

Pupil premium strategy statement 2024 - 2025



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	430
Proportion (%) of pupil premium eligible pupils	9.5 % (41/430)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 to August 2027
Date this statement was published	9 th December 2024
Date on which it will be reviewed	31 st July 2025
Statement authorised by	Alexandra Whitty
Pupil premium lead	Michelle Curry
Governor / Trustee lead	Nathan Barry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,600
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,800
Total budget for this academic year	£72,300

Part A: Pupil premium strategy plan

Statement of intent

“What you do on a daily basis as a teacher impacts directly on the life chances of the students in front of you”.

Alistair Smith, High Performers (2011)

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 approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set each day;
- Act early to intervene at the point need is identified;
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for all pupils.
4	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.
5	Our assessments (including pupil profiling, observations and discussions with pupils and families) have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their rates of progress and attainment
6	Our attendance data from 2023-24 indicates that attendance among disadvantaged pupils was 91.16% which is 3.45% lower than that of non-disadvantaged pupils. 23.4% of disadvantaged pupils were 'persistently absent' in 2023-24 compared to 10.17% of their non-disadvantaged peers. This significantly impacts on their learning time and causes them to fall behind academically. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress

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
Challenge 1: Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Challenge 2: Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2023-24.
Challenge 3: Success for pupils with SEND	Individual assessments and Personal Provision Plan (PPPs) show progress against personal targets. Observations and attainment monitoring shows decreasing number of pupils working 'below' their year group ARE
Challenge 4: Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for the Pupil Premium Grant.	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as after school clubs, residential and educational visits.
Challenge 5: Achieve and sustain improved mental health and wellbeing for all pupils, particularly our disadvantaged pupils.	Children's behaviour is in line with school expectations. Targeted children and families are provided with bespoke and intensive support from both the school and outside agencies to help provide strategies for promoting a positive mental health and wellbeing. As we know from research, it is important for children to feel safe and emotionally secure in order for them to learn effectively. The mental health and wellbeing

	<p>of children has always been a really important part of our school’s overview and it is continuing to be increasingly important over time.</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys, pupil profiles and teacher observations; • A reduction of incidents on CPOMs linked to mental health
<p>Challenge 6: Attendance and persistent absence of PP pupils to be at least in line with non PP pupils.</p>	<p>Children’s progress and attainment rates cannot be improved if they are not actually attending school. National Foundation for Education Research (NFER) briefing for school leaders identifies addressing attendance as a key step. By targeting attendance and punctuality, pupils are in the school and not missing out on learning time. Impact of taking time off school can have a highly disruptive and detrimental effect on the learning, most particularly, of disadvantaged pupils. Create positive attitude and routines around school attendance to support present and future school attainment.</p>

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: £ 33,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Language Screening, staff training and staff resource time Targeted Language groups across Reception, Y1 and Y2	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 EEF	1, 2, 3
Embed Little Wandle phonics programme. Training for support staff. Resources and CPD for all Nursery to Year 3 staff.	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 EEF	1, 2, 3,
Continue to develop a love for reading for all children	Parental subscription to Book Trust Letterbox	1, 2, 3, 4
Staff CPD program to develop reflection skills and embed new skills introduced in training	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes (EEF). Feedback EEF Collaborative learning approaches EEF Metacognition and self-regulation EEF	1,2,3,4,5,6
Maths Embedding Mastery training, resources and materials. particularly effective when pupils work in groups and take responsibility for supporting each other's progress.	NCETM training time and resources. The EEF toolkit suggests that mastery learning accelerates progress. Work embeds mathematical understanding and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress Collaborative learning approaches EEF	1, 2, 3

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

Budgeted cost: £21,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons (including 1:1 and small group support). Tutoring will be implemented with the help of DfE’s guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition EEF Small group tuition EEF</p> <p>Use of targeted before and after school programmes, particularly to support disadvantaged or low attaining pupils, helps to accelerate progress. There are also often wider benefits for low-income pupils in terms of attendance at school, behaviour and relationships with peers (+2.5 months).</p>	<p>1, 2,3, 5, 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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.</p> <p>Phonics EEF</p>	<p>1, 2, 3, 5, 6</p>
<p>TA to provide specific support for pupils with SLCN via Targeted Language</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a</p>	<p>1, 2, 3, 5, 6</p>

groups in Rec, Y1 and Y2	combination of the two show positive impacts on attainment. Oral language interventions EEF	
To provide regular opportunities for class teachers to work with disadvantaged children and their parents to ensure all pupils receive the highest quality provision and that any disadvantaged children whose rates of progress or attainment have been impacted are prioritised with 'catch-up' sessions	The Education Endowment Foundation Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older children. The EEF publication states that small group tuition can make +4 months progress and one to one tuition +5 months.	1, 2, 3, 5, 6
Development of pupils' oracy and language skills on entry to the school.	The EEF Early Years Toolkit states that effective communication and language strategies can bring +6 months progress impact. The EEF publication on Oral Intervention states that +5 months progress impact can be achieved by using these approaches effectively. There is clear evidence that children who are below the expected standard in language and vocabulary at the end of Reception are more likely to be below the expected standards when they are eleven.	1, 2, 3, 5, 6
Release teachers so that they are able to be involved in all Pupil Progress Meetings and meetings with	It is essential that all adults who contribute to the child's learning are involved in discussions about progress and attainment. This will ensure that every facet of the child's developmental journey is considered when making any	1, 2, 3, 5, 6

parents and external agencies.	evaluative judgments about progress made.	
Parent education programme - staff resource time to prepare and deliver a range of parent workshops to help parents support their children's learning at home eg phonics, maths	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Parental engagement EEF	

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

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved systems of Identification of PPG/FSM eligible pupils using the Eligibility Checking Service (ECS)	Accurate and timely identification of eligibility is essential in PPG management.	1, 2, 3, 4, 5, 6
To support with the financial cost of the wider engagement in school life (e.g. affordability of school tripsetc). Subsidise educational visits and other events for pupils eligible for the pupil premium grant	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes. Outdoor adventure learning EEF	1, 2, 3, 4, 5, 6

<p>Deliver whole staff training (CPD) on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. Behaviour interventions EEF Evidence base: The Therapeutic Thinking model emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Children who feel safe within their school environment will be more conducive to learning.</p>	<p>3, 5, 6</p>
<p>Family Learning Support service package has been purchased to support families who are experiencing difficulties.</p>	<p>By working with schools (and other agencies), the Family Support Service supports children and families to overcome adversity and disadvantage they face, particularly where these are affecting a child’s emotional wellbeing, mental health and educational achievement.</p>	<p>3, 4, 5, 6</p>
<p>Attendance of PP pupils to be at least in line with non PP pupils.</p>	<p>Children’s progress and attainment rates cannot be improved if they are not actually attending school. National Foundation for Education Research (NfER) briefing for school leaders identifies addressing attendance as a key step. By targeting attendance and punctuality, pupils are in the school and not missing out on learning time.</p>	<p>2, 5, 6</p>
<p>Persistent absence reduced to being at least in line with non PP pupils</p>	<p>Impact of taking time off school can have a highly disruptive and detrimental effect on the learning, most particularly, of disadvantaged</p>	<p>2, 5, 6</p>

	pupils. Create positive attitude and routines around school attendance to support present and future school attainment.	
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Total budgeted cost: £72,300

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 23/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

- **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.
- No child is ever excluded from participating in **school trips/activities** throughout the year due to personal circumstances (including the Year 6 residential trip to PGL). We consider it particularly important to provide enrichment opportunities for families who may be less able to access them outside of school. We pride ourselves on taking full advantage of being based in Hertfordshire to enhance and enrich our curriculum by experiencing study opportunities outside of the classroom (see log of educational visits). We continue to develop our approach to offering our children a wide, enhanced and culturally rich educational offer that is supported by external visits. We will continue to use our Pupil Premium funding to develop further our provision of a creative and inspiring curriculum to all of our pupils.
- **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 with a focus on supporting mental health and wellbeing through Protective Behaviours and information from the FSW has been targeted towards PP children e.g. heating grants, Asda vouchers etc. She also supports families in completing forms to ensure they can access grants they are entitled to. The FSW has also supported on assessments to outside agencies e.g. CAMHs
- **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.
- **Lowest 20% of readers heard daily** ensures children are being heard to read regularly and further provision can put in place quickly.
- **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.
- **Targeted Language groups** have been introduced across Reception, Y1 and Y2, thus providing children with specific language support. Staff were supported by members of the Speech and Language team to ensure accurate delivery and assessment. . The EYFS team have continued to identify areas of concern in language, communication and interaction development in order to ensure early targeted intervention which has had a positive impact on rates of progress.

- **Termly Pupil Progress Meetings** took place at the end of each term, to analyse the progress of key groups of children and to identify those children who needed additional/specifically targeted support to reach ARE. In these meetings, children's progress is continually monitored by their class teacher. This happens informally every lesson and, more formally, through these PPM meetings involving key staff. Children receiving SEND support also have their outcomes assessed and reviewed every term through Personalised Provision Plans which are held with school staff and parents/carers. A range of information, including but not limited to, observations, impact of intervention records, the child's views and responses to support, parents/carers' views and observations and the child's progress within the curriculum are all considered during the review and assessment of the child's progress towards their outcomes. In all of our meetings related to pupil progress, release time has allowed all adults involved in the pupils' teaching and learning to be involved in the meetings, which has increased the quality and scope of analytical discussions between key adults. Early intervention and teaching strategies were identified and implemented in the classroom
- **Tracking rates of pupil progress and attainment on a termly basis** has taken place with the aim to ensure that the interventions that we have put in place are the right ones – whilst maintaining our offer of a broad and balanced curriculum. We feel strongly that the sequences of our units of teaching and the progression within planning has been a key factor in the progress that the children have made. Precisely targeted support in English and Maths has been delivered as 'Same day/Next day' interventions e.g. Little Wandle, in which teachers and support staff have been picking up on daily misconceptions or providing increased security in key objectives for individuals who have struggled in specific lessons. Additional prescribed interventions have also been delivered for targeted groups.
- **Monitoring standards of work** has also focused on disadvantaged pupils when looking at support provided in lessons, books and planning. This has included with external monitoring visits from our School Effectiveness Advisers (SEA). Evidence of this can be seen in the range of external visit

reports that are filed in the school office. School leaders have also compared the progress and attainment rates of disadvantaged children with all other key groups across all core subjects to ensure that they are at least in line with all other key groups.

- Alongside the daily support and quality first teaching that are provided for the children each day, **Year 6 Booster classes in English and Maths** were also delivered from January to May. These bespoke planned lessons provided extra, targeted support to those pupils in Year 6 who were just below the age related expectations for the end of Key Stage 2. The impact of the Boosters was measured by using the children's end of year assessments. We will continue to plan and deliver high quality booster classes, workshops and additional lessons to help accelerate progress for disadvantaged pupils in 2024/25.
- A **sensory room** has been created to provide an environment which is appropriate for SEN children and children with sensory needs to access – there has been a reduction in challenging behaviour due to environmental overload
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- The focus on stamina for writing and development of the access to the CLPE scheme supported 75% of children achieving 75% in age related writing at KS2
- Through the **Letterbox Book Trust** scheme all eligible children received a monthly package of high quality books and resources to support their love of reading and access to learning. Parents have been consulted if they want to continue with the subscription this year and all have agreed.

Early Years: Achieving a Good Level of Development

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PPG	33.3	100.0	25.0	down -75.0%
Not PPG	51.8	66.7	75.0	up 8.3%

Key Stage 1: Year 1 Phonics Screening Check: Meeting Expected Standard

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PPG	12.5	66.7	100.0	up 33.3%
Not PPG	72.0	78.9	86.2	up 7.3%

Y4 Key Stage 2: % of students who scored 25

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PPG	N/A	0.0	22.2	up 22.2%
Not PPG	N/A	36.7	21.6	down -15.2%

Key Stage 2: Achieving Expected Standard Reading, Writing, Maths (TA)

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PPG	60.0	0.0	25.0	up 25.0%
Not PPG	72.0	56.6	78.6	up 22.0%

Key Stage 2: Achieved Expected Standard Maths

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PPG	70.0	16.7	25.0	up 8.3%
Not PPG	84.0	75.5	89.3	up 13.8%

Key Stage 2: Achieved Expected Standard Reading

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PPG	70.0	33.3	25.0	down -8.3%
Not PPG	84.0	73.6	96.4	up 22.8%

Key Stage 2: Working at Expected Standard Writing (TA)

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PPG	60.0	33.3	75.0	up 41.7%
Not PPG	78.0	67.9	85.7	up 17.8%

Key Stage 2: Greater Depth in the Expected Standard Writing (TA)

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PPG	20.0	0.0	0.0	neutral 0.0%
Not PPG	24.0	3.8	16.1	up 12.3%

Key Stage 2: Achieved Expected Standard Grammar, Punctuation and Spelling

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PPG	80.0	50.0	75.0	up 25.0%
Not PPG	78.0	81.1	92.9	up 11.7%

Key Stage 2: Working at Expected Standard Science (TA)

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
PPG	70.0	66.7	100.0	up 33.3%
Not PPG	92.0	88.7	100.0	up 11.3%

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
Literacy Gold	
SATs Companion	

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.