

St Charles' Catholic Primary School

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 Charles' Catholic Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	33.67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs Rebecca Dean Headteacher
Pupil premium lead	Mrs Becky Battersby Deputy Headteacher
Governor / Trustee lead	Mr Jeremy Mitchinson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,355
Recovery premium funding allocation this academic year	£58,392
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	£137,747

Part A: Pupil Premium Strategy Plan

Statement of Intent

The intention of St Charles' Catholic Primary School is that all pupils make good progress and attainment across all subjects regardless of their social, economic or educational background or the challenges they may face. Our pupil premium strategy is designed to support disadvantaged pupils to achieve our aim including those whose attainment is already high.

The challenges faced by vulnerable pupils, for example those who have a social worker or are young carers will also be considered and we will support their needs regardless of whether they are disadvantaged or not.

Common barriers to learning for disadvantaged and vulnerable children may include:

- Attendance and punctuality issues
- Weak language and communication skills
- Less support at home
- Lack of confidence

There may also be complex family situations which prevent a child from making progress and/or attaining. Challenges are varied and there is 'no one size fits all'. We support pupils who need support the most and we will continue to target pupil premium funding at the areas of disadvantage to ensure that all pupils at St Charles' Catholic Primary School can achieve. We continuously drive for improvement, living our mission statement 'Love, Learn and Grow Together'.

When making decisions about spending Pupil Premium funding it is necessary to consider the context of the school, the challenges faced, the Education Endowment Foundation research and our own school assessments, observations and discussions with pupils. We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

High quality teaching is our core approach and is proven to have the greatest impact on closing the attainment gap for disadvantaged pupils as well as benefitting non-disadvantaged pupils at the same time.

Our ultimate objectives are to:

- Improve attendance and punctuality thus improving progress
- Improve language and communication skills thus developing confidence in their ability to communicate effectively in a wide range of contexts
- Narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils both within the school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the depth and breadth of the curriculum
- Ensure all pupils develop skills in fluency, reasoning and problem solving in maths to enable them to access the depth and breadth of the curriculum
- Enable pupils to look after their social and emotional well-being, develop resilience and access a wide range of opportunities to develop their cultural capital

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Attendance and Punctuality Our attendance data 2020-2021 indicates that the attendance among disadvantaged pupils has been between 2-3% lower than non-disadvantaged pupils. 13.3% of pupils have been 'persistently absent' compared to 2.7% of their peers during that period. Our assessments and observations indicates that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Absences 2020-2021</p> <table border="1"> <thead> <tr> <th></th> <th>School 2020-2021</th> <th>National 2020-2021</th> </tr> </thead> <tbody> <tr> <td>All Absences</td> <td>3.3</td> <td>3.7</td> </tr> <tr> <td>FSM</td> <td>5.1</td> <td>6.1</td> </tr> <tr> <td>Non-FSM</td> <td>2.3</td> <td>3.0</td> </tr> </tbody> </table> <p>Persistent Absenteeism 2020-23021</p> <table border="1"> <thead> <tr> <th></th> <th>School 2020-2021</th> <th>National 2020-2021</th> </tr> </thead> <tbody> <tr> <td>All PA Absences</td> <td>6.4</td> <td>9.9</td> </tr> <tr> <td>FSM</td> <td>13.3</td> <td>19.1</td> </tr> <tr> <td>Non-FSM</td> <td>2.7</td> <td>6.8</td> </tr> </tbody> </table>		School 2020-2021	National 2020-2021	All Absences	3.3	3.7	FSM	5.1	6.1	Non-FSM	2.3	3.0		School 2020-2021	National 2020-2021	All PA Absences	6.4	9.9	FSM	13.3	19.1	Non-FSM	2.7	6.8
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2	<p>Language and Communication Skills Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers. Pupils entering EYFS indicate language and listening skills well below their developmental age and stage. A lack of early language skills within early years impacts on pupils ability to hear sounds when practising blending and segmenting thus impacting on early reading and fluency.</p>																								
3	<p>Phonics and Reading Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with phonics than their peers. This negatively impacts their development as readers. Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in 2021, 60% of our disadvantaged pupils arrived below age-related expectations compared to 21% of other pupils. This gap remains steady to the end of KS2.</p>																								
4	<p>Maths Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with phonics than their peers. This negatively impacts their development as mathematicians. Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in 2021, 50% of our disadvantaged pupils arrive below age-related expectations compared to 26% of other pupils. This gap remains steady to the end of KS2.</p>																								
5	<p>Pastoral Support, Well Being and Cultural Capital Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and their attainment. Teacher referrals for support have markedly increased during the pandemic. Six pupils (four of whom are disadvantaged currently require additional support with social and emotional needs.</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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% The percentages of pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers
To achieve and sustain improved oral language skills and vocabulary among disadvantaged pupils in EYFS through to KS2	Assessments (Speech and Language therapist reports, WellComm, NELI and teacher assessments) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence (End of Key Stage Assessments - ELG, KS1 & KS2)
To achieve and sustain improved reading attainment among disadvantaged pupils.	Reading outcomes in 2024/2025 show that the gap between disadvantaged pupils and non-disadvantaged meeting the expected standard has been narrowed in: <ul style="list-style-type: none"> EYFS ELGS Y1 Phonics Screening Y2 Phonics Screening KS1 Reading SATS KS2 Reading SATS
To achieve and sustain improved maths attainment among disadvantaged pupils.	Maths outcomes in 2024/2025 show that the gap between disadvantaged pupils and non-disadvantaged meeting the expected standard has been narrowed in: <ul style="list-style-type: none"> EYFS ELGS KS1 Maths SATS Y4 Multiplication Table Check KS2 Maths SATS
To achieve and sustain improved wellbeing and cultural capital experiences for all pupils in school particularly our disadvantaged pupils.	Sustained high levels of wellbeing and mental health in 2024/2025 demonstrated by: <ul style="list-style-type: none"> Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations A reduction in the number of wellbeing/mental health concerns raised by parents and/or staff. Evidenced by Mental Health Team meetings, Safeguarding meetings, Mental Health Care Plans and CPOMS tracking A significant increase in participation in enrichment activities, particularly among disadvantaged pupils – cultural capital experiences, visits and visitors are planned and embedded in our curriculum A wide range of free or very low cost extra-curricular activities are available to all pupils, particularly our disadvantaged pupils

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: £80196.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics, Reading and Maths Purchase of standardised NFER diagnostic assessments for Y1 and Y3-Y6</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3, 4
<p>Language and Communication Skills Introduce dialogic activities across the school curriculum which can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Introduce WellComm assessment with all EYFS pupils to identify communication/language baselines and to measure progress made.</p> <p>Staff CPD for WellComm and NELI</p> <p>NELI intervention implemented</p> <p>Overstaffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and Language therapist, WellComm and NELI.</p> <p>Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF ‘Early Language Development’ reinforces the above approaches to be inline with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months)</p> <p>The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.</p>	2,3

	NELI has been identified by the EEF as a promising project .	
<p>Phonics and Reading Purchase Read Write Inc (RWI) Phonics resources and online access to secure stronger phonics teaching for all pupils.</p> <p>Phonics Lead to be trained and supported by RWI trainers and to support and model phonics sessions to teachers and learning support assistants to enable consistency and assess and monitor assessment of phonics across EYFS, KS1, LKS2 and Fresh Start in UKS2.</p> <p>Fund support and release time for new English Lead</p> <p>Fund and support CPD for ECT in Read to Write and Steps to Read by Literacy Counts</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit and evidence of best practice – Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	2,3
<p>Maths Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance. Purchase White Rose Maths (WRM) resources and online access to secure stronger maths teaching for all pupils.</p> <p>Purchase/access CPD from WRM and School Improvement Liverpool (SIL) (including Teaching for Mastery training) to secure stronger maths teaching for all pupils.</p> <p>Fund support for new Maths Lead</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	4

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

Budgeted cost: £30663.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and Communication Skills Introduction of NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Implementation of NELI intervention</p> <p>Introduction of WellComm intervention to improve communication, language and vocabulary in EYFS</p> <p>Implementation of WellComm intervention</p> <p>Purchase additional Education Psychology services as required to support strategies disadvantaged pupils who are identified as SEND</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF educationendowmentfoundation.org.uk</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year (EEF).</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost.</p> <p>NELI has been identified by the EEF as a promising project.</p> <p>EEF toolkit : Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	2,3
<p>Phonics and Reading Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>RWI 1:1 tutoring of targeted groups in EYFS, Year 1, Year 2, and LKS2</p> <p>RWI Fresh Start tutoring of targeted groups in UKS2 Intervention groups led by teachers and supported by learning support assistants based on same day flexible interventions</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3

<p>Maths Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high-attainers.</p> <p>Third Space Learning 1:1 tuition for Maths in Y6</p> <p>Intervention groups led by teachers and supported by learning support assistants based on same day flexible interventions</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26342.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and Punctuality Embed principles of good practice set out in the DfE's Improving School Attendance advice. This involves:</p> <ul style="list-style-type: none"> • training and release time for staff to develop and implement new procedures • maintaining appointment of Educational Welfare Officer to monitor/improve attendance. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Pastoral Support, Well Being and Cultural Capital Mental Health Team training on Mental Health and Wellbeing approaches with the aim of developing our</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5

<p>school ethos and improving mental health and wellbeing of pupils across the school</p> <p>THRIVE training for SLT</p> <p>THRIVE training for Mental Health Practitioners</p> <p>ROAR implementation</p> <p>Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed (as above).</p> <p>Curriculum focus on in terms of growth mind set, resilience and mental health of pupils.</p> <p>Experiences, visits and visitors planned for all pupils across the year Provide a range of extra-curricular activities, the majority of which are free, to allow pupils to participate in experiences which are not provided within the home environment.</p> <p>Further develop the Cultural Capital and Enrichment Curriculum of St Charles's</p> <p>Funding supports local travel and attractions</p>	<p>EEF toolkit identifies that the following all have a positive impact.</p> <p>Behaviour intervention (+ 3months)</p> <p>Social and emotional learning (+ 4 months)</p> <p>Metacognition and Self-regulation strategies (+ 7 months)</p> <p>Research Evidence for approach</p> <p>EEF toolkit - Social and Emotional Development (Average impact +4 months)</p> <p>Arts participation (+2 months)</p> <p>Behaviour interventions- (+3 months)</p> <p>Outdoor adventure learning (+4 months)</p> <p>Social and Emotional Development</p>	
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Total budgeted cost: £137747.00

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.

Students' social, economic and physical needs continue to be an important factor due to COVID-19. St Charles' Catholic Primary School, after evaluating the impact of 2020-2021, understands that it needs to continue to use Pupil Premium funding effectively to ensure gaps

between disadvantaged and non-disadvantaged pupils narrows. We want to ensure that all pupils, including disadvantaged pupils, receive high quality teaching from qualified teachers.

During 2020-2021, St Charles' Catholic Primary School provided comprehensive home school learning during lockdown through Google Classrooms and staff teaching online though out the day. Pupils who needed support to access to online learning were provided with the loan of laptops and data cards for internet access and pupils of key workers and pupils identified as vulnerable attended school. Weekly paper packs of learning linked to the curriculum were available for those children who could not access online learning and either available for collection or delivered to houses to aim to ensure engagement of lessons.

Free School meal vouchers were provided for all students, and lunches were delivered to identified vulnerable children during half terms.

Lockdown and social isolation has also led to a wide ranging impact on pupils' mental health and well-being. Many families have been put under financial strain, increasing the number of families living in poverty. Additional pupils were assigned a social worker and or counselling during the lockdown period and continue to be.

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
WellComm	GL Assessment
NELI	Nuffield Education Foundation
RWI Phonics	Rutr Miskin and Oxford University Press
Oxford Owl	Oxford University Press
Read to Write	Literacy Counts
Steps to Read	Literacy Counts
Nessy	Bristol Dyslexia Centre
Letterjoin	Green and Tempest Limited
White Rose Maths	White Rose Maths Part of the TrinityMat
Third Space Learning	Third Space Learning. Trading name of Virtual Class Ltd
Times Tables Rockstars	Maths Circle Ltd
Mirodo	Mirodo Education
ROAR	Merseyside Youth Association Raise Team
Thrive	Fronting the Challenges Projects Ltd
Desty Island	Education Desty

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