# 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

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| Detail | Data |
| School name | St Charles Catholic Primary School |
| Number of pupils in school | 132 |
| Proportion (%) of pupil premium eligible pupils | 15.1% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-2023 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | February 2022 |
| Statement authorised by | Ruth Elmore |
| Pupil premium lead | Ruth Elmore |
| Governor / Trustee lead | Nigel Pearce |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £29837 |
| Recovery premium funding allocation this academic year | £3153 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £594 |
| **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 | £33,584 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The objective of the Pupil Premium strategy at St Charles Catholic Primary School is to narrow any attainment gap between those pupils categorised as disadvantaged and those that are not. We use the pupil premium to enable them to have a range of wider opportunities and remove any barriers that would affect their progress and attainment.  We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerated in order to reduce any attainment gap. In line with guidance and advice from the Education Endowment Foundation (EEF), our policy focusses on prioritising quality first teaching, using whole school approaches, with the remaining funding being split between targeted interventions and wider opportunities.  We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop this and foster their own talents and interests. In addition to this, we will provide targeted support by offering a range of activities outside school hours.  The key principles of the strategy are that disadvantaged children have access to opportunities, teaching and support that allows them to catch-up on learning lost during the Covid-19 pandemic, widen their aspirations, develop their confidence and increase their cultural capital. We also aim to reduce barriers to learning by developing relationships with families, providing for the SEMH needs of the children and minimising lateness and absence. |

## 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. | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 43.4% of disadvantaged pupils have been ‘persistently absent’ compared to 13.1% of their peers . |
| 2. | Post pandemics, children are finding it more difficult to concentrate and adopt necessary learning behaviours, this mean that learning is not always maximised to ensure children make necessary progress. |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.  Data analysis and evaluation shows disadvantaged children typically perform less well in reading that other children across the school. |
| 4 | Analysis of that writing assessment shows that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Especially in Years… |
| 5 | Analysis of that maths assessment shows that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Especially in Years… |
| 6 | Lack of opportunities and ambition due to financial hardship, which also links to ongoing well being and resilience of children, and impact on attendance at school. |

## 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 |
| To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery. | * Monitoring of teaching and learning shows this is at least good or better across the school |
| All children have access to high quality phonics teaching and are develop early reading skills quickly. | * % of children passing the phonics test is at least in line with national if not above. * All staff are given access to high quality phonics development and training * Monitoring show phonics sessions are of high quality * Lowest 20% are given additional opportunities to practice and embed phonics |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | * KS2 maths outcomes in 2022 show that at least 75% of disadvantaged pupils meet the expected standar * Pupil is progress is at least 0 (if not above) for disadvantaged pupils. |
| Improved writing attainment for disadvantaged pupils at the end of KS2. | * KS2 writing outcomes in 2022 show that at least 75% of disadvantaged pupils meet the expected standards * Pupil is progress is at least 0 (if not above) for disadvantaged pupils. |
| To achieve and sustain improved wellbeing for all pupils at St Charles, particularly the most disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | * Attendance is above the national average of 96%. * 2 weekly attendance monitoring * Awareness among children and families of what our aims are for attendance (96%) and a shared vision and responsibility for achieving this. * Promotion of attendance throughout the school; attendance awards, attendance figures |

## 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: £ *12,100*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To improve the quality of teaching and learning to ensure consistently high standards of instruction and delivery. Children are productive and engaged in lessons:  INSET for all staff – behaviour for learning  Ongoing staff training and regular revisiting for staff  St Charles way – behaviour for learning code | Pupil Premium Ofsted report 2013:  Understanding the importance that all teaching meets the needs of each learner rather relying on interventions to compensate for teaching that is less than good. | 2 |
| High quality early reading provision – Read Write Inc Phonics.  Ongoing training for all staff and additional training for any staff new to RWI  Regular CPD for staff via online tutorials  Regular 6 weekly assessments for all children via reading leader  Parental workshop for phonics  Daily high quality phonics sessions for children matched to phonics ability – personalised teaching | [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  Impact +5 months  [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) Impact + 4 months | 3 |
| Reading is given a high priority in school so that standards of attainment and progress are maintained:   * Whole Class reading – comprehension and inference teaching * Book based literacy * Reading for pleasure * SQIRT time * Home reading – prioritised * Access to high quality texts | [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)  Impact: + 6 months  [Homework | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework) Impact +5 months | 3 |
| Writing outcomes are improved across the curriculum and children make accelerated progress to improve KS progress and outcomes:   * Staff training – writing for purpose * Cross curricular writing planned for and delivered with specific focus on gaps * Additional sessions in timetable for grammar and spelling lessons to address gaps | Pupil Premium Ofsted report 2013:  Thoroughly analysing which pupils are underachieving; particularly in English and maths, and why.  ‘Gap busters’ school case study (ofsted 2013) | 4 |
| Progress in maths to be above 1 or in line with non PP children for KS2 children  Attainment to be in line with non PP children:   * Maths curriculum to fully sequential and build on previous learning. * Where gaps in learning are identified – adapt planning to address these. * Targeted support within the classroom from class teacher during maths lessons. | Pupil Premium Ofsted report 2013:  Allocate best teachers to teach English / Maths in order to improve standards. | 5 |
| Introduction of PSHE programme to improve self esteem and aspiration to achieve. | [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  Impact: +4 months | 1, 6 |

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

Budgeted cost: £9,900

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attainment and progress of PP children to similar to national and that of other children within school.  Small group intervention:  Read Away  Write Away  Power of 2 maths intervention  RWI 1:1 intervention  Toe by toe – dyslexia intervention | EEF research: Reading comprehension strategies:  +6 months  [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)  EEF: Small group tuition: +4 months  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  Phonics intervention: +4 months  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2, 3, 4, 5 |
| Before and after school learning opportunities help children in targeted areas.  Homework club to support children with additional learning. | EEF research shows that pre-teaching is powerful intervention in improving confidence and attainment.  Many of the children not completing homework, not learning spellings and timetables are children entitled to PP.  Homework club can help develop good homework habits.  [Homework | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework) | 2, 3, 4, 5 |

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

Budgeted cost: £8,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of EWO to support with Attendance | Impact on attendance and punctuality  Parental Engagement | 1 |
| ELSA support  Children have emotional and social support | Feedback from previous years for this from parents and pupils has been positive and view that this contributes to children’s happiness and wellbeing in school.  Social and emotional learning: EEF  +4 months  [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 6 |
| Financial support for school uniform | Parental survey and requests indicate parents value this support  [School uniform | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform)  No measurable impact but research suggests that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. | 6 |
| Encouragement and financial support of additional activities and experiences in school. | Sports participation EEF +1 months  +1 month  [Physical activity | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)  Arts participation: EEF +3 months  [Arts participation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)  Success in previous years. PP parent survey indicates they value this support. | 6 |
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**Total budgeted cost: £30,600**

# 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

Please see separate document with full evaluation of PP strategy from previous academic year. Follow this link:

[template for statement of pupil premium strategy – primary schools (st-charles.leics.sch.uk)](https://www.st-charles.leics.sch.uk/wp-content/uploads/sites/16/2021/11/st_charles_strategy_statement_2021_-_2022.pdf)

## 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 |
| Power of 6 |  |

## 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 |
| 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 |