



St Paul's Catholic Primary - 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 Paul's Catholic Primary School, Turner Lane, Hyde
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	14% (30 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Miss M Flynn, Headteacher & The Governing Body
Pupil premium lead	Miss M Flynn, Headteacher
Governor / Trustee lead	TBC at the next FGB Meeting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,935.00
Recovery premium funding allocation this academic year	£4,930.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£79.82
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	£57,944.82

Part A: Pupil premium strategy plan

Statement of intent

‘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** 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

Challenges at St Paul's

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

Challenge number	Detail of challenge
1	Assessment Data shows that the impact of school closure for many disadvantaged pupils has been greater than others resulting in gaps in children's prior knowledge, particularly in writing and maths. By the end of July 2022 attainment of disadvantaged pupils in Writing was 21% lower than non-disadvantaged pupils and 34% lower in Maths.
2	Speech & Language development is below the expected standards of development and gaps in vocabulary knowledge are evident in pupils from Nursery to Year 6.
3	Data shows that disadvantaged pupils have greater difficulty with acquiring phonics knowledge which in turn impacts negatively on the development of early reading skills.
4	The overall attendance of Disadvantaged pupils (2021/2022) is 92%. 32% 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.
5	Disadvantaged pupils have had fewer opportunities and experiences to develop their cultural capital, through enrichment activities and opportunities.

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 disadvantaged pupil outcomes in Maths and Writing.	By the end of each Key Stage outcomes in Maths and Writing for disadvantaged pupils are in line with national outcomes. Writing = 56% KS2 National (2022) [School 50% - 2022] Maths = 57% KS2 National (2022) [School 50% - 2022]
To improve language and vocabulary skills.	Assessment data shows improved language skills across school with an increase in disadvantaged pupils achieved GLD by the end of Reception. [Disadvantaged pupils achieving GLD = 40% in 2022]
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 = 32% PA in 2021/2022]
To continue to develop cultural awareness.	All pupils will have the opportunity to participate in a range of cultural opportunities and enrichment activities, including an annual residential experience for Year 6 children.

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: £41,450.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Higher-Level Teaching Assistant in EYFS	EEF Education Evidence – Teaching & Learning Toolkit Teaching Assistant Interventions	1 & 2
Employment of additional Teaching Assistants in Key Stage 1 & Key Stage 2	EEF Education Evidence – Teaching & Learning Toolkit Teaching Assistant Interventions	1
High quality Art Teaching provided by Julie Taylor	Education Endowment Foundation EEF High Quality Teaching Arts Participation	2, 4 & 5
Staff cover for EYFS Continuous Professional Development Training	Education Endowment Foundation EEF Oral Language Interventions have a high impact on early reading skills. Wellcomm Intervention	2

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

Budgeted cost: £10,600.00

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	1
Additional phonics sessions for those identified as not being on track from termly assessments	Consistent phonics teaching using First Class Phonics have shown to have a positive impact by the end of Key Stage 1 Phonics Intervention Education Endowment Foundation – EEF	1 & 3

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

Budgeted cost: £5,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of Educational Visits & In school enrichment activities for all year groups.	Pupil & Parent voice feedback on previous support provided. Enables 100% engagement in out of school visits. EEF: Arts Participation & Physical Activity	5
Purchase of Attendance Officer to support with attendance & punctuality concerns.	DfE Improving School Attendance Pupils and Parents respond well to attendance rewards and attendance improvement plans.	1, 3 & 5

Total budgeted cost: £ 57,250.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

[2021 - 2022 Impact Statement](#)

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
3D PSHE – Whole School Primary Programme	Dimensions Curriculum

Further information

- During the 2022/2023 academic year St Paul's will ensure that the DFE grant is utilised to train a Senior Mental Health lead which will undoubtedly have a positive impact on supporting disadvantaged pupils within school.
- EYFS staff will participate in LA funded [Wellcom](#) Training to ensure that pupils needing support with language development will be identified and intervention provided at the earliest opportunity.
- EYFS staff will also participate in the Greater Manchester [Think Equal](#) programme.