

**St Nicholas Catholic Primary School  
Pupil Premium Strategy Statement 2023-24**

# 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	<b>St Nicholas Catholic Primary School.</b>
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Kelli Reynolds
Governor / Trustee lead	Charlotte Target

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,475
Recovery premium funding allocation this academic year	£2,902
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 68,377

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support where class teachers are enabled and supported to give targeted support to those children who have been most impacted by the pandemic, including the disadvantaged.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- effectively support those disadvantaged pupils who also have SEND
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	42% of all disadvantaged children also have SEND which further impacts on progress and attainment.
2	Our assessments and observations indicate that the education and well being of our disadvantaged pupils continue to have been impacted by the partial school closures during the pandemic.  This has resulted in significant knowledge gaps with children falling further behind, particularly in reading, writing and maths.
3	Our observations, assessments and discussions with children and families have identified social and emotional issues for many children. These challenges have impacted particularly on disadvantaged children, including well being and attainment.
4	Our observations and discussion with children and families identified that meeting the pastoral and basic needs of some of our disadvantaged children is challenging for some families.  This impacts on ability to engage in learning and impacts on the interactions with peers.
5	Attendance data for the academic year indicates that attendance among disadvantaged pupils was compared to _ for __non disadvantaged pupils.

## 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
Improved progress for disadvantaged children in areas of need who are also recognised as having SEND.	Pupil progress is evident through a range of measures including ongoing formative assessments, reviews of personalised pupil passports and book scrutinies.
Improved reading outcomes for disadvantaged children in KS1 and KS2.	Disadvantaged children without SEND pass phonics screening at the end of year one. Disadvantaged children retaking phonics screening at the end of year 2 pass.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes for disadvantaged pupils without SEND are in line with national expectations.
Improved maths attainment among disadvantaged pupils	KS2 maths outcomes for disadvantaged pupils without SEND are inline with national expectations
To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.	High levels of well being demonstrated by: <ul style="list-style-type: none"> <li>through student/parent voice</li> </ul>

	<ul style="list-style-type: none"> <li>increase in enrichment activities, particularly amongst disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils particularly our disadvantaged.	The attendance gap between disadvantaged and their non-disadvantaged peers is reduced.

## 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: £ 29,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read write INC CPD Phonics lead to coach phonics teachers weekly	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and spelling.	1,2
Successful Implementation of Power maths as a teaching tool consistently across the school.	EEF Mastery teaching demonstrates a significant impact on outcomes.	1,3
Coaching and mentoring by Leaders for teachers to secure good progress for children (EH, HoS, Maths Leader)	Quality first teaching with a mastery approach is shown to improve outcomes for children through EEF toolkit.	1,2,3
SENDCo support for teachers to secure high impact targets matched to individual needs	EEF toolkit has a number of educational research projects that demonstrate the high impact of individualised programmes and targets.	1,2,3

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

Budgeted cost: £13,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Accelerated reader purchased	A love of reading, with access to high quality texts enables vocabulary and language development which impacts on writing.	1
Fresh start phonics purchased for KS2 intervention.	EEF toolkit shows that smaller groups, enabling more targeted intervention, secures better progress	1,2
Teaching Assistants used as part of the phonics RWI delivery for all EYFS & KS1 children. This enables more targeted groups to secure better progress	EEF toolkit shows that smaller groups, enabling more targeted intervention, secures better progress.	1,2
Daily 1:1 tutoring for pupils not on track to pass the phonics screening at the end of year 1 and 2.	EEF toolkit shows that smaller groups, enabling more targeted intervention, secures better progress	1,2
Daily 1:1 phonics intervention for pupils in year 5/6 who did not pass phonics screening using RWinc fresh start programme.	EEF toolkit shows that smaller groups, enabling more targeted intervention, secures better progress	1,2

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

Budgeted cost: £ 25,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well being interventions for disadvantaged children identified as having SEMH needs	EEF toolkit research demonstrates moderate to high impact for those children who have access to wellbeing support.	1,4
Attendance and welfare office to monitor attendance and support attendance of disadvantaged children.	Attendance at school ensures children have access to the full curriculum offer and learning support of trained staff.	1,4,5
Financial support for our disadvantaged pupils - 75% reduction for trips and clubs	The opportunity to develop cultural capital without financial barriers, can support personal development and well being.	4
Pastoral support provided for children and families by a family support worker for well	EEF toolkit research demonstrates moderate to high impact for those	4

being and ensuring basic needs are met.	children who have access to wellbeing support.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

**Total budgeted cost: £ 68,377**

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.

<p><b>End of year review July 2023</b></p> <p><b>KS1 outcomes</b></p> <p><b>Reading</b></p> <p><b>All:</b> ARE+ 66% GD 17%</p> <p><b>PP:</b> ARE + 57% GD: 0%</p> <p><b>No PP:</b> ARE + 57% GD: 0%</p> <p><b>PP no SEND:</b> ARE + 67% GD: 0%</p> <p><b>PP with SEND:</b> ARE + 0% GD: 0%</p> <p><b>Writing :</b></p> <p><b>All:</b> ARE+ 54% GD 0%</p> <p><b>PP:</b> ARE + 29% GD: 0%</p> <p><b>No PP:</b> ARE + 59% GD: 0%</p> <p><b>PP no SEND:</b> ARE + 33% GD: 0%</p> <p><b>PP with SEND:</b> ARE + 0% GD: 0%</p> <p><b>Maths</b></p> <p><b>All:</b> ARE+ 76% GD 15%</p> <p><b>PP:</b> ARE + 43% GD: 0%</p> <p><b>No PP:</b> ARE + 83% GD: 0%</p> <p><b>PP no SEND:</b> ARE + 50% GD: 0%</p> <p><b>PP with SEND:</b> ARE + 0% GD: 0%</p> <p><b>Phonics screening pass</b></p> <p><b>Year 1</b></p> <p><b>All:</b> 67%</p>
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**PP: 33%**

**Non PP: 73%**

### **Year 2 rescreen**

**All: 88%**

**PP: 100%**

**Non PP: 88%**

### **KS2 outcomes**

#### **Reading**

**All: ARE+ 63% GD 24%**

**PP: ARE + 42% GD: 14%**

**No PP: ARE + 66% GD: 25%**

**PP no SEND: ARE + 50% GD: 0%**

**PP with SEND: ARE + 40% GD: 20%**

#### **Writing**

**All: ARE+ 63% GD 14%**

**PP: ARE + 43% GD: 14%**

**No PP: ARE + 64% GD: 14%**

**PP no SEND: ARE + 50% GD: 0%**

**PP with SEND: ARE + 40% GD: 20%**

#### **Maths**

**All: ARE+ 61% GD 22%**

**PP: ARE + 42% GD: 14%**

**No PP: ARE + 64% GD: 9%**

**PP no SEND: ARE + 50% GD: 0%**

**PP with SEND: ARE + 40% GD: 20%**

### **Improved reading outcomes for disadvantaged children in KS1**

*Disadvantaged children without SEND pass phonics screening at the end of year one.  
Disadvantaged children retaking phonics screening at the end of year 2 pass.*

All children who did not pass the phonic screening in year 2 were targeted for intervention to secure. All children with pupil premium passed the phonics screening. 40% of pupils in year 1 with pupil premium and no SEND passed the phonics screening. Daily intervention next year will target the 60% who were not successful in year 1 to secure a pass in year 2.

### **Improved writing attainment among disadvantaged pupils**

*KS2 writing outcomes for disadvantaged pupils without SEND are inline with national expectations.*

Writing outcomes for pupils with pupil premium (with no SEND) at the end of KS2 are not in line with national. Pupil conferencing and targeted support in class ensured that progress was consistent, It did not however secure accelerated progress to enable pupils to catch up. However, the writing curriculum has been refined for the next academic year. CPD for teachers will focus on adaptive teaching to ensure that progress can be accelerated so that attainment can be raised for disadvantaged pupils.

### Improved maths attainment among disadvantaged pupils

*KS2 maths outcomes for disadvantaged pupils without SEND are inline with national expectations*

Teachers are now consistently using power maths across the school and using it with fidelity to the programme. It is having a positive effect on attainment for pupils across the school. However, KS2 outcomes for disadvantaged are not in line with national. However, 57% of pupils with pupil premium made expected progress over the course of the academic year. 14% of pupils with pupil premium joined the school this year. The focus next year will be CPD for teachers in using power maths and adapting to secure accelerated progress for disadvantaged children.

### To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.

*High levels of well being demonstrated by:*

- *through student/parent voice*
- *increase in enrichment activities, particularly amongst disadvantaged pupils.*

The school's capacity to provide family support has increased since the appointment of the family support worker. The number of families accessed support through early help has increased. All disadvantaged pupils were able to attend residential.

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

*The attendance gap between disadvantaged and their non-disadvantaged peers is reduced.*

Attendance for pupils with pupil premium is monitored with support in place from the EWO and the FSW. There still remains a a attendance gap between pupils with pupil premium and pupils without:

**Year 1:** 89% vs 95%- gap of 6%

**Year 2:** 95%vs 95% - gap of 0%

**Year 3:** 92% vs 96% - gap of 4%

**Year 4:** 91% vs 97% - gap of 6%

**Year 5:** 90% vs 94% - gap of 4 %

**Year 6:** 83% vs 95% - gap of 12%

**Whole school:** 90% vs 95%- gap of 5%

*(PP vs non pp)*

Pupil premium funding next year will be targeted towards providing further attendance support to close the attendance gap further.

## 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
Accelerated Reader	
Power Maths	



