# Pupil premium strategy statement – 2024-2025

This statement details our school’s use of pupil 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

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| Detail | Data |
| Number of pupils in school | 211 |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | LGB |
| Pupil premium lead | Mrs Carmel Hinton |
| Governor / Trustee lead | Mr S Godber  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £111:000:00 |
| 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* | £ 111:000:00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Philip’s Catholic Primary School we have high expectations for all of our pupils to offer the best opportunities to reach their full potential. When making decisions about using pupil premium funding, St Philip’s will consider that all pupils, make good progress relevant to their starting points in all subjects, taking into consideration the needs of the school, the context of the school and the specific challenges we face.  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 and our decision is grounded in research, conducted by the Education Endowment Fund (EEF) * Our Pupil Premium Strategy Plan aims to provide targeted support in key areas of the primary curriculum to enable disadvantaged children to securely be skilled in foundations in, early maths and early reading.
* We aim that all children, including disadvantaged children make good progress throughout their time in school in order to fulfil their potential.
* We aim to provide our disadvantaged pupils with an extra advantage to address the gaps in their starting points so that they make progress equal with non-disadvantaged children.
* 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.  |

## 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 | Due to the high deprivation context in our school’s local area , families and pupils from suffer from poor mental health and well-being. |
| 2 | Our school serves a high number of pupils in receipt of pupil premium funding. Pupils premium attainment is lower than their peers.  |
| 3 | Our challenge is parental engagement due to our high deprivation within our school community. |
| 4 | Due to contextual factors within families that affect pupils’ confidence and self esteem |
| 5 | A range of complex barriers due to our context including special economic factors with parental engagement contributes to irregular attendance patterns. |
| 6 | High number of EAL learners. upon entry our pupils have a significant gap in communication and language, particularly for disadvantaged pupils. |

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| Intended outcome | Success criteria |
| Priority 1 | Ensure that children’s mental health and well-being is central in supporting regulation and resilience to support readiness for learning. |
| Priority 2 | To increase attainment for phonics and narrow the gap between pupil premium and non-pupil premium . |
| Priority 3 | Ensure that evidence-based interventions are robust based upon a thorough analysis of gaps identified in tests and where children do not grasp concepts from their quality first teaching. Ensure that this information is shared with parents.  |
| Priority 4 | To increase confidence and self esteem to support children’s mental health and well-being. |
| Priority 5 | Improve overall attendance across the school with a focus on persistent absentees. To reduce by 2% |
| Priority 6 | To address the low communication and language gap by ensuring that all pedagogy focuses on vocabulary acquisition and cultural capital  |

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2. **Intended outcomes.**
3. 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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| 1. **Intended outcome**
 | 1. **Success criteria**
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| 1. Progress in Phonics
 | 1. To improve children’s phonological knowledge to be secure so that the school meets national and above averages for disadvantaged pupils.
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| 1. Progress in Reading
 | 1. Ensure the progress in reading for disadvantaged pupils increases to meet national averages.
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| 1. Progress in Mathematics
 | 1. Ensure the progress rates in mathematics for disadvantaged pupils increases to meet national averages by the end of KS2.
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| 1. Progress in Writing
 | 1. To increase the percentage of disadvantaged pupils meeting the expected standard in writing through embedding our writing approach including resources within English and across the curriculum.
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| 1. Pastoral Support
 | 1. To continue to provide pupils with social, emotional and well-being support to be ready for learning in school.
2. Increase relationships with parents to support attendance .
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *20.114.68*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensuring CPDF is in place for all staffThis is to be provided through accessing a wide range of external providers to support all staff CPDF i.e. MAC CDP ,Catholic Primary Partnership, SCOS learning community, National College, Local authority based CPDOfsted research published materials, EEF documentation  | EEF states “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’Within our school we strive to continue to demonstrate best practice. This is based on present research to foster the best pedagogical approach to high quality teaching and learning ensuring that the gap between disadvantaged and non disadvantaged pupils decreases by;* 1. A consistent approach to teaching and learning and developing all staff.in understanding the gap and how to address it .
	2. Subjects leaders to ensure that they monitor effectiveness of strategies to support pupils’ achievements
 | 1,2,3,4&5 |
| Ensuring that whole staff are supported with CPD on mental health and well-being and trauma informed support  | Staff CPD tailored to supporting pupils with mental health needs and well-being to support regulation of needs to support learning.Supporting pupils’ social, emotional and behavioural needs with further CPD from CADMUS support with teachers and support staff trained. | 1,2,3,4 |

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

Budgeted cost: £ 54,885.32

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| Activity. | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and language therapist to work with all children who have been identified through the WELLCOMM screening tool and bespoke programmes are put in place. Therapist employed for 1 whole day every 2 weeks for the whole year  | Working with pupils with weak language and Communication skills. Children who are working below ARE and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. Within KS1 &KS2 pupils struggle to talk to communicate ideas and explain what is happening coherently. Higher than average numbers of children access SALT in Reception – 80% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist. SALT also trains TAs to ensure long-term benefit. | 2,4,7 |
| HLTA and 2 level 3 LSP to lead targeted groups.  | Interventions in basic skills in KS1 for Phonics, 1:1 intervention, early reading and maths. Tighter focus in EYFS on getting basic skills and foundations for learning secure. | 1,2,3 &4   |
| Year 6 boosters in reading and maths 2x a week  2 qualified teachers supporting. | Supporting children focussing on gaps in key knowledge in maths and reading to meet ARE expectations.  | 1,2,3 &4   |
| All staff adaptive teaching training being responsive to information about learning, then adjusting teaching to better match pupil need. | Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet ARE expectations. Balancing input of new content so that pupils master important concepts. Making effective use of teaching assistants | 6 |
| Targeted interventions for all pupils who need additional support to reach ARE and phonic achievement . | Use classroom teachers and teaching assistants to provide targeted academic support, including one-to-one or small group intervention.  | 1,2,6 |
| Additional baseline assessments for all EYFS pupils including specific EAL assessments.  | Focus on pupil’s current abilities, skills, and knowledge before starting teaching new material in order to maximise progress in EYFS. | 1,2 |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *36.000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To continue to support disadvantaged children to experience enriched experiences. | Continue to provide wider opportunities for our disadvantaged children through enriched experiences through learning to play and master a string instrument. Ensure that all curriculum areas are supported with trips and visits to develop cultural capital  | 1,2,3,4 & 5 |
| With the help of the learning mentor To continue to provide pupils with social, emotional and well-being support to be ready for learning in school.  | Targeted support programmes with 1:1 children to support regulation, stamina and emotional support in order to be ready for learning. Bespoke training for learning mentor planned to support and provide the support needed for pupils to enable them to succeed. | 1,4,5,6 |
| Developing strong foundations with parents to offer support with social issues, engagement with school and improving attendance. | Learning mentor intervention approaches to developing a positive school ethos, which also aim to support greater engagement in learning, attendance and parental relationships.Workshops with parents, providing further links with external agencies to sign post families to be accessing the support needed to ensure that they understand the importance of regular attendance  | 1,4,5,6 |
| Clear and focussed approach to attendance data analysis.  | Parent meetings to engage with families and local authority to address cause for lateness and absence. Adaption of timetables to target lower attended days | 1,4,5,6 |

**Total budgeted cost: £** *111.000.00*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Intended outcome**  | **Outcome can you add here in comparison with all pupils**  |
| **Attainment for Reading, writing and maths combined – whole class comparison**  | **53%- whole cohort****64% pupil premium** |
| **Attainment for Reading**  | 64% - pupil premium 73%- whole class |
| **Attainment for Writing**  | 64%- pupil premium70% - whole class |
| **Attainment for Maths** | 50%- pupil premium67% - whole class |
| Phonics  | 67% whole cohort |
| EYFS | 65.5 % whole cohort  |
| Attendance  | Ensure attendance of disadvantaged pupils is at least in line with national.  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

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| Programme | Provider |
| Times Tables Rock Stars  | TT RockStars , Number Bots  |
| Phonics | Toe by Toe . Teach your Monster to Read |
| Online learning  | Purple MashOak Academy  |

# 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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.* |