

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, 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 Catherine of Siena RC Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23, 2023-24 & 24-25
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	S Leck
Governor / Trustee lead	Linda Morris / Gordon Abbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37000
Recovery premium funding allocation this academic year	£3335
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	£40,335

Part A: Pupil premium strategy plan

Statement of intent

- All children have the right to an education which caters for all needs and supports all children achieving their potential from their individual starting points and leaving primary school ready for the next stage of their education. We want all our children to have the same opportunities in school, irrespective of their background, experiences and potential barriers to learning. All our children should have the same opportunities to achieve the expected level for their age in the core and non core subjects. They should experience the same opportunities as others, including real life experiences.
- Our pupil premium statement highlights how we provide support and opportunities for our pupils to achieve academically, socially and emotionally with the aim of ensuring all our pupils are academically, emotionally and socially ready for the next stage of their education and finish primary school knowing how to be a good citizen in society.
- The key principles of our strategy include providing high quality teaching for all pupils. Targeted academic support for some pupils to ensure they achieve in line with other pupils in school. To provide support to pupils to eliminate any barriers to learning such as attendance/social and/or emotional difficulties. Ensuring all pupils have access to real life experiences through school trips/visits/residentials.

Challenges

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

Challenge number	Detail of challenge
1	The majority of disadvantaged pupils do not achieve in line with other pupils and/or nationally.
2	Engagement in school - some pupils find it difficult to engage in school during lessons and social times. This may be due to tiredness, difficulty with the academic subjects, relationships in school – adults, peers
3	Support from home - reading/spelling homework not supported at home. Communication – school messages not getting through
4	Attendance and punctuality - poor attendance and punctuality – gaps in learning, missing start of the day, disorganised so not ready for learning.
5	Emotional needs – due to family life/background/experiences

6	Limited real life experience – unable to link and support learning to own life experiences
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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	Update
For all pupils to achieve in line with national expectations in core subjects including phonics.	Internal data and national data will evidence pupils achieving in line with national expectations in core subjects of reading, writing and maths (and phonics)	
For all our pupils to be engaged during the school day, learning new knowledge and applying this. Gaining confidence and academic ability.	All pupils will make at least expected progress from their starting points in all core and non core subjects, evidenced through assessment information.	
For all pupils to be engaged in non academic subjects such as PE, creative arts; and also in social situations, allowing pupils to develop socially and engage with peers and adults in a confident and appropriate way.	All pupils will make progress from their own starting points in non academic subjects and also in social situations – leading to increased confidence, academic progress, increased positive behaviour.	
For all pupils to be supported at home to consolidate basic skills such as reading, spelling and number facts. For parents to feel confident to support their child in these basic skills.	Regular homework will be completed and all pupils will make at least expected progress from their starting points in phonics, reading and maths in each academic year.	
For all families to engage with school through communication channels and be aware of events/expectations of pupils in school.	All families will engage through the school app, emails, website, seesaw or paper copies of communication displayed in school grounds.	
For all pupils to attend school regularly and consistently to make sufficient academic and social progress as other pupils. For all pupils to arrive at school punctually and be	All groups of pupils will have regular attendance of at least 96% across the academic year. All pupils will have good punctuality.	

<p>ready to start the school day.</p>		
<p>To support any pupils in the short term or longer term, if necessary, with any emotional needs such as confidence/self esteem, traumatic events experienced in family life, relationships or any other emotional needs. Allowing the pupil to access learning and be successful in all aspects of school life alongside their peers.</p>	<p>Boxall profiles will support targeted work for identified pupils and evidence progress for these pupils. Pupils will receive targeted emotional support both in class and in additional sessions if needed – resulting in academic and social progress evident for identified pupils.</p>	
<p>To provide real life experiences to all pupils to build confidence and independence, alongside supporting learning in the classroom.</p>	<p>All pupils will have access to real life experiences in the classroom/school and through visits/visitors, regardless of any financial barriers there may be.</p>	

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of new reading books linked to new phonics scheme.</i> £700	EEF research concludes that <i>phonics has a positive impact and is a very important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> July 2021	1 2
<i>Writing CPD – around closing gaps and incorporating grammar specific elements into writing</i> £800	Internal assessments and data evidence that across the whole school pupils are not achieving as well in writing as in other core areas, in particular disadvantaged pupils. There are gaps in grammar knowledge.	1 2

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

Budgeted cost: £18500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions for small groups in core areas – phonics, reading, writing and maths.</i> £15 000	Education Endowment Foundation (EEF) have provided evidence around the positive impact of interventions in small groups over a set period of time. The interventions will be in addition to class teaching and will support this. Groups of pupils will be no more than 3-5 and will have regular sessions in the week over a set period of time.	1 2
<i>Small group tutoring for identified pupils based around gaps in knowledge for writing</i>	Our Teaching and Learning Toolkit indicates that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months	1 2

£2500	additional progress with one to one tuition and up to four months additional progress with small group tuition	
£1000	Schemes of work for tutored work and other interventions such as Code breakers (phonics) Read to write	1 2

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

Budgeted cost: £ 17 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture groups to develop self esteem and social skills .</i>	Boxall profiles evidence progress that pupil's make in different aspects.	3 4 5
<i>Friendship groups to develop social skills</i>	Boxall profiles evidence progress made as does observational and recorded evidence of social/friendship skills.	3 4 5
<i>Attendance monitoring and pastoral support for families</i>	Increased attendance leads to increased attainment and gain of knowledge and skills to make good progress and achieve in line with other pupils.	3 4 5
<i>Pastoral support for families – pupils and parents</i> £15000	Good relationships with families can lead to increased attendance in school and homework being completed which all support the pupil in achieving in line with other pupils and national expectations.	3 4 5
<i>Financial support for families for pupils to attend trips/visits/residentials</i> £2000	Children's experiences can be limited in some home situations and this can put them in a disadvantaged situation compared to other pupils. Having some real life experiences beyond their home allows children to develop other skills such as independence and resilience. This can lead to increased attainment in school.	6

Total budgeted cost: £37000

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 2020 to 2021 academic year.

Our pupil premium strategy in 2021-22 was planned to include targeted academic support to pupils either one to one or small group. This was able to be carried out for some of the year in areas of maths, phonics and reading. Internal assessment and data showed that our pupils did make progress against their starting points.

We included tutoring in small groups as part of our recovery strategy in 21-22.

Emotional support was provided for children struggling in school for various reasons.

Emotional support was provided for families who were struggling with attendance of their children or keeping up with school related activities such as homework, uniform.

EYFS – St C 66% Nat Disad 50%

Phonics Y1 St C 33% (1 out of 3) Nat Disad 63%

RWM KS1 (3 pupils)

St C – 33% Nat Disad 62%

RWM KS2 (8 pupils)

St C 79% Nat Disad 58%

Progress in Core subjects

R – 70% disad made expt prog

W – 88% disad made expt prog

M – 88% disad made expt prog

All pupils are given opportunities.

11 PP pupils have attended a residential in 21-22, 9 have attended after school clubs

8 have represented school on sports teams

Head boy and girl were both PP children.

All pupils have taken part in assemblies/whole school events

70% of pupils complete all or some homework – reading plus, spelling, maths

11 out of 20 families engage with seesaw.

1 family are sent paper copies of communication.

Attendance

Average % of PP pupils 21-22 is 90.4%

9 pupils receiving pastoral support.

Progress seen in all pupils – some measured using Boxall, some measured in other ways eg positive emotions, increased attendance, increased concentration in class

All PP pupils have accessed school trips/visits and 11 have attended school residential.

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
Reading Plus	Reading solutions
Twinkl Phonics	Twinkl
Hamilton Trust – maths / english planning	Hamilton Trust
Purple Mash – computing scheme of work	Purple Mash
Come and See RE curriculum	Matthew James
Oddizzi Geography scheme of work	Oddizzi
Charanga Music Scheme	Charanga

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

