

The Cathedral Catholic Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Cathedral Catholic Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	43 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024
Statement authorised by	Nicola Holt
Pupil premium lead	Nicola Holt
Governor / Trustee lead	

Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£107 150
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	£107 150

Part A: Pupil premium strategy plan

Statement of intent

All members of staff, governors and teaching assistants accept responsibility for “socially disadvantaged “ pupils and are committed to meeting their pastoral social and academic needs within the school environment. At The Cathedral Catholic Primary School we are committed to closing the gap between vulnerable pupils and the pupil premium forms a vital part of that process.

Mission Statement

“Unlocking potential together in faith and love.”

“Go, therefore, make disciples of all nations.

And look, I am with you always; yes, to the end of time.” (Matthew 28:19-20)

OUR MISSION:

At The Cathedral Catholic Primary School, we celebrate that each person is unique and loved by God. With Christ at the centre of all we do, we strive to unlock each child’s potential to become the person they are created to be. Inspired by St Peter’s example, we are working together to build a community built on love, faith, forgiveness and service.

OUR AIMS:

We are a school where:

- The teachings of Christ and the Church are embedded in every aspect of school life, so that the love of God is proclaimed in all words and actions.
- Prayer and celebration of Sacraments unite us in praising God, deepen our faith and help us to grow to become more like Christ.
- Children are educated with the highest standards of learning and behaviour so every child can unlock their full potential.
- Learning is creative, inspiring, challenging and fun so that a lifelong love for learning is fostered.
- Children are inspired and supported to develop interests and skills both in and outside school.
- Everyone is safe, supported, valued and happy.
- Positive relationships are modelled by all adults. Children are taught how to build positive relationships and how to manage differences peacefully.
- We work collaboratively with families, parish, outside agencies and the wider community to share God’s love with all.
- We share appreciation of the wonders of God’s creation and we work together to look after the world we live in.

Closing the attainment gap between disadvantaged children and their peers is our greatest challenge at The Cathedral Catholic Primary School. The gap is entrenched and complex, and most lie beyond our school. However, it is clear that we can make a difference based on evidence.

Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

Our evidenced-informed approach to Pupil Premium spending has helped us to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches

We use the EEF's tiered approach which focuses on high quality teaching, targeted academic support and wider strategies.

1. High quality teaching

Spending on developing high quality teaching includes investment in professional development, training and support for teachers new to the profession. Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient to of a successful school and should rightly be a top priority for pupil premium spending.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, which may also negatively impact upon academic attainment, including:

- attendance and levels of persistent absence
- behaviour incidences and exclusions
- social and emotional support, including mental health, and safeguarding concerns

Challenges

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

Challenge number	Detail of challenge
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1	<p>Attainment and progress</p> <p>Low levels on entry of PP pupils particularly in communication & understanding, reading and writing</p> <p>Writing across all year groups for PP children is lower than other groups due to a variety of reasons</p> <p>GLD in Reception for PP pupils was lower than non PP pupils</p>
2	<p>Attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils. Low attendance would impact on academic achievement (disadvantaged - 92% compared with others 95%)</p>
3	<p>Parental engagement across school is sporadic especially in home reading and homework for disadvantaged pupils, thus decoding skills may be below age related expectation and writing expectations are lower in this area.</p>
4	<p>Social and emotional support and wellbeing</p> <p>Children in school require significant amounts of social and emotional support; this can be more apparent for disadvantaged pupils as they lack some of the opportunities and life experiences than many children who are less disadvantaged can access. This has been further exacerbated by the Covid pandemic and in the current challenging economic climate, when many resources are limited for families and they struggle with managing the basics for day to day, including access to healthy food, nutrition and emotional support. Pupils were not able to freely interact with one another during Covid pandemic restrictions, impacting on physical development, sleep and general routines at home.</p> <p>Social skills have been impacted, particularly in younger children who have not had the sustained opportunity to develop these skills in the early years of their education; children are lacking resilience, stamina, independence and confidence and this impacts on the need for additional adult support in school significantly. Many children have had negative experiences of lockdown which impacts on learning behaviours.</p>

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
1. Improve writing results for disadvantaged pupils	KS2 and KS1 writing results for PP pupils are above national average and GLD for PP improves this year
2 .Improve attendance of disadvantaged children in school and reduce persistent absenteeism	Disadvantaged children attendance is at least in line with others and with national average. Measures in place show an improvement in attendance for disadvantaged pupils classified with persistent absenteeism
3. Improve parental engagement for PP children	Parents of PP pupils will become more engaged through attendance at school events, communication with them on the playground and in school workshops and PP children are present at clubs and events.

4. Pupils to access additional support and intervention in a universal and targeted way to continue to strengthen wellbeing, social skills and to maintain good progress	Pupils are observed in lessons to show good learning habits and make good progress in lessons; they are engaged and motivated to tackle work and enjoy challenges and problem solving; strategies to support pupils who struggle are effective in helping them develop a range of social, emotional and wellbeing skills and strategies Early help is identified quickly, and a range of well managed strategies are in place to support pupils both academically and socially
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Activity in this academic year

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

Read the [Education Endowment Foundation's \(EEF\) pupil premium guide](#) for information about the tiered approach to spending.

1. Teaching Investing in high-quality teaching, for example:
 - training and professional development for teachers
 - support for teachers early in their careers
2. Targeted academic support Additional support for some pupils focussed on their specific needs, for example:
 - one-to-one tuition
 - small group tuition
 - speech and language therapy
3. Wider approaches Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example:
 - school breakfast clubs
 - counselling to support emotional health and wellbeing
 - help with the cost of educational trips or visits
 - development of pupil leadership and self- esteem.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £7 976

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is prioritized, so that children are	Additional TA in YR for the mornings to support QFT in writing' and support	£5 647 + 20% on costs = £6 776	EEF pupil premium guide	All

able to make accelerated progress from below average starting points on entry.	emotional development			
	Redesign English units to encourage more speaking and listening and develop a love for writing	Supply costs to release Key Stages to plan curriculum redesign = £1000		
	CPD for writing across school including EFYS writing and Quality mark	£2000 professional development courses		

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

Budgeted cost: £52 528

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Attainment data at end of KS2 show that PPG children are in line with national for writing and enter secondary school with their national attainment gap having been narrowed towards national average thus setting up for future success.	HLTA and TA2 to work with small group and 1-1 with PPG children as part of school led interventions	£17 000	EEF pupil premium guidance	1
<i>Attainment data at the end of KS1 shows that PPG children are in line with national for writing and have a love writing for writing ready for KS2</i>	TA2 to work with small groups on talk for writing, phonics in Year 2.	£15 000	EEF pupil premium guidance	1

Pupils with SEN are provided with specific, appropriate provision to meet their needs, based on a thorough and accurate assessment of strengths and delivery of proven intervention strategies, by teachers who are trained and informed in these specified needs	Provision of a specific nurture class.	All SLA educational psychologist £4,060 SENCO time to lead and manage SEN provision , ensuring high quality teaching for identified pupils £12,890 + 20% on costs = £15468		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 46 515

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Children with social and emotional or mental health barriers to learning are identified and provided with targetted support (including support for parents e.g. triple P) to increase their capacity to engage with learning, leading to increased progress.	Provision of a learning mentor to undertake Boxall profiling and deliver appropriate intervention according to Boxall profile and responsive pastoral support	£11,513 +20% on costs £13,815	EEF pupil premium guide	4
	Play therapist employed for one day a week to work with the most vulnerable children.	£7000 +20% on costs £8 400		
Children are provided with food to enable them to focus and engage in lessons – impacting on raised attainment.	Subscription to Magic breakfast club	£800	EEF pupil premium guide	4
	Breakfast club places	£700	EEF pupil premium guide	
Raise attendance levels for all pupils, in	Pastoral team, office staff and head	£11 500	EEF pupil premium guide	2

particular disadvantaged	teacher to monitor attendance daily using a wide range of strategies			
Raise levels of pupil aspiration; develop a growth mindset, engage with arts based enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital.	Enrichment activity and subsidy on school trips, inc Y6 residential, whole school theatre visit, ice skating, uniforms for all children and half price visits for all PP children.	£10 500	EEF pupil premium guide	4,2
Increase parental engagement	Parental workshops with Soul school around Emotion coaching, PTA fundraisers back up and running including cultural food night and Reception stay and play.	£800	EEF pupil premium guidance	3

Evaluation and impact of spending from 2024-2025

KS2 data

	All pupils – 30 children			Disadvantaged NOR 11 children = 37%			Non disadvantaged – 19 children			Attainment gap Disadvantage V non disadvantage		
	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff
RWM	80%	62%	+18%	64%	47%	+17	95%	69%	+26	-31	-22%	-2.3
Reading	93%	75%	+18%	82%	63%	+19	100%	81%	+19%	-18	-18%	0
Writing	83%	72%	+11%	64%	59%	+5	95%	78%	+17	-31	-19%	-12
Maths	90%	74%	+16%	73%	61%	+12	100%	80%	+20	-27	-19%	-8

Impact for funding is positive across school for disadvantage with a 6.3% increase in maths at expected and all subjects above national.

Disadvantaged children perform better than Nationally for that group of children in all areas.

Reading, writing and Maths are well above National meaning funding was effectively spent and children's school journey shows impact from low baseline in Reception.

The gap between the attainment of disadvantaged pupils v non disadvantaged pupils is narrowing for RWM and reading than the gap found nationally.

Areas to develop are to continue to close the gap for writing

Reception outcomes

5 children were disadvantaged (23%) 2 of these got GLD (40%)

GLD was below national 59% compared to 68%

More work needs to be done on Reading, Maths and Writing aspects of

Attendance

Whole school was 94% with disadvantage being 91% showing a 3% gap improvement of 0.6 from 23/24

Without the spending on attendance this gap would have been wider.

School is 1.6% above national of 89.4% for disadvantage showing funding was used effectively although continued spending needed to close the gap between disadv and non.

17 disadvantaged children were PA and this needs to continue to be a target for future spending to ensure this improves.

Evaluation and Impact of spending from 2023-2024

KS2 data

	All pupils – 30 children			Disadvantaged NOR 10 children = 33.3 %			Non disadvantaged – 20 children			Attainment gap Dis- advantage V non disadvantage		
	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff	Sch	Nat	Diff
RWM	77%	61%	+10%	67%	45%	+6	86.7%	67%	+25.7	- 19.7	- 22%	-2.3
Read- ing	93%	74%	+19%	86.7%	62%	+24.7	100%	79%	+21	- 13.3	- 15%	-1.7
Writ- ing	96.7%	72%	+24.7%	100%	58%	+42	93.3%	78%	+15.3	+6.7	- 20%	+26.7
Maths	77 %	72.2%	+4.8%	66.7%	59%	+7.7	86.7%	79%	+7.7	-20	- 20%	0

Impact for funding is positive for ks2 outcomes and across school

10% increase in attainment from 22/23 for RWM for disadvantaged showing positive impact

Attainment gap between last year data and this cohort is better by 10.7 showing further improvement and the gap is narrowing in school although still work to do to close the gap for RWM. (- 29 compared to - 19.7)

Disadvantaged children perform better than Nationally for that group of children in all areas. Writing is well above National meaning funding was effectively spent and children's school journey shows impact from low baseline in Reception.

The gap between the attainment of disadvantaged pupils v non disadvantaged pupils is much narrower than the gap found nationally in all areas

Areas to develop are to continue to close the gap for writing and improve outcomes for maths for disadvantaged children

Reception outcomes.

5 children were disadv (16.6%) 1 of these children got GLD

GLD was above National (70% school compared to 67.7% Nationally and 64.9% in Lancashire.)

Children made progress in Speaking and listening but more work needs to be done on this area and will be on SDP alongside writing for disadvantaged

Attendance

Improved attendance for disadvantaged children

Whole school was 94.6% with disadvantage being 91% showing a 3.6% gap. Without the spending on attendance this gap would have been wider.

School is above national of 92.8% showing funding was used effectively although continued spending needed to close the gap.

17 disadvantaged children were PA and this needs to continue to be a target for future spending to ensure this improves.