# St Paul's school logoSt Paul’s Catholic Primary - Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 Paul’s Catholic Primary School, Turner Lane, Hyde |
| Number of pupils in school | 213 |
| Proportion (%) of pupil premium eligible pupils | 16% (34 pupils) |
| Academic year/years that our current pupil premium strategy plan covers  **(3 year plans are recommended)** | 2023/2024  2024/2025  2025/2026 |
| Date this statement was published | Autumn 2023 |
| Date on which it will be reviewed | Summer 2024 |
| Statement authorised by | Miss M Flynn, Headteacher & The Governing Body |
| Pupil premium lead | Miss M Flynn, Headteacher |
| Governor / Trustee lead | Ms S Nicholson, Foundation Governor |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £43,225.00 |
| Recovery premium funding allocation this academic year | £3,045.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £11,856.66 |
| **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 | £58,126.66 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **‘Living our Faith by Word & Deed’**  **We support and encourage everybody to achieve their best in work and play**  At **St Paul’s Catholic Primary School**, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. The [**pupil premium**](https://www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children/supporting-pages/pupil-premium) is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers, support children with Parents in the armed forces and provide funding for Looked After Children (LAC). The purpose of this additional funding is to raise aspirations, improve progress and increase achievement for these pupils.  **Our Objectives**   * To ensure that everything we do is underpinned by our mission statement – **‘Living our Faith by Word and Deed’.** * To provide additional educational support to raise the achievement of pupils in receipt of the PPG. * To recognise that every child matters and to put into place the practice in all aspects of our work that ensures that all learners are given equality of opportunity and treated fairly. * To narrow the gap between the educational achievement of these pupils and their peers. * To promote and achieve high standards for all by providing teaching and learning of the highest quality so that each child reaches their full potential. * To treat learners as individuals and to differentiate teaching and learning to take account of their individual needs. * To provide opportunities for learners to develop their physical, mental, social, spiritual, moral and cultural needs. * To work in partnership with the parents/carers of pupils to collectively ensure their success.   Quality first teaching is at the heart of our approach. We ensure that teaching and learning opportunities meet the needs of **all** pupils.  Allocation of funding will in the first instance be targeted towards raising the achievement of children entitled to Pupil Premium Funding. We, however, reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support.  We will ensure that all staff take responsibility for disadvantaged pupils outcomes in the following ways:-   * Ensure all pupils are emotionally ready to learn * Ensure good outcomes through quality first teaching and appropriate adult support * Promote healthy and active lifestyles * Encourage and support good attendance and punctuality of disadvantaged pupils * Support those participating in the National Tutoring Programme * Ensure pupils have access to resources to support their learning |

## Challenges at St Paul’s

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 | Assessment Data shows that by the end of July 2023 attainment of disadvantaged pupils across all year groups in school was below non-disadvantaged pupils. On average, Reading 27% lower than non-disadvantaged pupils, 29% lower in Writing, 28% lower in Maths. |
| 2 | The overall attendance of Disadvantaged pupils (2022/2023) is 92%, compared to 96% for non-disadvantaged pupils. 26% of pupils falling into the persistent absence category are disadvantaged. Our assessments show that absenteeism impacts negatively on pupil progress. The challenge is for all disadvantaged pupils to have good attendance and punctuality. |
| 3 | Pupils with SEND are twice as likely to be doubled disadvantaged. 26% of the disadvantaged pupils also have SEND. In order for them to achieve as well as they can we aim to remove any barriers to learning. This may include access to technology. |
| 4 | Disadvantaged pupils have had fewer opportunities and experiences to develop their cultural capital, through enrichment activities and opportunities. |

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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.

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| Intended outcome | Success criteria |
| To improve disadvantaged pupil outcomes in Maths and Reading. | By the end of each Key Stage outcomes in Maths and Reading for disadvantaged pupils are in line with national outcomes.  Reading = 50% KS2 National (2023) 61% [Gap -11%]  Maths = 50% KS2 National (2023) 59% [Gap -9%] |
| To improve and sustain good attendance and punctuality for disadvantaged pupils. | The overall attendance figure for school will be at least 96% with a decline in the number of disadvantaged pupils falling into the persistent absence category.  [Baseline = 39% PA for PP in 2022/2023] |
| To improve and sustain outcomes for those pupils who have SEND and are disadvantaged. | Pupils with SEND who are also disadvantaged will receive appropriate support and resources to enable them to succeed across the curriculum. |
| To continue to develop cultural awareness. | All pupils will have the opportunity to participate in a range of cultural opportunities and enrichment activities, including access to high quality art teaching and educational visits. |

## 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: £38,000.00

Art Teacher = £4050.00 + £500 for Art Teaching Resources

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of Higher-Level Teaching Assistant in Upper KS2 | [EEF Education Evidence – Teaching & Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)  Teaching Assistant  Interventions | 1 & 2 |
| High quality Art Teaching provided by Julie Taylor | Education Endowment Foundation EEF High Quality Teaching  [Arts Participation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 2, 4 & 5 |

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

Budgeted cost: £10,000.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group tutoring for Maths through the Tutor Trust | Tuition for Year 5 and Year 6 pupils targeted at addressing missing knowledge in Maths  Education Endowment Foundation – EEF [Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1 & 4 |

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

Budgeted cost: £10,000.00 including Clicker = £3,270.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Funding of Educational Visits, Y6 Residential & In school enrichment activities for all year groups. | Pupil & Parent voice feedback on previous support provided.  Enables 100% engagement in out of school visits & residential.  EEF: Arts Participation & Physical Activity | 5 |
| Purchase of Attendance Officer to support with attendance & punctuality concerns. | DfE [Improving School Attendance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf)  Pupils and Parents respond well to attendance rewards and attendance improvement plans. | 1, 3, 4 & 5 |
| Purchase of Clicker to support pupils who are disadvantaged and have SEND | Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.  EEF: Special Educational Needs in Mainstream School | 1 & 4 |

**Total budgeted cost: £58,126.66**

# 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 2022 to 2023 academic year.

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| We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  25% of the four disadvantaged pupils achieved GLD by the end of EYFS. This is below the National average of 52%. Absence rates for some of these pupils impacted on their progress.  60% of the five disadvantaged pupils passed the phonics screening check at the end of Year 1. This is slightly below the National average of 67%. By the end of Year 2 100% of disadvantaged pupils had passed the screening check.  By the end of Key Stage 1 none of the two disadvantaged pupils achieved Expected in Reading, Writing and Maths. By the end of Key Stage 2 50% of the six disadvantaged pupils had achieved expected in Maths and Grammar, Punctuation and Spelling. 67% achieved at least expected in Reading and Writing. One of the disadvantaged pupils was absent on holiday during the Assessment week. Those disadvantaged pupils who received Tutoring made significant progress from their varied starting points.  Absence among disadvantaged pupils was 3.72% higher than their peers in 2022/23 and many of the persistent absent pupils were also disadvantaged. We recognise this gap will have an impact on outcomes which is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan. |

## 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 |
| Not applicable for 2022/2023 |  |
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