# A blue shield with yellow text Description automatically generatedSt Bega’ Catholic Primary School

## Pupil Premium Strategy Statement 2024-25

## 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

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| Detail | Data |
| School name | St. Bega’s Catholic Primary School |
| Number of pupils in school | 159 |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2024- 2025 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by |  |
| Pupil premium lead | Liz Duffield (Headteacher) |
| Governor / Trustee lead | Patricia Carroll (Chair) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £80658 |
| 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 | £ 80658 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Bega’s, we want to ensure that our disadvantaged pupils have the same opportunities and learning experiences as other pupils. We have the same high academic expectations for all pupils and aim to provide support and interventions that ensure all pupils can reach their full potential and beyond.  We 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 who we have legitimately identified as being socially disadvantaged.  This strategy outlined below focuses on the main barriers that prevent our disadvantaged pupils from reaching their potential. This covers support to parents/carers, which provides financial support, help with uniform, and skills and coping strategies to support their children both academically and emotionally.  This strategy looks to ensure that teachers are best placed with up-to-date knowledge and understanding of current pedagogy and potential barriers to learning. The school makes use of available evidence from both its own experience and that of others, including research-based evidence from the EEF, when allocating funding that is most likely to have an impact on improving pupils' achievement.   * This plan to is help close the widening and worsening gaps in attainment and progress of our pupil premium children that has accelerated during the national pandemic. * This PP report is part of a whole school ethos based on Maslow’s ‘hierarchy of needs in education’ model. Using our mission, ‘love one another as I have loved you,’ we strive to build children’s self-esteem, resilience, self-dignity and equity for all. * We provide children with a relevant, cumulative and ambitious curriculum enhanced by nurturing pastoral support to enable vulnerable learners to achieve. * This strategy is a targeted and bespoke approach based on assessments of teachers. Identified children will be given support that will close gap in their learning and knowledge through quality first teaching. We acknowledge that wider strategies that support with mental health and wellbeing, attendance and behaviour may also have a positive impact on the success of the child at school. * Class teachers know which pupils are eligible for the pupil premium to enable them to assume responsibility for accelerating progress of those individuals, this is monitored by SLT and PP lead. * Achievement data is reviewed regularly and robustly to monitor whether interventions or programmes are working effectively. The school does not simply use data retrospectively to see if something has been successful. * This plan will help PP children access wider opportunities with school hours and out of school hours. * Pupil premium funding is used successfully to deal with a range of issues, for example: attendance, behaviour, confidence, reading, factors outside of school, professional training for staff on helping disadvantages pupils, effective teaching and learning, targeted support, further enrichment and cultural capital. * This plan will ensure that attendance of PP children will at least be in line with the national average of all children.   School takes a tiered approach to Pupil Premium spending. Teaching should be the top priority followed by a targeted approach and wider strategies. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Standards and attainment across the curriculum are not consistent for disadvantaged pupils. |
| 2 | % of disadvantaged pupils persistently absent from school is higher than other pupils and national averages. |
| 3 | Lack of equality of experience and opportunity for disadvantaged compared to their peers. |
| 4 | Increasing difficulties faced by parents/carers meeting children’s needs: attendance, academic, behaviour, uniform, mental health/well-being |

## 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.

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| Intended outcome | Success criteria |
| 1. Children to achieve national expectations in progress and attainment. | **Disadvantaged pupils will achieve in line with other pupils**   * a Good Level of Development by the end of Reception. * in the Y1 Phonics Screening Check (PSC) and any re-takes by the end of Y2 * the expected standard by the end of Year 6 in combined reading, writing and maths (CRWM) * greater depth standard in CRWM in all year groups and by the end of Y6. * Y4 MTC outcomes are in line with other pupils |
| 1. Improved punctuality, attendance and reduce persistent absenteeism. | * Children arrive on time and lateness is reduced. * % of disadvantaged pupils persistently absent from school reduces below national averages and in line with other children. * Children are happy and confident to come to school. |
| 1. Monetary barrier is removed so children to have wider access to experiences and given a variety of opportunities. | **Increased number of disadvantaged pupils will**   * take part in enrichment activities, including Trust events. * have experienced school trips/residential experiences. * have accessed extra-curricular activities, breakfast club/after school club. * Have access to direct funding which can be provided in specific circumstances to allow children to attend clubs outside of school. * Have access to subsidised trips and residentials |
| 1. Increasing difficulties faced by parents/carers meeting children’s needs: attendance, academic, behaviour, uniform, mental health/well-being | * Attendance/pastoral lead will support parents to improve punctuality and attendance. * School will ensure children have the current uniform items needed. * Children to have appropriate nurture support to enable them to access learning. * All staff to have access to relevant training. |

## 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.

Budgeted cost: £23,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pre -post teaching carried out by all staff | Addressing misconceptions quickly and carrying out pre-teaching has a positive impact on the outcomes in a lesson. This is a strategy that is school wide and carried out on a daily basis. | 1, 2, 4 |
| New attendance /pastoral support lead appointed.  £18,000 | EEF Guide to Pupil Premium states:  Poor attendance is linked to poor attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.  Levels pf parental engagement are consistently associated with improved academic outcomes. | 2 |
| Extra-curricular activities, including outdoor activities, sports, culture, and arts.  £2,000 | EEF Guide to Pupil Premium states:  Extra-curricular activities are an important part of education in their own right. Impact of Arts participation on academic learning appears to be positive. Wider benefits on attitudes to learning and well-being have also consistently been reported (EEF). These may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved outcomes. | 1, 3, 4 |
| Supporting pupils social, emotional, and behavioural needs.  Future Steps  £3,500 | When it becomes evident that a child needs more support to catch up to their peers. We discuss possible reasons and intervene that goes beyond supporting academic progress.  The providers identified are experts in their fields and have a proven track record in supporting children to be more successful in school. School monitors these interventions and measures the impact for each child on attainment and progress.  We have used the EEF model of a tiered approach in supporting PP children. | 4 |

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

Budgeted cost: £ 60,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching Assistant interventions for targeted academic support  £60,000 | EEF Research shows that targeted one to one or small group support from teaching assistants has a strong positive benefit. | 1 |

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

Budgeted cost: £4,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support with uniform, PE kit etc.  Also supply of spare uniform kept in school  £500  Access for vulnerable children to wider activities with a cost implication.  Subsidise costs of school visits and experiences to broaden experience  £3,500 | The EEF project research recommends providing more sustained and intensive support where needed  Impact of Arts participation on academic learning appears to be positive. Wider benefits on attitudes to learning and well-being have also consistently been reported (EEF)    Research indicates that pupils learn better through practical experience and acquire knowledge and understanding through real life experiences that stimulate their natural curiosity. These can then be consolidated through further learning opportunities | 4  3 |
| Senior Mental Health Lead Training  (DfE grant £1200 - free) | Staff will be trained to support children and their families to build on last academic year’s PACE training. | 1, 2, 3, 4 |
| Supporting pupils social, emotional, and behavioural needs.  ELSA training for a member of staff.  ELSA resources.  Free place Hartlepool LA | EEF Guide to Pupil Premium states:  Social and emotional skills promote effective learning and are linked to positive outcomes in life.  The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed intervention delivered by teaching assistants and supervised by educational psychologists. | 4 |

**Total budgeted cost: £ 87500 (80658)**

**-£6842**

# 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.

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| **Children to achieve national expectations in progress and attainment**.  Children in Early Years achieved the expected standard in reaching a Good Level of Development.  91% Y1 PSC and retakes in Y2 – 100%  In line or above national in KS2 SATs   * **Improved attendance and reduce persistent absenteeism**. * Attendance has much improved however is still slightly below national. Persistent absenteeism is reducing also.   **Children to have wider access to experiences and given a variety of opportunities.**  Children had access to some quality visits and enrichment activities. We aim to increase this offer next academic year.  **Increasing difficulties faced by parents/carers meeting children’s needs: attendance, academic, behaviour, uniform, mental health/well-being.**  A lot of support and training has been developed in our pastoral offer to support children and their families. We have provided uniform, emotional support, made referrals to outside agencies to promote attendance, academic success and mental well-being. Given the catchment and deprivation, we will continue this next year. |

## 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*

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| Programme | Provider |
| Language programme for EYFS | Talk Boost |
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