

Pupil premium strategy statement – St Ignatius Catholic Primary School 2023-24

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	412
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs E O'Neill
Pupil premium lead	Miss T Frew
Governor / Trustee lead	Mr L Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,545 (£97,485 deprivation, £5,060 LAC)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,545

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 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 around 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.

As explained above, our approach will be 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 when 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' reading attainment is significantly lower than year group data, particularly in Year 6, 3 and 1 at EXP+.
2	Disadvantaged pupils' writing outcomes are significantly lower than year group data, particularly in Year 6, 3 and 1 at EXP+.
3	Disadvantaged pupils' maths outcomes are significantly lower than year group data, particularly in Year 6, 5 and 1 at EXP+.
4	Disadvantaged pupils' attainment at GD is significantly lower than non-disadvantaged pupils in all subject areas. In reading, no pupils attained GD in reading in Y 1 and 4; no children attained GD in writing in Y6, 5, 4, 2 and 1 and in maths, no pupils attained GD in Year 6 and 1.
5	Progress for disadvantaged pupils' with PP is below expected in Year 6 writing and maths.
6	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.
7	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.
8	SEND: Disadvantaged pupils' with SEND in Year 6 make less than expected progress in maths and writing and in Year 5 make less than expected progress in maths.
9	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.
10	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"> Yearly increase in the percentage of children in each year group achieving age related expectations. Yearly increase in the percentage of children achieving greater depth. Yearly increase in the percentage of disadvantaged pupils passing the Phonics Screening Check

	<ul style="list-style-type: none"> Yearly increase in the percentage of disadvantaged pupils passing the Y4 Multiplication tables check.
Pupils with PP and SEND make at least expected progress.	<ul style="list-style-type: none"> End of year attainment shows pupils with SEND have made at least expected progress. Progress to be effectively monitored and assessed with greater focus on Pathway Plan targets Targeted support to effectively manage individual barriers to learning CPD to ensure consistency of approach and assessment, with effective
Ensure greater numbers of disadvantaged pupils achieve Greater Depth in Reading, Writing and Maths	<ul style="list-style-type: none"> Additional support provided swiftly following early identification of gaps in learning. Small group or 1:1 tuition using direct funding shows yearly increase in the number of disadvantaged pupils attaining at Greater Depth in Reading, Writing and Maths
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Increase in attainment in reading and writing Higher engagement in reading for pleasure shown in library usage and reading records Curriculum increases use of Talk for Writing, especially in KS1 and EY, to increase ability to articulate knowledge
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"> Reduced numbers of behaviour-related incidents logged on CPOMS Increased engagement in learning is evident during learning walks, observations and book looks Pupils to be able to settle in the classroom and join in whole class learning from the beginning of the school day. Pupils successfully able to regulate emotions Pupils show a 'growth mindset' attitude towards their learning and school life in general (evidenced through learning walks, observations, pupil voice and parent surveys) Increased parental engagement evidenced through attendance at school events (such as parents evenings and workshops) and through ongoing support with home learning
To achieve and sustain improved attendance for our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> Attendance of disadvantaged pupils being at or above 96% <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p>
To improve the enrichment opportunities provided for disadvantaged pupils	<ul style="list-style-type: none"> Pupils are exposed to a range of wider experiences, including knowledge of a range of available extra-curricular clubs Higher number of disadvantaged children attending a wide range of clubs.

	<ul style="list-style-type: none"> • Cultural capital experiences, including visits and visitors, are embedded within the curriculum and pupils have opportunity to attend all. • The curriculum supports aspiration and applies skills and knowledge to real life contexts.
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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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>CT focus on PP children and high quality teaching</p> <p>1:1 targeted support using tuition partners Third Space Learning</p> <p>Training for More Able Lead and collaborative work with partner schools</p> <p>Take One Book and Writing Rocks planning and CPD</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6
Professional Development for teachers	CPD dedicated to support teachers in raising attainment among all pupils, including disadvantaged pupils.	All
<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>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	All
<p>Purchase of standardised mathematics assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</p> <p>Diagnostic assessment EEF</p>	3, 4

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. Oral language interventions – Teaching and Learning Toolkit EEF	1, 2, 4, 5, 6
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): Improving Social and emotional learning in primary schools EEF	7, 9, 10

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
<u>Online Tutoring</u> National Tutoring Programme will be used to provide one-to-one maths tuition via Third Space Learning. A significant proportion of the pupils who receive tutoring 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4, 5
<u>Additional targeted interventions</u> <ul style="list-style-type: none"> • Grammarsaurus • CGP books 	Targeted intervention programmes run by class teachers and TAs will be used to close gaps in learning. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5
<u>Home Learning 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 3, 4, 5, 7, 9
<u>Oral Language and Vocabulary intervention</u> Targeted interventions (particularly in EYFS and KS1) to improve oral language skills and	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5, 6

<p>vocabulary for disadvantaged children (and other non-disadvantaged children where needed)</p> <ul style="list-style-type: none"> • Word Aware EYFS • Word Aware KS1 • Targeted language intervention for EYFS • Speech and Language support in school 		
<p><u>Year Six Booster Groups</u> 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5
<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 Phonics – teaching and learning toolkit EEF</p>	1, 2, 4, 6

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

Budgeted cost: £37,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental engagement: Workshops to help parents support children's learning – coffee mornings to build supportive relationships</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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 3, 4, 6, 9
<p>Funded enrichment activities (educational visits, workshops, after school clubs)</p>	<p>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).</p>	10

	Arts participation EEF (educationendowmentfoundation.org.uk)	
<p>SEMH interventions:</p> <ul style="list-style-type: none"> • ELSA • Nurture club • Rainbows • Counselling 	<p>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)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>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 +).</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	7, 9, 10
<p>Attendance:</p> <p>Training for staff to embed principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's Improving School Attendance</p>	7
<p>Contingency fund for acute issues.</p>	<p>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.</p>	9

Total budgeted cost: £ 112545

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 previous academic years, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that there was a significant increase in attainment of disadvantaged pupils meeting the expected standard (56%-65% and at greater depth (4%-15%) in reading. Disadvantaged pupils still perform less well than whole year group data, however the gap is closing. In writing, disadvantaged pupils' attainment has increased in all years when meeting the expected standard. There is less improvement at the higher standard and disadvantaged pupils attain less well than whole year group data. In maths, disadvantaged pupils have shown good improvement in attainment in most year groups at the expected standard and at the higher level. The gap in attainment is beginning to close. Where tuition has occurred in upper key stage 2, disadvantaged pupils have made at least expected progress, with accelerated progress occurring particularly in maths.

Observations have shown parental engagement increasing and attendance beginning to improve. Pupils' wellbeing needs have been identified quickly and acted upon, increasing engagement and enjoyment of the curriculum. 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.

Externally provided programmes

Programme	Provider
Going for Gold	Dyslexia Gold