing and Maths for all Pupil Premium pupils when compared with non disadvantaged, enabling Pupil Premium pupils to make at least expected progress. | * Gaps narrowed between Pupil Premium pupils and others so that attainment and progress is broadly in line with others in the school. * Pupil data at the end of KS2 shows and upward trend of PP achieving EXS and GDS by the end of KS2. |
| 4. Further investment in RWInc phonics scheme shows an increase in attainment in regards to pupils passing the Phonics Screening test in Y1. | * Increase in the Y1 phonics pass rate with pupils achieving above national expectations by the third year of implementation. |
| 5. To expose pupils to opportunities that increase pupils’ life chances and enable them to access extra-curricular experiences that develop their repertoire of skills. | * All pupils within school are offered a variety of extra-curricular activities which will seek to increase their educational learning experiences beyond the school day. * All classes will take part in enriching extra-curricular visits to ensure the curriculum is widened. This will ensure pupils can see learning in a physical context, outside of the school environment. * Pupils will be supported to participate fully in school trips and residential trips * Pupils will be offered the opportunity to participate in music tuition. |
| 6. Attendance to rise above national expectation, decrease in number of PA and improvement in punctuality of PP pupils. | * School based Family Support Worker will support families to develop good attendance habits, morning routines and reduce absence. * Families will seek support from school. * Breakfast Club offered free to PP children will ensure all children have had breakfast to help them prepare for the school day. Attendance at Breakfast Club will reduce the amount of children arriving late for school. * Increased attendance measures including Parent Contracts and attendance awards will have a positive impact. |

## 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: £21,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| NELI and Early Talk Boost Training for support staff | Additional staffing to implement interventions  <https://educationendowmentfoundation>  .org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1 | 2 |
| RWInc Training and for new members of staff and ongoing CPD for those trained several years ago to improve delivery and delivering the scheme, rolling program of updates for teaching assistants to support the delivery of the program and intervention to ensure catch up. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  Phonics | Toolkit Strand | Education Endowment Foundation | EEF | 2, 4 |
| National College online webinars to support staff development | See National College website  https://thenationalcollege.co.uk/ | 4 |
| Maths and English lessons delivered by NUFC professionals to raise aspiration and engagement. |  | 1, 4 |
| Release time for teachers to work alongside Consultant to improve teaching and learning. | High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. <https://educationendowmentfoundation>.  org.uk/education-evidence/guidance-reports/effective-professionaldevelopment | 4 |
| Release time for new subject leads to work alongside specialist teachers utilising the BBCET partnership of schools. | High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. <https://educationendowmentfoundation>.  org.uk/education-evidence/guidance-reports/effective-professionaldevelopment | 4 |
| In-house CPD for curriculum leads and teachers on the development of our curriculum to enhance the skills, knowledge and vocabulary of all pupils. | High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. <https://educationendowmentfoundation>.  org.uk/education-evidence/guidance-reports/effective-professionaldevelopment | 4 |

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

Budgeted cost: £ *9,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  One to one tuition | EEF (educationendowmentfoundation.org.uk)  And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF | 4 |
| Educational Psychology Assessment | Additional support to support those pupils with SEND and PP.  https://educationendowmentfoundation.org.uk/tools  /guidance-reports/special-educational-needs-disabilities/ | 3,4,5 |
| Apprentice Teaching Assistant | EEF – Teaching Assistant Making Best Use of Teaching Assistants | Education Endowment Foundation | | 4 |

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

Budgeted cost: £ *21,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Commando Joe’s  Resilience  Empathy  Self-aware  Positivity  Excellence  Communication  Teamwork | Evidence based, government supported RESPECT programme - character building  https://commandojoes.co.uk/impact-research/ | 1, 3 |
| Family Support Worker | Family support can often break down barriers between school and home and provide support for vulnerable adults.  Increasing attendance, improving punctuality and assisting in improving the quality of life impacts on children’s life choices.  <https://educationendowmentfoundation.org.uk>  /public/files/Publications/ParentalEngagemen  t/Parental\_Engagement  \_-\_Evidence\_from\_Research  \_and\_Practice.pdf | 1, 3, 6 |
| Learning by Questions | See EEF data Learning by Questions (lbq.org) LbQ Feedback 50 Concluding Report- Jan 2020.pdf | 4, 5 |
| ELSA, Mindfulness and Healthy lifestyles resources | There are many sources of evidence showing that regular physical exercise improves a child’s mental health.  <https://www.stir.ac.uk/research/>  research-spotlights/the-daily-mile/ | 1, 3 |
| To enrich the curriculum, support personal development and provide opportunities that may otherwise be limited. | Limited opportunities to participate in after school activities in local area – transport is often an issue. Cost of participation creates a barrier to children developing new experiences and skills. Children do not miss out on opportunities to develop social skills, independence, perseverance and team work during off site experiences. | 1, 3, 5, 6 |
| First Aid and CPR training for UKS2 –Children engage in life saving skills, building resilience and thinking skills. | Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year | 1, 3 |
| PSHE lessons around diversity, healthy eating, active lifestyles etc delivered by NUFC Foundation | Public Health document  <https://assets.publishing.service.gov.uk>  /government/uploads/system/uploads  /attachment\_data/file/370686  /HT\_briefing\_layoutvFINALvii.pdf | 1, 3 |

**Total budgeted cost: £51.500**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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| **This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.**  KS2 SATs results showed that St. Paul’s had made significant progress from 2018-19. School was in line with National Average in Reading and above in Maths. Attainment at Greater Depth was significantly above average in Reading, Maths and above in Writing. Attainment of disadvantaged pupils was in line with National Average.  End of year Teacher assessment data (Summer 22) showed that although progress has been made there are still gaps between the attainment of PP and non-PP children, across school. This data has been analysed and targeted support will be deployed to ensure that the gap between PP and non-PP is reduced further. Over 26% of our PP children also have a SEN need. As we implement the 5 a day approach we will aim to improve outcomes for all children, including those with SEND. In addition, many children who did not achieve expected standard at the end of the year also had lower attendance. Through the use of our traffic light system we have identified where support for families should be allocated in order for them to improve their attendance and therefore improve their academic outcomes.  **This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.**  KS2 SATs results continued to rise with attainment above National Average in all areas of learning and significantly above in Reading and Maths as well as combined. Reading at EXS level was 90% and NA was 73%. Maths at EXS level was 83% and NA was 73%. Writing was 76% at EXS and NA was 71%. RWM combined at EXS was 72% and NA was 59%. Attainment at greater depth continued to increase. Attainment of PP children at the end of KS2 showed an increase in value added in Reading (+1.6) and Maths (+1.4)  End of year teacher/test assessments continue to highlight the need for further support for PP pupils in EYFS and KS1 in English and Maths. The gap between PP and Non-PP is diminishing in LSK2 and into UKS2 as a result of improved teaching and learning and targeted support. 52% of PP children are identified with an additional need.  Whole School engagement in creating a Commando Joe’s RESPECT curriculum has had a positive impact. Attitudes to learning have improved and children show a resilience to succeed.  Wider opportunities in the local community such as Roots and Shoots wellbeing program at Alnwick Gardens, involvement in the creation of Lillidorei, aspirational visit from NASA astronaut, career events, links with charities and local businesses have given the children varied experiences and aspiration.  Visits to Newcastle and London have increased culture capital and widened aspirations. Links with Primary Schools in Newcastle has afforded the children the opportunity to develop their awareness of diversity and culture. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| NUFC Foundation PE/Sport | Newcastle United Foundation |
| Early Talk Boost / Talk Boost | I CAN |
| Commando Joe’s | Commando Joe’s |
| RWInc | Ruth Miskin |
| Emotional Support a | ELSA Training |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details 2021-22 |
| How did you spend your service pupil premium allocation last academic year? | St. Paul’s has 3% of pupils from service families and many of our dedicated team have links to the military or local community knowledge. Through consultation we have been able to use the funding to support the differing needs of our service children.  · transition and integration of pupils  · building relationships with parents and the school  · timely transfer of pupil records and liaison with transition schools  · supporting a wider range of family pressures including emotional and behavioural issues, bereavement, divorce and separation  · the knowledge to offer practical solutions, reassurance and signposting  · establishing links to outside agencies  We used the Service Pupil Premium to fund initiatives such as enhanced curriculum provision including Commando Joes and after school childcare. |
| What was the impact of that spending on service pupil premium eligible pupils? | These help the children to settle into school and develop in many ways including:   * ability to maintain self-esteem through family transition * improvements in friendships * improved concentration and participation in class * improved attendance * expression of feelings * improved self-esteem * building resilience |

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| --- | --- |
| Measure | Details 2022-23 |
| How did you spend your service pupil premium allocation last academic year? | St. Paul’s has 2.8% of pupils from service families. Through consultation we have been able to use the funding to support the differing needs of our service children.  · transition and integration of pupils  · building relationships with parents and the school  · timely transfer of pupil records and liaison with transition schools  · supporting a wider range of family pressures including emotional and behavioural issues, bereavement, divorce and separation  · the knowledge to offer practical solutions, reassurance and signposting  · establishing links to outside agencies  We used the Service Pupil Premium to fund initiatives such as enhanced curriculum provision including after school childcare to help the children settle and make new friends through a play based situation. |
| What was the impact of that spending on service pupil premium eligible pupils? | These help the children to settle into school and develop in many ways including:   * ability to maintain self-esteem through family transition * improvements in friendships * improved concentration and participation in class * improved attendance * expression of feelings * improved self-esteem * building resilience |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |