

# Pupil premium strategy statement – St Charles Catholic Primary School.

This statement details our school's use of pupil premium (and recovery 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

| Detail  | Data                    |
|---|-------------------------|
| Number of pupils in school  | 129                     |
| Proportion (%) of pupil premium eligible pupils   | 13.4%                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | Autumn 2022 – July 2025 |
| Date this statement was published   | November 2023           |
| Date on which it will be reviewed   | September 2024          |
| Statement authorised by   | F Knight                |
| Pupil premium lead  | F Knight                |
| Governor / Trustee lead   | Nigel Pearce            |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £25,690 |
| Recovery premium funding allocation this academic year  | £2,574  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £ 0     |
| <b>Total budget for this academic year</b><br><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>  | £28,264 |

# Part A: Pupil premium strategy plan

## Statement of intent

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.

Getting the maximum benefit from the pupil premium funding is vital, therefore our decisions on how it is spent are based on sound research alongside our knowledge and understanding of our own children's needs.

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, quality teaching and effective support that allows them to catch-up on gaps in learning, 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.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Attendance:</b><br>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged |

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|   | pupils. 45.5% of disadvantaged pupils have been 'persistently absent' (this figure would only be 27% without the travelling community).  |
| 2 | <p><b>Early reading / phonics:</b></p> <p>We believe that all children have the right to learn to read as soon as possible, without having the skill of decoding barriers to learning will be present and the curriculum unattainable. Therefore we want to provide an outstanding phonics programme that allows all children to learn to read and find the love of reading.</p> <p>Data analysis shows that disadvantaged pupils typically perform less well in reading across the school compared to other children.</p> |
| 3 | <p><b>Attainment in line with non-pupil premium children in reading / writing / maths &amp; spelling:</b></p> <p>Attainment in the core subjects shows that disadvantaged children perform less well in these subjects than other children across the school.</p>  |
| 4 | <p><b>Low aspirations / lack of ambition:</b></p> <p>Staff feedback and pupil voice indicates that some pupil premium children show lower aspirations and a lack of ambition compared to their peers. This maybe due to a lack of opportunities, out of school, due to financial hardship which results in a negative impact on wellbeing and attendance.</p>  |
| 5 | <p><b>SEMH needs / wellbeing:</b></p> <p>A greater % of our pupil premium children, compared to non-pupil premium children access our ELSA provision in school, issues at home are affecting the children's emotional wellbeing and subsequently the children's attendance at school.</p>  |

### 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  |
|--|---|
| To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery. | <ul style="list-style-type: none"> <li>Monitoring of teaching and learning shows this is at least good or better across the school</li> </ul>   |
| All children have access to high quality phonics teaching and are able to develop early reading skills quickly.    | <ul style="list-style-type: none"> <li>% of children passing the phonics test is at least in line with national if not above.</li> <li>Ambition for all pp children to pass the phonics check.</li> <li>All staff are given access to high quality phonics development and training.</li> </ul> |

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|---|---|
|   | <ul style="list-style-type: none"> <li>Monitoring show phonics sessions are of high quality.</li> <li>Lowest 20% are given additional opportunities to practice and embed phonics.</li> </ul>   |
| Improved reading / writing / maths and spellings attainment for disadvantaged pupils at the end of KS2.             | <ul style="list-style-type: none"> <li>KS2 reading / writing / maths and Spelling outcomes in 2023/24 to show that at least 75% of disadvantaged pupils meet the expected standard.</li> <li>Pupil progress is at least 0 (if not above) for disadvantaged pupils.</li> <li>Termly assessments to show progress – NFER assessments and SATs mock tests results.</li> </ul>  |
| To achieve and sustain improved wellbeing for all pupils at St Charles, particularly the most disadvantaged pupils. | <p>Sustained high levels of wellbeing in 2023 / 24 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                   | <ul style="list-style-type: none"> <li>Attendance is above the national average of 96%.</li> <li>New attendance achievement strategy to be put in place from January 2023 and continued to be embedded.</li> <li>2 weekly attendance monitoring for PP children.</li> <li>Awareness among children and families of what our aims are for attendance (96%) and a shared vision and responsibility for achieving this.</li> </ul> <p>Promotion of attendance throughout the school; attendance awards, awareness poster competitions, attendance figures.</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: £3,799.93

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To improve the quality of teaching and learning to ensure consistently high standards, with particular focus on the teaching of writing.</p> <p>Children are productive and engaged in lessons.</p> <p>Computing scheme – Purple Mash £493</p> <p>Music Express - £210</p> <p>Kapow Art Scheme - £359.00</p>  | <p>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.</p>   | <p>2, 3</p>                   |
| <p>High quality early reading provision – Read Write Inc Phonics.</p> <p>Ongoing training for all staff and additional training for any staff new to Read Write Inc (RWI).</p> <p>Annual RWI Development Day and regular CPD for staff via online tutorials – RWI Subscription £1,140.00</p> <p>Regular 6 weekly assessments for all children via reading leader</p> | <p><a href="http://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Impact +5 months</p> <p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Impact + 4 months</p> | <p>2, 3</p>                   |

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|---|--|-------------|
| <p>Parental workshop for phonics</p> <p>Daily high quality phonics sessions for children matched to phonics ability – personalised teaching.</p>  |  |             |
| <p>Reading is given a high priority in school so that standards of attainment and progress are maintained:</p> <p>Whole Class reading – comprehension and inference teaching</p> <p>Book based literacy - £254.50</p> <p>Reading for pleasure - £100 for class books</p> <p>SQUIRT time</p> <p>Home reading – prioritised, £100 for rewards.</p> <p>Access to high quality texts - £250 for Y3/4 class library.</p> | <p><a href="http://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Impact: + 6 months</p>                                 | <p>2, 3</p> |
| <p>Reading, Writing, Maths and spelling outcomes are improved across the curriculum and children make accelerated progress to improve KS progress and outcomes:</p> <p>Staff training – spelling, White Rose Maths training, writing CPD, Roade English Hub training.</p> <p>Testbase - £410</p>  | <p>Pupil Premium Ofsted report 2013:</p> <p>Thoroughly analysing which pupils are underachieving; particularly in English and maths, and why.</p> <p>‘Gap busters’ school case study (ofsted 2013)</p> | <p>3</p>    |

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| White Rose Maths - £220<br>TT Rockstars & Numbots - £262.80                                      |  |         |
| Embed the new PSHE programme and PD curriculum to improve self esteem and aspiration to achieve. | <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a><br>Impact: +4 months | 1, 4, 5 |

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

Budgeted cost: £16,922.00

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Attainment and progress of PP children to be similar to national and that of other children within school.</p> <p><u>Small group intervention:</u></p> <p>Power of 2 maths intervention - £132</p> <p>RWI 1:1 intervention – Fresh Start and 1:1 tutoring.</p> <p>Maths TA intervention - £13,660</p> <p>Toe by toe – dyslexia intervention</p> <p>Nessy Intervention - £302.50</p> | <p>TA led intervention<br/><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF: Small group tuition: +4 months<br/><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Effective tutoring<br/><a href="https://www.educationendowmentfoundation.org.uk">Making a Difference with Effective Tutoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Phonics intervention: +5 months<br/><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Read Write Inc. Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> | 2, 3                          |

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|---|---|--|
| CGP Year 6 booster - £217.50  |   |  |
| NTP with school-led tutors – reading, phonics and maths £2,610                  |   |  |
| Before and after school learning opportunities help children in targeted areas. | EEF research shows that pre-teaching is powerful intervention in improving confidence and attainment.   |  |
| Homework club to support children with additional learning.                     | Many of the children not completing homework, not learning spellings and timetables are children entitled to PP.<br><br>Homework club can help develop good homework habits. +5 months.<br><a href="https://www.educationendowmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a> |  |

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

Budgeted cost: £7,531.00

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| ELSA<br>Children have emotional and social support - £3,761  | Feedback from previous years parent survey and pupil voice has been positive and view that ELSA contributes to children’s happiness and wellbeing in school.<br><br><a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> | 4, 5                          |
| Attendance:<br><br>New attendance pupil reward scheme - £600 | Impact on attendance<br><a href="https://publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a><br><br>Parent engagement +4 months<br><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>   | 1, 4, 5                       |



|  |  |  |
|--|--|--|
| <p>Work with Trust Behaviour &amp; Attendance Lead</p>   | <p><a href="http://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>  |  |
| <p>Encouragement and financial support of additional activities and experiences in school.</p> <p>Briars residential - £290</p> <p>Transport to Menphys Concert at De Montford Hall - £240</p> <p>Greek Key Stage 2 Workshop - £340</p> <p>Other planned school trips – up to £1,000</p> <p>Outdoor play equipment to enhance the play experience at St Charles - £1,300</p> | <p>Sports participation EEF +1 month<br/><a href="http://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Success in previous years. PP parent survey indicates they value this support.</p> <p><a href="http://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p> |  |

**Total budgeted cost: £28,252.93**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Disadvantaged children at St Charles receive a good education and experience quality first teaching everyday this aids their good progress and enjoyment at school. They receive and enjoy a full and broad curriculum.

|          |    |       |      |       |        |       |      |       |        |       |
|----------|----|-------|------|-------|--------|-------|------|-------|--------|-------|
| FSM6     | 5  | 108.7 | +0.5 | 99.0  | -6.1 ● | 102.5 | -2.0 | 98.5  | -6.0 ● | 85% ● |
| Not FSM6 | 18 | 107.7 | +1.5 | 102.6 | +0.3   | 107.4 | +1.8 | 104.9 | -0.7   | 94% ● |

This end of key stage 2 data shows that in Reading pupil premium children scored a higher scaled score compared to the average non-pupil premium but did make less progress than their peers. In writing, pupil premium children made significantly less progress than their peers and scored an average scaled score slightly below their peers too. In maths, non-pupil premium children made just above average progress compared to pupil premium children. Grammar is a concern as pupil premium children made significantly below progress (-6.0). Year 6 pupil premium children were also persistent absentees last year, despite every effort made with parents and students to engage them in their learning. One of the pupil premium persistently absent pupils was from the GRT community and was not present in school for the week of end of key stage assessments.

In Key Stage 1, our 2022 outcomes show that 25% of pupil premium children made the expected age related attainment in reading and writing, with 50% of pupil premium children making age related expectations in mathematics.

In phonics, as a school we achieved inline with national at 80%, 50% of the pupil premium children passed the PSC test. An intensive phonics intervention strategy is put into place for pupil premium children who do not pass the check.

Our intended outcomes from our last report were:

- To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.

*From internal and external monitoring of teaching and learning this shows to be at least good or better across the school. All children at St Charles receive a good or better education, including disadvantaged children.*

- All children have access to high quality phonics teaching and are able to develop early reading skills quickly.

*From internal and external (Read Write Inc and Roade English Hub) monitoring the teaching of phonics is good or better at St Charles, all staff are given ample opportunity to access CPD and phonics coaching. A robust intervention programme is out into place for children when required. The lowest 20% are given additional opportunities to embed*

*their phonics. 100% of disadvantaged children in Key Stage 1 received phonics intervention.*

- Improved maths attainment for disadvantaged pupils at the end of KS2.

*In 2022, 66.6% (2/3 PP children) achieved the expected standard in maths at the end of Key Stage 2, pupil premium children achieved a progress score of +1.8. This shows that pupil premium children make good progress at St Charles even though they may not attain the national standard. In 2023, pupil premium children made below average progress; we believe this to be because these pupils were persistent absentees and highlights the focus we have on attendance for our pupil premium children. 100% of disadvantaged identified as not making sufficient progress in maths took part in Power 2 intervention and specialist maths tutoring (this is 10 out of 13 pupils).*

- Improved writing attainment for disadvantaged pupils at the end of KS2.

*In 2022, 66.6% (2/3 PP children) achieved the expected standard in writing at the end of Key Stage 2, pupil premium children achieved a progress score of +2. This shows that pupil premium children make good progress at St Charles even though they may not attain the national standard. In 2023, pupil premium children made below average progress; we believe this to be because these pupils were persistent absentees and highlights the focus we have on attendance for our pupil premium children.*

- To achieve and sustain improved wellbeing for all pupils at St Charles, particularly the most disadvantaged pupils.

*Improved wellbeing was demonstrated through participation in ELSA sessions and the positive outcomes of those sessions. Also through the significant increase in participation in enrichment activities, particularly among the disadvantaged children.*

- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

*Attendance for pupil premium children is still an area of concern and this objective will be carried forward to this Pupil Premium Strategy.*

*Pupil voice for pupil premium children shows that 88% (16 out of 18 pupils) of children enjoy school, they spoke very positively about their school experience, with children saying:*

*“My teacher teaches in a fun way; history is the best.”*

*“I have good friends here and enjoy seeing the teachers.”*

*“I love the lessons and activities – it’s something different everyday.”*

## Externally provided programmes

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

| Programme      | Provider     |
|----------------|--------------|
| Power of 1     | 123 Learning |
| Power of 2     | 123 Learning |
| Nessy Dyslexia | Nessy        |

## Service pupil premium funding (optional)

|   |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i> |
| N/A   |
| <b>The impact of that spending on service pupil premium eligible pupils</b>   |
| N/A   |

## Further information (optional)

At St Charles we regularly give to Local Food Banks, we offer a 'free-of-charge' 2<sup>nd</sup> hand uniform shop and we are lucky to receive Christmas food hampers from various charities that we distribute to our families.