

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

Detail	Data
School name	St. Paul's Catholic Primary School
Number of pupils in school	Updated Dec 2024 168 -main school 199 -2-11yrs Updated Jan 2024 217 including 2 yr olds and Nursery 179 main school
Proportion (%) of pupil premium eligible pupils	Updated Dec 2024 - 42 pupils
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/Dec 2024
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

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

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.

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.

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 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

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

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	1, 3, 6

	/public/files/Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf	
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

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.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Investment in Talk Boost training for two members of staff has had a positive impact on outcomes in Communication and Language at the end of EYFS. The amount of children attaining the Early Learning Goal in speaking increased to 85%, listening and understanding increased to 90% as did comprehension leading to an increase in the number of children attaining a Good Level of Development. This was an increase of 11% on the previous year. Over time attainment has improved.

Investment in phonics training has increased staff confidence and has ensured that outcomes have been in line with or above national average over time.

Accessing high quality CPD through Whole Education and BBCET has helped to develop the development of teaching and learning and has lead to improved outcomes across school.

KS2 SATs results in Writing have continued to rise with 82% attaining EXS and 21% attaining greater depth. Maths continued to be above NA at EXS and in line with NA at greater depth. Disadvantaged children were +0.5% value added in writing. Investment in CPD has contributed to the gap between disadvantaged and non-disadvantaged narrowing in Writing across all year groups, with Pupil Premium pupils outperforming non Pupil Premium in more than half the year groups.

Investment in a resilience building programme continues to provide children with the ability to be a critical thinker and problem solver. Self-esteem has improved leading to more resilient learners. Ofsted stated *"Pupils at this school exemplify the school's 'RESPECT' values, which include resilience, empathy and positivity."* Specific SEMH programmes and consistent application across school has enabled children to develop their awareness of their emotions and provided them with a toolbox of strategies that can help them regulate emotions and avoid escalation. Ofsted praised school for the level of support provided. *"The support that the school puts in place for pupils' pastoral care is highly effective."*

The curriculum provides the children with wide range of experiences including visits to London, residentials, healthy eating, links with local community such as Alnwick Gardens. These experiences contribute to raising aspiration. School's personal development offer was commended by Ofsted as 'exceptional.'

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

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:

Measure	Details 2021-22
How did you spend your service pupil premium allocation last academic year?	<p>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.</p> <ul style="list-style-type: none"> · 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 <p>We used the Service Pupil Premium to fund initiatives such as enhanced curriculum provision including Commando Joes and after school childcare.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>These help the children to settle into school and develop in many ways including:</p> <ul style="list-style-type: none"> • ability to maintain self-esteem through family transition • improvements in friendships • improved concentration and participation in class

	<ul style="list-style-type: none"> • 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?	<p>St. Paul's has 4% of pupils from service families. Through consultation we have been able to use the funding to support the differing needs of our service children.</p> <ul style="list-style-type: none"> · 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 <p>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.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>These help the children to settle into school and develop in many ways including:</p> <ul style="list-style-type: none"> • 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

Measure	Details 2023-24
How did you spend your service pupil premium allocation last academic year?	<p>St. Paul's has 3% of pupils from service families. Through consultation we have been able to use the funding to support the differing needs of our service children.</p>

	<ul style="list-style-type: none"> · 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 <p>We used the Service Pupil Premium to fund initiatives such as enhanced curriculum provision including clubs after school such as Chess, sports, Mindfulness and STEM. Also after school childcare has been funded to help the children settle and make new friends through a play based situation.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>These help the children to settle into school and develop in many ways including:</p> <ul style="list-style-type: none"> • 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