**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**

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| Detail | Data |
| School name | St Charles’ Catholic Primary School |
| Number of pupils in school  | 192 |
| Proportion (%) of pupil premium eligible pupils | 30.57% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-20232023-20242024-2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Mrs Rebecca Dean Headteacher  |
| Pupil premium lead | Mrs Becky BattersbyDeputy Headteacher  |
| Governor / Trustee lead | Mr Jeremy Mitchinson |

**Funding Overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £75,687.00 |
| Recovery premium funding allocation this academic year | £8011.25 |
| 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 | £86,698.25 |

**Part A: Pupil Premium Strategy Plan**

**Statement of Intent**

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| 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 in 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
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**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 | **Attendance and Punctuality** Our attendance data 2021-2022 indicates that the attendance among disadvantaged pupils remains lower than non-disadvantaged pupils. Our assessments and observations indicates that absenteeism and persistent absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 2 | **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 Nursery and 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. |
| 3 | **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. One entry to Reception class in 2022, 80% of our disadvantaged pupils arrived below age related expectations compared to 50% of other pupils. This gap remains steady to the end of KS2. |
| 4 | **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. One entry to Reception class in 2022, 20% of our disadvantaged pupils arrived below age related expectations compared to 44% of other pupils.This gap remains steady to the end of KS2. |
| 5 | **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. These challenges particularly affect disadvantaged pupils and their attainment.Teacher referrals for support have markedly increased since the pandemic. Twelve pupils (ten of whom are disadvantaged) currently require additional support with social and emotional needs. |

**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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/2025 demonstrated by:* 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
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| 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, Cahatterbug 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:* EYFS ELGS
* Y1 Phonics Screening
* Y2 Phonics Screening
* KS1 Reading SATS
* KS2 Reading SATS
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| 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:* EYFS ELGS
* KS1 Maths SATS
* Y4 Multiplication Table Check
* KS2 Maths SATS
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| 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:* 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
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**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: £52506.63**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Phonics, Reading and Maths** Purchase of standardised NFER diagnostic assessments for Y1 and Y3-Y6Training for staff to ensure assessments are interpreted and administered correctly. | 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:[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 2, 3, 4  |
| **Language and Communication Skills** Introduce dialogic activities across the school curriculum which can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Introduce WellComm assessment with all EYFS pupils to identify communication/language baselines and to measure progress made.Staff CPD for WellComm Introduce Chatterbug assessment with all EYFS pupils to identify communication/language/speech baselines and to measure progress made through interventions delivered by speech and language professionals from the company. Overstaffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work | 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:[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)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. Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. 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. **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.** **The EEF toolkit states that Oral Language impact development** (Average impact +5 months)The EEF toolkit states that **phonics approaches** has a moderate impact (+4 months) for a very low cost. NELI has been identified by the EEF as a **promising project.** | 2,3 |
| **Phonics and Reading** Purchase Read Write Inc (RWI) Phonics resources and online access to secure stronger phonics teaching for all pupils.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.Fund support and release time for Phonics ead Fund and support CPD for ECT in Read to Write and Steps to Read by Literacy Counts  | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)**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) | 2,3 |
| **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.Purchase/access CPD from WRM and School Improvement Liverpool (SIL) (including Teaching for Mastery training) to secure stronger maths teaching for all pupils.Fund support for Maths Lead  | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 4 |

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

**Budgeted cost: £9340.43**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Language and Communication Skills** Introduce Chatterbug assessment with all EYFS pupils to identify communication/language/speech baselines and to measure progress made through interventions delivered by speech and language professionals from the company. WellComm intervention to improve communication, language and vocabulary in EYFSImplementation of WellComm intervention Purchase additional Education Psychology services as required to support strategies disadvantaged pupils who are identified as SEND | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)**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 (EEF).****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.EEF toolkit : **Small Group Work** (Average impact +4 months), **Feedback** (high impact for very low cost +8 months) | 2,3 |
| **Phonics and Reading** Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. RWI 1:1 tutoring of targeted groups in EYFS, Year 1, Year 2, and LKS2RWI Fresh Start tutoring of targeted groups in UKS2Intervention groups led by teachers and supported by learning support assistants based on same day flexible interventions  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2,3 |
| **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.Intervention groups led by teachers and supported by learning support assistants based on same day flexible interventions  | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 |

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

**Budgeted cost: £24851.19**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Attendance and Punctuality** Embed principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.This involves:* training and release time for staff to develop and implement new procedures
* maintaining appointment of Educational Welfare Officer to monitor/improve attendance.
 | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 1 |
| **Pastoral Support, Well Being and Cultural Capital** Mental Health Team training on Mental Health and Wellbeing approaches with the aim of developing our school ethos and improving mental health and wellbeing of pupils across the school ROAR implementation Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed (as above). Curriculum focus on in terms of growth mind set, resilience and mental health of pupils.Experiences, visits and visitors planned for all pupils across the yearProvide 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.Further develop the Cultural Capital and Enrichment Curriculum of St CharlesFunding supports local travel and attractions  | Both targeted interventions and universal approaches can have positive overall effects:[Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)EEF toolkit identifies that the following all have a positive impact. **Behaviour intervention** (+ 3months) **Social and emotional learning** (+ 4 months) **Metacognition and Self-regulation strategies** (+ 7 months)**Research Evidence for approach** **EEF toolkit - Social and Emotional Development** (Average impact +4 months) **Arts participation** (+2 months) **Behaviour interventions-** (+3 months) **Outdoor adventure learning** (+4 months) **Social and Emotional Development**  | 5 |

**Total budgeted cost: £83698.25**

**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 2020-2021 and 2021-2022

academic years.

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| Students' social, economic and physical needs continue to be an important factor due toCOVID-19. St Charles’ Catholic Primary School, after evaluating the impact of COVID-19 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.**2020-2021**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.**2021-2022**During 2021-2022, St Charles’ Catholic Primary School provided small group tutoring in Reading, Writing and Maths to all year group through the National Tutoring Porgramme.  St Charles’ Catholic Primary School has analysed the performance data of our school’s disadvantaged pupils during the 2021-2022 academic year using Key Stage 1 and Key Stage 2 Performance Data, Phonics Screening Check Results and our own internal assessments.We, like all other schools, are not required to publish our 2022 Key Stage 2 results as the DfE is not publishing this data. This is because in 2022, the statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. Thus 2022 is a transitional arrangement for one year only, and DfE plans to publish Key Stage 2 school performance data for 2023. The DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 has had and continues to have a significant impact on the education syste and our children and this disruption has affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and local level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.Absence and persistent absence among disadvantaged pupils was higher than their peers in 2021/22. We recognise this gap which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.  Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.  |

**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 |
| WellComm | GL Assessment |
| Chatterbug  | Chatterbug Ltd |
| RWI Phonics  | Ruth Miskin and Oxford University Press |
| Oxford Owl  | Oxford University Press |
| Nessy | Bristol Dyslexia Centre |
| Letterjoin  | Green and Tempest Limited  |
| White Rose Maths  | White Rose Maths Part of the TrinityMat |
| Times Tables Rockstars | Maths Circle Ltd |
| Mirodo  | Mirodo Education  |
| Desty Island | Education Desty  |

**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 |