

Pupil premium strategy statement 2023 - 2024

St Vincent de Paul Catholic Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	443
Proportion (%) of pupil premium eligible pupils	9.3 % (41/443)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 to August 2026
Date this statement was published	30 th December 2023
Date on which it will be reviewed	10 th July 2024
Statement authorised by	Alexandra Whitty
Pupil premium lead	Michelle Curry
Governor / Trustee lead	Mary Hewitson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	£4,459
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,000
Total budget for this academic year	£74,659

Part A: Pupil premium strategy plan

Statement of intent

Part A: Pupil premium strategy plan Statement of intent

School Vision

To be a place of faith, love and learning, where individuals collaborate to be the best that they can be, recognising the learning struggle and aiming for excellence in personal, academic and professional spheres. Rooted in our Catholic faith, we provide a curriculum that is relevant, coherent and intended to develop the skills and knowledge that will enable pupils to engage fully with life in a diverse society.

The key principle of our strategy is to provide an inclusive and equitable environment which empowers all children to thrive.

Our ultimate objective is to eliminate gaps in attainment and experience for all our learners to enable them to succeed irrespective of their background or the challenges they face.

We know that barriers to learning are as individual as the children themselves, so our strategy aims to provide a range of targeted support for disadvantaged pupils so that they achieve their full potential and make optimum progress, including those who are already high attainers. The plans outlined in this statement also take account of the varied challenges faced by vulnerable pupils, such as those who have a social worker and young carers, and are intended to support their needs, regardless of whether they are disadvantaged or not.

We use our pupil premium funding to enhance the quality of classroom learning through providing high quality resources, additional staff who work alongside teachers, providing support to children in lessons, through intervention strategies delivered one to one and in small groups. By providing this support we can narrow gaps in attainment for disadvantaged pupils and provide high quality, responsive teaching and maximise feedback to inform next steps. Early intervention is key and language screening in EYFS is fundamental to identifying communication barriers which impede access to the curriculum and individual's engagement with their learning. Exposure to a wide range of high quality and diverse reading materials promotes a passion for reading which, in turn, continues language and communication development.

We work closely with our most disadvantaged families to identify and support the welfare needs of many pupils, including where punctuality and regular attendance may be challenging. Some of our funding is used to provide external support from a School Family Worker when there are domestic and/ or emotional challenges which may impact upon learning. Funding may also provide access to activities and enrichment opportunities to develop a wider range of skills and provide rich and varied learning experiences for identified individuals.

Challenges

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

Challenge number	Detail of challenge
1 Learning outcomes	Children's physical writing and stamina for writing has been affected across the school including that of PP children – this is a trend seen nationally since the pandemic. Difficulties with early phonics negatively impacts on children's development as readers and this in turn has an impact on developing a love of reading and reading for pleasure in later years. Maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. In particular, through pupil progress meetings, we have identified a difficulty with children retaining and using mathematical vocabulary and consistently applying
2 EYFS	Some PP pupils have lower levels of self-regulation, reading, vocabulary skills and understanding below that of others of their age group. This impacts on children's attainment and progress as they move on up through the school. Post Covid research and pupil progress meetings have identified specific difficulties with speech and language, in particular vocabulary and sentence construction.
3 Cultural Capital	Financial constraints on some families means that sporting and cultural opportunities are very restricted. Funding will provide children with extra-curricular opportunities, trips, visits and music lessons that would otherwise not be accessible.
4 Social and emotional mental health	Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Pupils basic emotional and social needs have also suffered because of the pandemic and some individuals are not able to make accelerated progress without much nurturing and support. Parents are needing additional support enabling them to support their children out of school. Since the pandemic we are seeing an increasing number of children that are needing support with their behaviour and wellbeing. The STEPS therapeutic approach to behaviour has been adopted across the school. The focus is on the individual, supporting them in learning the importance of pro social behaviours and self-regulation. An area that needs further embedding and teaching across the whole school community in order to support all our children, in particular those struggling with additional pressures that PP children and families may face.
5 Welfare	Some of our families are living in poverty and have rising debts. There is an increasing number of families who are often in need of food, uniform, access to health and other services and have a lack of learning resources at home (including ICT).
6 Attendance	As of December 2023, attendance rates for pupils eligible for the Pupil Premium Grant for were below the national average and whole school target of 96%. This significantly impacts on their learning time and causes them to fall behind academically

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
<p>Challenge 1, 2, 3 and 4 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching. High quality teaching, resources and training will ensure children make progress and standards are raised in key areas. Teaching Assistants will be trained further to effectively support children in class.</p>	<ul style="list-style-type: none"> • Staff know their PP children and are aware of the barriers they may face and plan with this in mind. • Increased percentage in the number of pupils achieving the expected standard in Phonics, Reading, Writing and Maths • Increased percentage in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. • A focus on early reading strategies in EYFS and KS1 increase reading attainment and reading for pleasure including monthly books from The Book Trust book club • Resources provided (maths, phonics) for parents to support their children at home • Good quality, age appropriate, updated, diverse book stocks across all year groups and available to all children. • Daily Maths 'fluency' sessions build stronger foundations in understanding number in EYFS and KS1 • Essential Maths and the use of the concrete, pictorial and abstract approach to Mathematics teaching is embedded and consistent across the school. • Mathematical manipulatives are used to support children's learning • All teaching staff have received training to effectively deliver the Little Wandle Phonics scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check. • Children are given high quality teaching and support which supports children in being able to communicate and improv their language and social skills. • EYFS have a clear phonics, reading and Maths curriculum to ensure strong foundations are build • EYFS staff interact with children to promote learning and move learning on • Early assessment and intervention is in place for speech and language in EY (Wellcom, Targeted Language groups)
<p>Challenge 3, 4, 5 and 6: For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will</p>	<ul style="list-style-type: none"> • Pupils experience wider opportunities and participate in trips and visits • Lack of funding does not impact negatively on a PP child's access to extra-curricular activities

<p>impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<ul style="list-style-type: none"> • Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations, positive attitudes to learning, ability to share feelings and regulate emotions. • A free place at Morning Breakfast Club is provided for PP children who are in need. • After-school clubs offered free to PP children provide them with wider opportunities thereby enhancing their personal development. • Trips, workshops and visits are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children. • Music tuition is offered to PP children and instruments supplied
<p>Challenge 2, 4, 5 and 6 To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families</p>	<ul style="list-style-type: none"> • Accurate and timely identification and careful monitoring of PP children in termly pupil progress meetings • Bespoke provision in class enables all children to make progress • SENCO proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being. • • SLT and staff identify families who are in need of additional support and work with agencies to ensure they access help • School further develops its communication via accessible website with regular Twitter feeds, updated website and an open door policy • Pupils are provided with resources that they may need at home to complete home learning • Technology is supplied to children who may need access to equipment at home • Home learning revision books are supplied to PP children
<p>Challenge 4, 5 : To address wellbeing and behaviour needs of pupils who are most at risk of developing negative attitudes towards learning and display anti-social behaviour</p>	<ul style="list-style-type: none"> • Swift and effective therapeutic intervention to analyse behaviours and promote pro—social choices. • Therapeutic Thinking approach securely embedded and training updated including educational consequences. • Staff deployment to support behaviour, mental health and emotional needs where necessary • Promote children’s emotional and mental health wellbeing through an effective and relevant PSHEC curriculum and school wide systems that enable them to be resilient when they encounter problems and challenges. • Continued professional development for all staff in relation to quality first teaching, learning theory and strategies.

	<ul style="list-style-type: none"> • SENCO time in supporting families as and when necessary • Family support worker and therapeutic services supporting those in need. • Timely identification and response to well-being and family welfare needs. • Termly analysis of attendance. Families engaged to understand importance of attendance and access to an innovative and exciting curriculum.
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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: £ 25,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development to support pupils in all aspects of the curriculum through responsive teaching, and additional adult support in class	<p>Based on evidence provided by the EEF, quality first teaching remains as one of our key priorities to achieving success for our disadvantaged children (EEF Guide to the Effective Use of Pupil Premium). Through skilled deployment of an additional adult, the teacher is more able to assess and respond to individual's learning and plan for the next teaching. We use Resenshine's Theory as our basis for our teaching approach.</p> <p>(EEF DIAGNOSTIC ASSESSMENT Evidence insights 2021)</p> <p>Feedback in particular has very high impact for low cost (mainly related to training and staff time. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals. EEF Toolkit Feedback "<i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating</i></p>	1,2,3, 4, 5 and 6

	<p><i>which learning strategies have been effective for them in previously completed work.”</i></p> <p>See also https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback and the Whole School feedback Policy</p>	
<p>Ensure all staff access Little Wandle Phonics training as part of ongoing CPD</p>	<p>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has ‘very extensive’ evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training</p> <p>Purchase of Little Wandle phonics cards Purchase of Book Trust reading scheme</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and number fluency training).</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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics</p>	<p>1, 2 and 3</p>
<p>Purchasing of maths resources to support the teaching of Maths</p>	<p>NCETM states that physical manipulatives should play a central role in maths teaching. Not just for young pupils, and also not just for those who can’t understand something. They can always be of help to build or deepen understanding of a mathematical concept.</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure children are provided with support as and when needed. This may consist of school staff or specialist staffing (external therapist), 1:1 or as a small group</p>	<p>National evidence (EEF) suggests that 1:1 tuition will have most impact on helping children to catch-up with learning lost during the pandemic. <i>“There is extensive and consistent evidence of the impact of in-tensive small group and one-to-one support. Significantly, this tutoring seems most impactful for younger pupils, particularly when the additional support is offered in school or when fo-cused on reading”</i> (Journal of Educational Psychology, 92 (4), pp. 605–619; One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Edu-cation Endowment Foundation EEF 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>Speech, language and communication 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions School data shows that early interventions are the most successful and when response is swift and based upon up-to-date assessment. Where language needs have been assessed and addressed through significant levels of staff support, it has led to much improved standards of attainment in phonics. Interventions delivered by skilled practitioners who have regularly updated training have greater impact.</p> <p>Purchase of Literacy Gold; targeted research based intervention.</p>	<p>1, 2, 3,4 5 and 6</p>

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

Budgeted cost: £ 24,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Funding of therapeutic resources, behaviours training and courses to support children's well being and improve attendance</p>	<p>Extensive evidence links childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving social and emotional wellbeing</p>	<p>4, 5 and 6</p>
<p>Provision of Family Support Worker who provides a wide range of support to vulnerable families, improving standards of behaviour, attendance and parental engagement</p>	<p>This provides support for social and emotional needs experienced because of external barriers to learning such as family separation, domestic violence, temporary housing, etc. There is a history of successful interventions through leaders employing the expertise of the Family Support worker to target a wide range of individual family issues, sometimes escalating to more targeted services where necessary. Interventions are highly personalised to the situation, and may include enrolment on parenting courses, links to other services or support groups as well as 1:1 problem solving or counselling sessions. (See Parental engagement toolkit, EEF 2020 – evidence of impact)</p>	<p>4, 5 and 6</p>
<p>Funding of extra-curricular and enrichment opportunities Music tuition, Choi Kwang do, trip and visits</p>	<p>Analysis of individual needs by SLT supports and monitors the progress of the disadvantaged pupils throughout their school career, highlights particular areas to support personal development, including self-esteem and resilience. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	<p>5, 6, 7 and 8</p>

Total budgeted cost: £74,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.

	English > Reading: PRE	English > Reading: WTS	English > Reading: EXS	English > Reading: GDS
All PP students	22% (9)	14.6% (6)	51.2% (21)	12.2% (5)
			EXS+ 63.4% (27)	
Non PP students	4.9% (20)	19.9% (81)	50.5% (206)	24.3% (99)
Year R (2022/2023)	0% (0)	0% (0)	100% (2)	0% (0)
Year 1 (2022/2023)	33.3% (1)	33.3% (1)	33.3% (1)	0% (0)
Year 2 (2022/2023)	28.6% (2)	28.6% (2)	28.6% (2)	14.3% (1)
Year 3 (2022/2023)	25% (2)	12.5% (1)	62.5% (5)	0% (0)
Year 4 (2022/2023)	27.3% (3)	0% (0)	36.4% (4)	36.4% (4)
Year 5 (2022/2023)	0% (0)	0% (0)	100% (4)	0% (0)

	English > Writing: PRE	English > Writing: WTS	English > Writing: EXS	English > Writing: GDS
All students	22% (9)	24.4% (10)	43.9% (18)	9.8% (4)
			EXS+ 53.7% (22)	

Non PP students (2 chn no mark)	6.4% (26)	26.7% (109)	56.6% (231)	9.8% (40)
Year R (2022/2023)	0% (0)	50% (1)	50% (1)	0% (0)
Year 1 (2022/2023)	33.3% (1)	33.3% (1)	33.3% (1)	0% (0)
Year 2 (2022/2023)	28.6% (2)	42.9% (3)	28.6% (2)	0% (0)
Year 3 (2022/2023)	25% (2)	12.5% (1)	62.5% (5)	0% (0)
Year 4 (2022/2023)	27.3% (3)	0% (0)	36.4% (4)	36.4% (4)
Year 5 (2022/2023)	0% (0)	25% (1)	75% (3)	0% (0)
Year 6 (2022/2023)	16.7% (1)	50% (3)	33.3% (2)	0% (0)

	Mathematics: PRE	Mathematics: WTS	Mathematics: EXS	Mathematics: GDS
All students	14.6% (6)	31.7% (13)	36.6% (15)	17.1% (7)
			53.7% (22)	
Non PP students	3.7% (15)	23.3% (95)	57.1% (233)	15.4% (63)
Year R (2022/2023)	0% (0)	0% (0)	100% (2)	0% (0)

Year 1 (2022/2023)	33.3% (1)	33.3% (1)	33.3% (1)	0% (0)
Year 2 (2022/2023)	14.3% (1)	57.1% (4)	14.3% (1)	14.3% (1)
Year 3 (2022/2023)	12.5% (1)	12.5% (1)	62.5% (5)	12.5% (1)
Year 4 (2022/2023)	18.2% (2)	9.1% (1)	36.4% (4)	36.4% (4)
Year 5 (2022/2023)	0% (0)	50% (2)	25% (1)	25% (1)
Year 6 (2022/2023)	16.7% (1)	66.7% (4)	16.7% (1)	0% (0)

- **Introduction of Little Wandle** has ensured clear progression in phonics across EY and KS1. Teaching is consistent and uses high quality resources with a range of diverse reading books pitched to the correct phonics level for the child. Keep materials were purchased and used to support children via interventions. Children who did not pass the phonics test in Y1 and Y2 have been quickly identified and small group support has been put in place for these children now in Y2 and Y3.
- Overall impact on reading and writing progress across the year: From Checkpoint1 to Endpoint 22/23, 100% of PP children made at least expected progress in reading with 26% making better than expected progress. In writing, 95% of children made at least expected progress, with 28% making better than expected.
- **Venn diagrams** were introduced as part of provision mapping process. All staff have a good understanding of the awareness of their class dynamic and groups within in (including children who may be in multiple groups).
- **Provision mapping process** includes provision for PP children – this is completed by teachers for their class (who have a greater awareness of classroom) and is personalised for the child’s needs. Provision may be in a small group or individual. PP children who are also SEN have had PPPs and parents have been involved in this process. This is reviewed termly to assess impact of provision and is changed/amended accordingly. Provision for PP

children may be to support or enrich depending on their need. Pupil Progress meetings have had a focus on PP children which has meant that each PP child is discussed in terms of their attainment, progress and emotional/mental health needs.

- **Family Support Worker** referrals in place for children in receipt of PP and information from the FSW has been targeted towards PP children e.g. heating grants, Asda vouchers etc.
- **Nessie and now Butterfly Room therapy** has been paid for individual pupils. This has supported their mental health and wellbeing and enabled them to access school.
- **Maths resources** bought to support mastery of number approach. This has led increased confidence and fluency in maths from children as well as development of staff approach to maths mastery. Tas received training in the use of maths manipulatives and have been enabled to use this in the classroom when supporting children or in small group work. 54% of PP children across the school EXS+ (72% non PP). Maths interventions have been put in place to support children in these areas in Sep 23 provision mapping. Note that more PP children were GDS in maths than non PP (17% compared to 15%). 70% of the PP children who were Pre/WTS in maths were either SEN or monitored. 2022 mean score nationally for all children taking Y4 timetables test was 19.8 For Y4 PP children (11) taking timestable test, 5 children were below 19, 6 children were 19+. In 22/23, from Checkpoint 1 to Endpoint, 92% of PP children made least expected progress with 28% making better than expected progress.
- **Essex library** books have ensured that all children have consistent access to a range of non fiction books to support their topic work and particularly development of vocabulary (alongside vocabulary groups).
- **Lowest 20% of readers heard daily** means that children are being heard to read regularly and further provision can be put in place quickly. PP children at EXS of reading is in line with non PP children (both 51%) across the school. 64% of PP children are EXS+. From Checkpoint1 to Endpoint 22/23, 100% of PP children made at least expected progress in reading with 26% making better than expected progress.
- **Staffing provision** ensures that all classes have a full time TA. This support is used for interventions and daily support in class in the core subjects.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.