

# Pupil premium strategy statement – St Ignatius Catholic Primary School 2024-27

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	414
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Governing Body
Pupil premium lead	Mrs E. O'Neill
Governor / Trustee lead	Mrs Carole Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,800 PLAC Grant, £7,710
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£96,510</b>

## Cohort information as of 18/12/2024 (61 pupils)

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
BOYS	34	56%
GIRLS	27	44%
SEN SUPPORT	10	16%
EHC PLAN	4	7%
EAL	18	30%

## Whole School Performance Data Summer 2024

		Reading	Writing	Maths
All pupils	Meeting the expected standard	79%	69%	80%
	Meeting Greater Depth	28%	17%	30%
Disadvantaged pupils	Meeting the expected standard	65%	60%	62%
	Meeting Greater Depth	17%	12%	20%

## Assessment Data Summer 2024

	All pupils	Pupil Premium Pupils
EYFS (GLD)	85%	60% (3 pupils out of 6)
Phonics Attainment Year 1	93%	83% (5 pupils out of 6)
Year 4 Multiplication tables check	Average Score: 22.4 Score 20+ (54 /60) 90%	Average Score: 20 Score 20+: (9/12) 75%
End of KS1 Attainment % Expected or above		
Reading	75%	67% (8 pupils out of 12)
Writing	68%	58% (7 pupils out of 12)
Maths	77%	67% (8 pupils out of 12)
End of KS2 Attainment % Expected or above		
Reading	77%	50% (3 pupils out of 6)
Writing	76%	50% (3 pupils out of 6)
Maths	77%	50% (3 pupils out of 6)

# Part A: Pupil premium strategy plan

## Statement of intent

We believe that every child is God-given and deserves every opportunity to ensure that their potential is met. Our school vision is inclusive and holistic, as we seek to develop, nurture and achieve the best outcomes for each child in our care. We have three key aims: 'Excellence, Unity and Service' and the pupil premium grant helps us to achieve this by ensuring all children, irrespective of their background or the challenges they face, are given the best quality education we can provide, with a wide range of opportunities to support them in developing their God-given gifts and talents. We have high aspirations for all our learners, ensuring pupils make good or better progress and achieve highly across all subjects, whilst caring for, nurturing and developing the whole child's personal, social and emotional development.

The ultimate objective of our pupil premium strategy therefore is to support disadvantaged pupils to achieve this goal by addressing the main barriers they face. We will achieve this through rigorous tracking, careful planning, high-quality teaching that personalises and adapts learning and targeted support and intervention, providing all children with the access and opportunities to enjoy academic success.

Our pupil premium strategy works towards achieving these objectives by ensuring high-quality teaching is provided for all our children, with a focus on the areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, whilst also benefitting the non-disadvantaged children in our school.

Integral to our strategy is the provision of targeted support to enable disadvantaged pupils to make accelerated progress, including those disadvantaged pupils who are already high attainers.

We recognise the well-being and personal development of the whole child as being equally as important as raising attainment and our priorities are centred on meeting the needs of every disadvantaged child. As such, our strategy ensures we nurture and enrich the personal development of all our children, as well as their academic achievements.

To ensure our approaches are effective, our strategy plan follows these key principles:

- We will ensure all disadvantaged children are challenged in the work they are set
- We will act early to intervene at the point at which a need is identified
- We will adopt a whole-school approach, with all members of staff having high expectations for the achievements of disadvantaged children and as a staff, taking collective responsibility for disadvantaged pupils' outcomes.
- We will use robust diagnostic assessment to ensure personalised plans to ensure specific barriers are reduced

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' attainment is significantly lower than year group data at EXP+ in Reading, Writing and Maths
2	Disadvantaged pupils' attainment at GD is significantly lower than non-disadvantaged pupils in all subject areas.
3	Progress for disadvantaged pupils' with PP is below expected in some year groups
4	Assessments, observations and discussions with disadvantaged pupils indicate limited oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in EYFS/KS1, which impacts on learning.
5	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	SEND: Disadvantaged pupils' with SEND are more vulnerable to falling behind their peers in attainment across all subjects
7	There are additional complex family needs affecting a number of our disadvantaged families. – family deprivation (housing, food) parental separation, parental illness/bereavement, domestic abuse, young and vulnerable parents.
8	Disadvantaged pupils' have had limited exposure to a range of cultural and sporting activities. Opportunities need to be offered to provide enrichment activities to develop the cultural capital, support personal development and improve social skills.

## 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 reading, writing and maths attainment among pupils with PP, enabling the attainment gap with whole school data to be reduced.	<ul style="list-style-type: none"> <li>Yearly increase in the percentage of children in each year group achieving age related expectations.</li> <li>Yearly increase in the percentage of children achieving greater depth.</li> </ul>

	<ul style="list-style-type: none"> <li>• Yearly increase in the percentage of disadvantaged pupils passing the Phonics Screening Check</li> <li>• Yearly increase in the percentage of disadvantaged pupils passing the Y4 Multiplication tables check.</li> </ul>
Pupils with PP and SEND make at least expected progress.	<ul style="list-style-type: none"> <li>• End of year attainment shows pupils with SEND have made at least expected progress.</li> <li>• Progress to be effectively monitored and assessed with greater focus on Pathway Plan targets</li> <li>• Targeted support to effectively manage individual barriers to learning</li> <li>• CPD to ensure consistency of approach and assessment, with effective</li> </ul>
Ensure greater numbers of disadvantaged pupils achieve Greater Depth in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>• Additional support provided swiftly following early identification of gaps in learning.</li> <li>• Small group intervention shows yearly increase in the number of disadvantaged pupils attaining at Greater Depth in Reading, Writing and Maths</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Increase in attainment in reading and writing</li> <li>• Higher engagement in reading for pleasure shown in library usage and reading records</li> <li>• Curriculum follows principles of the Talk for Writing approach, especially in KS1 and EY, to increase ability to articulate knowledge .</li> <li>• Introduction of Grammarsaurus to support the development of writing at word and sentence level.</li> </ul>
Disadvantaged children's social, emotional, mental and behavioural barriers to learning have been addressed, enabling them to access the curriculum effectively	<ul style="list-style-type: none"> <li>• Reduced numbers of behaviour-related incidents logged on CPOMS</li> <li>• Increased engagement in learning is evident during learning walks, observations and book looks</li> <li>• Pupils to be able to settle in the classroom and join in whole class learning from the beginning of the school day.</li> <li>• Pupils successfully able to regulate emotions</li> <li>• Pupils show a 'growth mindset' attitude towards their learning and school life in general (evidenced through learning walks, observations, pupil voice and parent surveys)</li> <li>• Increased parental engagement evidenced through attendance at school events (such as parents evenings and workshops) and through ongoing support with home learning</li> </ul>
To achieve and sustain improved attendance for our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils being at or above 96%</li> </ul> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p>

<p>To improve the enrichment opportunities provided for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Pupils are exposed to a range of wider experiences, including knowledge of a range of available extra-curricular clubs</li> <li>• Higher number of disadvantaged children attending a wide range of clubs.</li> <li>• Cultural capital experiences, including visits and visitors, are embedded within the curriculum and pupils have opportunity to attend all.</li> <li>• The curriculum supports aspiration and applies skills and knowledge to real life contexts.</li> </ul>
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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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring challenge and having high expectations of all pupils raises the achievement of all. Specifically identifying those pupils that are higher attainers and focussing targeted support will improve their outcomes.</p>	<p>CT focus on PP children and high quality wave 1 teaching 1:1 and small group targeted support using in-class support and teacher-led booster groups Training for More Able Lead and collaborative work with partner schools</p> <p><a href="https://www.eef.org.uk/mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.eef.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2, 3, 4</p>
<p>Professional Development for teachers</p>	<p>CPD dedicated to support teachers in raising attainment among all pupils, including disadvantaged pupils. This is supported by whole-school focus on teaching and learning with consistent expectations across all groups</p>	<p>All</p>
<p>Individualised personalised learning: (For targeted individuals, particularly SEN)</p> <p>Dyslexia Gold for children with Dyslexic tendencies</p>	<p>Individualised instruction is based on the idea that all learners have different needs, and therefore an approach that is personally tailored – particularly in terms of the activities that the individual undertakes and the pace at which they progress through the curriculum – will be more effective. On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p><a href="https://www.eef.org.uk/individualised-instruction">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>All</p>

Purchase of standardised mathematics, reading and GPS assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups. These have been introduced in the Autumn term (NFER) and will be analysed with outcomes to inform pupil progress actions.  <a href="#">Diagnostic assessment EEF</a>	1, 2
CPD for developing talk for writing and oracy programmes.	There is 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.  <a href="#">Oral language interventions – Teaching and Learning Toolkit EEF</a>	1,2, 3, 4
Improve the quality of social and emotional learning through PSHE CPD	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:  <a href="#">Improving Social and emotional learning in primary schools EEF</a>	5, 7, 8

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 targeted intervention and booster groups will take place termly. A significant proportion of the pupils who receive small group intervention will be from disadvantaged backgrounds, including those who are high attainers.	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:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
<u>Additional targeted interventions</u> <ul style="list-style-type: none"> <li>• Grammarsaurus</li> <li>• CGP books</li> </ul>	Targeted intervention programmes run by class teachers and TAs will be used to close gaps in learning.  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
<u>Homework Club</u>	Research shows disadvantaged pupils typically receive additional benefits from homework.  Homework clubs can help to overcome barriers that disadvantaged children can face (lack of parental support, working space, internet connection/device) by offering pupils the resources and support needed to undertake homework or revision.	1,2, 3, 5, 7

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	
<p><u>Oral Language and Vocabulary intervention</u></p> <p>Targeted interventions (particularly in EYFS and KS1) to improve oral language skills and vocabulary for disadvantaged children (and other non-disadvantaged children where needed)</p> <ul style="list-style-type: none"> <li>• Wellcomm</li> <li>• Targeted language intervention for EYFS</li> <li>• Speech and Language support in school</li> <li>• Development of EAL interventions</li> </ul>	<p>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:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4
<p><u>Year Six Booster Groups</u></p> <p>Targeted teaching in reading, writing and maths by teachers to provide small groups of Y6 pupils (including disadvantaged pupils) the support they need to meet end of Key Stage 2 expectations.</p>	<p>Tuition in small groups, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<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><a href="#">Phonics – teaching and learning toolkit EEF</a></p>	1, 2, 4

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

Budgeted cost: £16,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental engagement:</p> <p>Workshops to help parents support children's learning –</p>	<p>The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	1, 2, 4, 7

coffee mornings to build supportive relationships		
Funded enrichment activities (educational visits, workshops, after school clubs)	Research has shown the overall impact of arts participation on other areas of academic learning appears to be positive (about an additional three months progress). <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	8
SEMH interventions: <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Nurture club</li> <li>• Rainbows</li> <li>• Counselling</li> </ul>	Social and emotional learning approaches have a positive impact, on average, of four months' additional progress in academic outcomes over the course of an academic year. 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) <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> Behaviour interventions seeks to improve attainment by reducing challenging behaviour in school. Research has shown both targeted interventions and universal approaches have positive overall effects (4months +). <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5, 7, 8
Attendance: Training for staff to embed principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance - DfE</a>	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	8

**Total budgeted cost: £ 96,510**

## Part B: Review of the previous academic year (2023-24)

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic years, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that, while there was not a significant change in the attainment of disadvantaged pupils meeting the expected standard in the academic year 2023-24, the gap between the performance of disadvantaged pupils and whole school has widened slightly. This is in part as a result of a percentage increase in the performance of all pupils at Summer 2024. Attainment of disadvantaged pupils at Summer 2024 is as follows (data based on 60 pupils):

Whole school outcomes for PPG pupils Summer 2024

		Reading	Writing	Maths
All pupils	Meeting the expected standard	79%	69%	80%
	Meeting Greater Depth	28%	17%	30%
Disadvantaged pupils	Meeting the expected standard	65%	60%	62%
	Meeting Greater Depth	17%	12%	20%

In writing, disadvantaged pupils' attainment has increased in most year groups when meeting the expected standard, with significant improvement in Years 4 and 5. There is less improvement at the higher standard and disadvantaged pupils attain less well than all pupils.

In maths, disadvantaged pupils have maintained attainment in most year groups at the expected standard and have shown improvement in attaining the higher level. Where tuition has occurred in upper Key Stage 2, disadvantaged pupils have made at least expected progress, with accelerated progress occurring particularly in maths. This is most evident in the number of disadvantaged pupils attaining the higher standard in the subject in KS2 SATs.

In reading, the percentage of disadvantaged pupils achieving both the expected and higher standard at the end of KS2 has remained stable.

There is a notable increase in the number of disadvantaged pupils achieving the higher level in reading, writing and maths at the end of Key Stage 2.

Observations have shown parental engagement increasing and attendance beginning to improve. Pupils' wellbeing and mental health needs have been identified quickly and acted upon, increasing engagement and enjoyment of the curriculum. The school supports families experiencing financial hardship in ensuring disadvantaged pupils are subsidised and receive places in co-curricular activities. All extra-curricular activities have a percentage of disadvantaged pupils attending and it is ensured that all disadvantaged pupils are offered support to allow access to enrichment opportunities.

From Summer term 2024, the school has significantly increased the number of extra-curricular after school clubs and booster groups to support enrichment and academic attainment.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Going for Gold	Dyslexia Gold
Enrichment and co-curricular activities	The school sets aside a provision to subsidise and fund paid for activities and extra- and co-curricular enrichment opportunities.