

Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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 | 197 |
| Proportion (%) of pupil premium eligible pupils | 43 pupils = 21.8% (22%) Data as of 31/10/24 2024 – 2025 £ 63,640 <u>We are currently 21.8%</u> <u>PP National data = 24.6% so this year we are slightly below by 2.8%</u> |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | Nov 2024 |
| Date on which it will be reviewed | Nov 2025 |
| 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 | £63,640 |
| 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 | £63,640 |

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 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 high quality 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 high quality teaching is experienced by all children and 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 residential. 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 |
|--|------------------------------------------------|

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 - £63,640

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,213

| 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 and guidance 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 (before and after school) - Accelerator Reader / One-to-one reading boosters / Guided Reading support - Twinkl Phonics Scheme and interventions - Ready Steady Comprehension - Maths and English additional support including IDL English and Maths - Magic Spells SPLD Intervention Programme - WellComms (SALT focus) - Speech and Language Garden Training (SALT focus) - Music Access for pupils - Support with off-site excursions and workshops - 1:1 support where needed - Nurture Groups in KS1 & KS2 - IDL Health and Well Being - Boxall Profiles - Zones of regulation / Behavioural support - Drawing and Talking Therapy - Additional provisions and quieter spaces and resources in the school | <p>2,3</p> |

| | | |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| | <p>for pupils with SEND needs and greater provisions.</p> <ul style="list-style-type: none"> - Working with external agencies and services for in-reach support | |
| 1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher | <p>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.</p> | 1,2,3,4,5 |

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

Budgeted cost: £ 16,927

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Structured interventions supporting SEMH needs | <p>Tailored and targeted support via;</p> <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) - IDL Wellbeing Programme - Life to the Full (RSE) - Jigsaw (PHSE) | 1 |
| Monthly Well-being tracking | <p>Pupil's well-being is tracker via class teacher RAG rating and is monitored by SENDCo / Mental Health & Well-being leader.</p> | 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) £ 63,640 (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 2023 to 2024 academic year.

Our internal assessments during 2022/24 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 2023 to continue into 2024.

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 2023/24 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 - 2023/24

Headcount - Total

9,092,073

All schools in England - increase of 18,200 from 2023

▶ [What is this?](#)

Number of schools

24,453

All schools in England - increase of 11 from 2023

▶ [What is this?](#)

Average class size

26.6

Infant classes - decrease of 0.1 from 2023

▶ [What is this?](#)

FSM - Percentage of pupils

24.6

Eligible for free school meals - up from 23.8 in 2023

▶ [What is this?](#)

The number of pupils in schools in England has increased

There has been an increase of 18,200 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 increased slightly, by 11 to 24,453.

Free school meal eligibility continues to increase

24.6% of pupils are eligible for free school meals, up from 23.8% in 2022. This represents 2.1 million pupils.

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

Activate
Go to Settings

As of 31/3/24 our school profile is 21.8% (22%) just 2% below 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 2024-25 will be £1,480 per primary pupil

The number of pupils in schools in England has increased

There has been an increase of 18,200 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 increased slightly, by 11 to 24,453.

Free school meal eligibility continues to increase

24.6% of pupils are eligible for free school meals, up from 23.8% in 2022. This represents 2.1 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) remains stable

Infant class size has decreased slightly to 26.6 from 26.7 from 2023 to 2024. This reflects a period of general stability in infant class sizes since 2020/21. There is a statutory limit of 30 pupils in an infant class.

Prediction:

Based on 2023-2024 and 2024 Data as of 1/11/25 we remain in line with National Average for FSM