



# St. Paulinus Catholic Primary Academy

Part of the Blessed Peter Snow Catholic Trust

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## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | St Paulinus Catholic Primary School |
| Number of pupils in school  | 366                                 |
| Proportion (%) of pupil premium eligible pupils   | 28%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025              |
| Date this statement was published   | September 2023                      |
| Date on which it will be reviewed   | July 2024                           |
| Statement authorised by   | Sophie Hayes<br>Headteacher         |
| Pupil premium lead  | Liz McHale<br>Deputy Headteacher    |
| Governor / Trustee lead   | Tom Regan<br>Chair of Governors     |

## Funding overview

| Detail   | Amount                     |
|--|----------------------------|
| Pupil premium funding allocation this academic year                                    | £148,046 (£87,421+£60,625) |
| Recovery premium funding allocation this academic year                                 | £14,935                    |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                         |
| <b>Total budget for this academic year</b>   | <b>£162,981</b>            |



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|   |  |
|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
|---|--|



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## 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 have a Special Educational Need. 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 through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

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 Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers – particularly of the youngest children.  |
| 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.  |
| 3                | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.<br><br>On entry to Reception class in the last years, between 70 - 85% of our disadvantaged pupils arrive below age-related expectations compared to 60-70% of other pupils. This gap remains steady to the end of KS2.  |
| 4                | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.<br><br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.  |
| 5                | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.<br><br>Teacher referrals for support have markedly increased during the pandemic. 19% of pupils (39% of whom are disadvantaged) currently require additional support with social and emotional need and small group interventions. |
| 6                | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 1% lower than for non-disadvantaged pupils.<br><br>15% of the disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.  |



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## 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 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 celebration and ongoing formative assessment.   |
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes in 2024/25 will show that more than 65% of disadvantaged pupils met the expected standard.  |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2024/25 will show that more than 65% of disadvantaged pupils met the expected standard.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>qualitative data from student voice, student and parent surveys and teacher observations</li></ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>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%.</li></ul> <p>the percentage of all pupils who are persistently absent being below 93% and the figure among disadvantaged pupils being no more than 90-93% lower than their peers.</p> |



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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: £ 8,956

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1                             |
| <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Embed quality Phonics teaching-release time for Lead.</p>  | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                     | 2                             |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance</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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>  | 3                             |



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| in school and to access Maths Mastery resources and CPD (including Teaching for Mastery training - NCETM). | The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a> |  |
|  |   |  |

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

Budgeted cost: £ £128,367

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.  | 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:<br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1, 4                          |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with guidance from our local Jerry Clay English hub and Floppy Phonics.  | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>         | 2                             |
| 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 | 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:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 4                             |



|   |  |   |
|---|--|---|
| disadvantaged, including those who are high attainers.  |  |   |
| Engaging with the 1 to 1 tuition 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. Additional support staff in classes to deliver small group and 1:1 interventions. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 4 |

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

Budgeted cost: £ 28,501

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 6                             |





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| Contingency fund for acute issues.   | Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified and to support pupils with e.g. Study books, clubs and educational visits.   | All |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>School nurse and Counsellor from Catholic Care to support pupils and families.</p> | <p>There is extensive evidence associating 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):</p> <p><a href="https://www.eef.org.uk/media/1026/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | 5   |

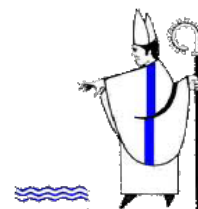
**Total budgeted cost: £165,824**



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## 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 2021 to 2022 academic year.

*In 2022-2023, the impact of the strategies to develop pupils' oral language can be seen in EYU with 80% of the 5 identified disadvantaged pupils reaching expected in speaking. Across school, the use of star words and talk tasks in all subjects is improving the use of vocabulary in pupil answers as evidenced in both internal and external monitoring.*

*The impact of this year's work in phonics is that 75% of disadvantaged pupils in Year 1 passed their phonics screening 25% of those in Year 2 resitting the screening passed. Every child in Year 6 who had not passed previously has now passed and successes across school in phonics due to interventions have been noticeable.*

*Many of our disadvantaged pupils have benefitted from pastoral support to improve their attendance and ensure they are happy in school. There is a wealth of evidence on CPOMs to evidence the impact the support staff have had upon our pupils' well-being. We now have a fully trained ELSA in school to support our pupils with emotional literacy issues. This has had a significant impact for some of our most disadvantaged and vulnerable pupils. The pastoral team have also supported families with financial and housing difficulties, families struggling with mental health and attendance.*

*Attendance staff continue to work to ensure good attendance by all pupils. In many of our year groups, our data shows we are below national averages for pupil premium children. Persistent absenteeism is being dealt with in conjunction with local authority officers. We will continue to address this in order to ensure the best possible outcomes for our disadvantaged pupils.*

*Maths Mastery have now introduced a new intervention 'Ready to Progress' which is aimed at pupils who have fallen significantly behind in maths and we are currently actioning some changes to our maths delivery to better suit our pupils needs in response to the latest assessments.*



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## 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 |
|-----------|----------|
| Tutoring  | NTP      |
|           |          |

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |



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## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book celebration, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.