

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 Paul's Catholic Nursery and Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	57 pupils = 27.1% (27%) Data as of 31/3/23 2023 – 2024 We are above National Average of 23.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	31/3/2024
Statement authorised by	Katie Worton-Geer
Pupil premium lead	Netta Costanzo
Governor / Trustee lead	Rita Odumosu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,455
Recovery premium funding allocation this academic year	£0
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	£82,935

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is committed to the guidance from the Education Endowment Foundation for Pupil Premium. <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Our strategic planning and activity is personalised to meet the individual needs of each child and all implementation is to support disadvantaged pupils.

We offer a half-termly monitoring cycle with a long-term vision on how we can address our challenges and implement successful outcomes over a sustained period of time.

Our aims are to support our pupil premium children academically, emotionally and create an enriched curriculum with access to wider opportunities.

To achieve these objectives the school is adopting the tiered approach recommended by the Education Endowment Foundation (EEF), which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this plan is the development of high-quality teaching alongside other specific interventions based on identified need. Other barriers to learning for disadvantaged children, can be less support at home, low language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Both internal evaluations and academic literature highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP children. As such, some funding is directed to ensuring that high quality pastoral care is available to all students.

Analysing the EEF Pupil Premium research around effect spending of pupil premium money, we have identified a core focus on high quality teaching to ensure that our curriculum and teaching strategies meet the needs of our children. Within our action plan, we have identified the need for targeted CPD to continue to develop this. Furthermore, as part of the targeted academic support, we offer a range of interventions to support 1:1 and small group across curriculum subjects and with social, emotional and behavioural needs. As a school, we have decided to adopt the school led tuition approach through the NTP, training and equipping our own staff to support our children as they know our children the best. This ensures that our children are taught by adults who know them and have a strong relationship within order to reach and maximise their full potential.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils with a core focus on language and communication skills.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

At St. Paul's Catholic Nursery and Primary School we achieve this through;

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise 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.

Achieving these objectives:

The range of provision we use as St. Paul's Catholic Nursery and Primary School are to include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- To allocate interventions on a needs basis, providing small group work focussed on overcoming gaps in learning
- Resources, training for staff and support to address low communication and language skills
- A strong focus on reading/phonics and resources to support this alongside bespoke interventions to ensure all children learn to read
- 1-1 support
- Additional teaching and learning opportunities provided through TA's
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support in classes on a need basis to support the most disadvantaged.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour, social and emotional support for mental health and well-being.

At St. Paul's Catholic Nursery and Primary School leaders continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate. As new initiatives are implemented it is important to provide support for staff so that the whole school can take ownership of them and deliver them successfully.

We consider:

1. How to provide flexible and motivating leadership as challenges emerge;
2. What training or follow-on support is required for staff beyond initial training; and
3. How to respond to implementation data to tailor and improve approaches.

A pupil premium strategy is more likely to be effective with a clear plan how to sustain it from the outset and monitor practice in an annual cycle. An effective pupil premium strategy requires goal setting, underpinned by short, medium and long term outcomes needed to reach those goals. The ongoing rigorous evaluation of pupils' attainment, barriers to learning and needs is essential. At St. Paul's Primary School we hold regular half-termly Pupil Premium leadership meetings with a focus on tracking the achievement of pupils from disadvantaged backgrounds.

This academic year at St. Paul's Catholic Primary School, our assessments have allowed us to identify the core challenges some pupils are facing in reading, writing and maths. We also know from our internal qualitative data that enrichment opportunities for the most disadvantaged have also been restricted and we have increased need for social and emotional support for our pupils. We try to strike an effective balance between using standardised assessment tools and teacher administered diagnostic assessments rooted in the classroom. For instance, when it comes to pupils' reading, we train staff to use whole school synthetic phonics scheme and approach to track pupil development over time.

Challenges

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

Challenge number	Detail of challenge
1	Social and Emotional Well-being has increased since Covid-19 Pandemic and lockdown
2	Pupils have had gaps in high quality phonics teaching and have low communication and language skills
3	Narrowing the attainment gap, reading is a key focus for our Pupil Premium Pupils
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited
5	Attendance support for our Pupil Premium 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
PP Pupils can rely on a range of strategies to support their Social, Emotional and Mental Health (SEMH). School is a place they feel supported and safe.	Supporting the Social and Emotional Well-being of Pupil Premium Pupils. Mental health RAG tracker will identify support in place and an improvement/ support for in SEMH Pupil voice will report that PP children are happy and safe in school
PP Pupils make progress within a whole school structured phonics teaching and assessment scheme.	Securing good phonological learning for our Pupil Premium Pupils PP Pupils will develop a love of reading
PP Pupils can access a range of high quality books and have one-to-one support in reading.	Accelerating reading progress and attainment for our Pupil Premium Pupils
PP Pupils are not disadvantaged and offered a wide range of support to access an enriched curriculum.	Provide an enriched curriculum for our Pupil Premium Pupils with support for wider opportunities including funding this where needed PP Pupils are able to learn or continue to learn an instrument if they choose to with financial support from the school
Attendance of PP Pupils is in line with national	Attendance of PP Pupils is 96% or above. If it is not, a clear action plan and support is in

	place and attendance trend increases over time
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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.

Total - £82,935

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
The teacher in charge of SEND and the inclusion lead will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	2
<i>Staff CPD to ensure QFT</i>	Tailor and targeted interventions and training through a high quality CPD program using research from the EEF	2,3,4
Purchase a new phonics scheme including interventions and train up staff members to use this	Quality phonics teaching which engages children and is multi-sensory. Our children need more than just being listened to when they read so have interventions on a need basis alongside this. Schools which have a consistent approach achieve good results.	2, 3

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

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Structured interventions for academic support</i></p>	<p>Tailored and targeted support via;</p> <ul style="list-style-type: none"> - Class provision identification and PPG mapping - Booster Groups - Accelerator Reader / One-to-one reading boosters / Guided Reading support - Monster Phonics Scheme and interventions - Maths and English additional support - Magic Spells SPLD Intervention Programme - WellComms (SALT focus) - Elklan Training (SALT focus) - Music Access for pupils - Support with off-site excursions and workshops - 1:1 support where needed - Nurture Groups in Ks1 & KS2 - Zones of regulation / Behavioural support - Drawing and Talking Therapy - Additional provisions and quieter spaces and resources in the school for pupils with SEND needs and greater provisions. - Working with external agencies and services for in-reach support 	<p>2,3</p>

1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1,2,3,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions supporting SEMH needs	Tailored and targeted support via; <ul style="list-style-type: none"> - Zones of Regulation - Rainbow's loss and Bereavement support - Boxall Profiles - Behavioural support - Intervention to support social, communication and learning needs - Nurture groups (KS1 & KS2) 	1
Monthly Well-being tracking	Pupil's well-being is tracker via class teacher RAG rating and is monitored by SENDCo / Mental Health & Well-being leader.	1
<i>Monitoring attendance</i>	Half-termly meetings with focus to PPG attendance and punctuality	5
The library will be revamped to make it an exciting and fun place to read. Soft furnishings will make the space feel cosy and less formal to encourage reading for pleasure	Children who enjoy reading are motivated to read more frequently and make better progress	2,3

Peripatetic instrumental lessons	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	4
Exciting trips and visits will be planned to enhance the curriculum including residential for years 5 and 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	4

Total budgeted cost: (Predicted) £ 82,100 out of £82,935 (with £835 reserve / emergency fund)

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.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Pupil Premium in our setting has been high over the past two years and the outcomes we aimed to achieve in our previous strategy by the end of 2022/23 to continue.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2022/23 has improved since the preceding 2 years at 90%. Attendance has been regularly monitored this year by the senior leadership team holding attendance meetings with parents / carers and all absences have to be accounted for. School have made referrals where needed and have worked with Herts EBSA team and parents to explore way to improve pupil attendance.

In the past, during school closure any vulnerable pupils were provided with weekly phone calls from our SLT, 1;1 remote online tutoring or offered to attend school. Absence among disadvantaged pupils require monitoring and these gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

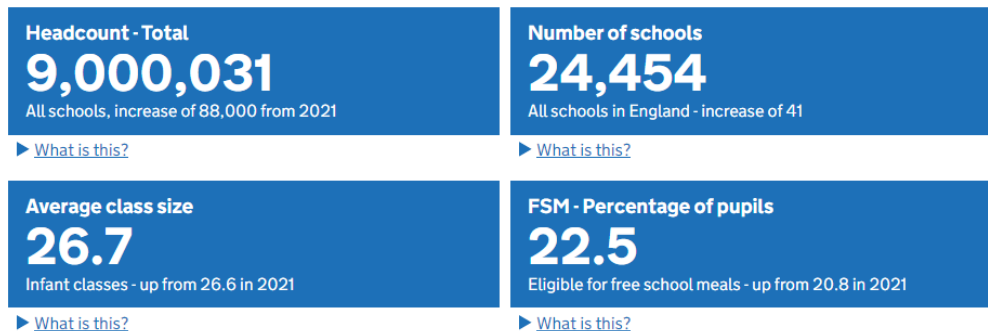
Programme	Provider
Music Access	Herts Music Service

Recovery premium funding

Measure	Details
How we spend your Recovery premium allocation	Catch up recovery curriculum boosters and interventions – additional laptops to support home learning during lockdown, support for home learning equipment such as stationary and books, food vouchers, delivery of food hampers and food parcels
Intended impact of that spending on recovery premium	Pupil premium children were not without essential items and therefore not disadvantaged. Catch up support in place for children

Further information (optional)

Headline facts and figures - 2021/22



The number of pupils in schools in England has reached 9 million

This is an increase of 88,000 from the previous year. This includes all state-funded and independent schools. The number of schools has also increased, by 41 to 24,454.

Free school meal eligibility continues to increase

22.5% of pupils are eligible for free school meals, up from 20.8% in 2021. This represents just under 1.9 million pupils.

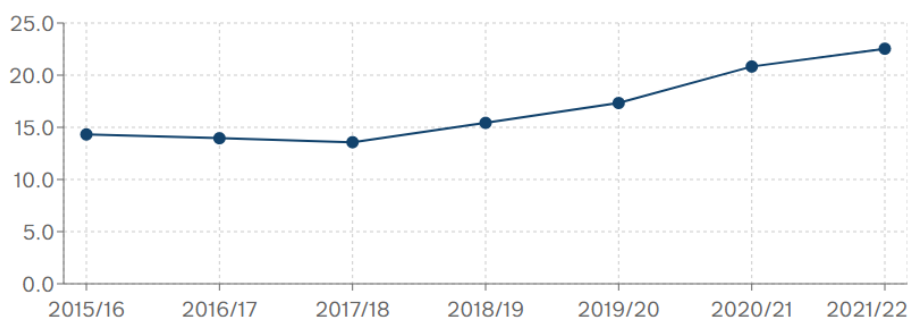
As of 31/3/23 our school profile is 21.6% (22%) in line with the National Average for FSM

For more details about Pupil Premium you can visit GOV.UK on the link below;

<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

The pupil premium for 2023-24 will be £1,455 per primary pupil (2022-23 £1,385)

Number and percentage of pupils known to be eligible for free school meals, 2015/16 to 2021/22



Headline facts and figures - 2022/23

The number of pupils in schools in England has increased

There has been an increase of 73,800 pupils across all school types from the previous year, to nearly 9.1 million pupils. This includes all state-funded and independent schools. The number of schools has decreased slightly, by 12 to 24,442.

Free school meal eligibility continues to increase

23.8% of pupils are eligible for free school meals, up from 22.5% in 2022. This represents over 2 million pupils.

1.6 million infant pupils were recorded as taking a free school meal on census day

Of those, almost 1.3 million are not normally eligible for FSM through the criteria above and received them under the Universal Infant FSM policy. This is a similar pattern to previous years.

The average class size for infant pupils (reception, year 1 and year 2) has remained stable

Infant class size has stayed at 26.7 from 2022 to 2023. This follows an increase from 26.6 in 2021. There is a statutory limit of 30 pupils in an infant class.

Prediction:

2023-2024 Data

As of 1/11/23 we remain above National Average for FSM