



St Bega' Catholic Primary School

Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium **for the 2023 to 2024 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. Bega's Catholic Primary School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023- 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mary Tate
Pupil premium lead	Claire McMurdo
Governor / Trustee lead	Patricia Carroll (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90860
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	£ 90860

Part A: Pupil premium strategy plan

Statement of intent

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.

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.

Challenges

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

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.

Intended outcome	Success criteria
1. Children to achieve national expectations in progress and attainment.	<p>Disadvantaged pupils will achieve in line with other pupils in reaching:</p> <ul style="list-style-type: none"> • 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.
2. Improved attendance and reduce persistent absenteeism.	<ul style="list-style-type: none"> • % of disadvantaged pupils persistently absent from school reduces below national averages and in line with other children.
3. Children to have wider access to experiences and given a variety of opportunities.	<p>Increased number of disadvantaged pupils will</p> <ul style="list-style-type: none"> • take part in enrichment activities, including Trust events. • have experienced school trips/residential experiences. • have accessed extra-curricular activities, breakfast club/after school club.
4. Increasing difficulties faced by parents/carers meeting children's needs: attendance, academic, behaviour, uniform, mental health/well-being	<ul style="list-style-type: none"> • New attendance/pastoral lead will support parents to improve 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 PACE training. • ELSA training for TAs

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: £24000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 of parental engagement are consistently associated with improved academic outcomes.	2
Extra-curricular activities, including outdoor activities, sports, culture, and arts. £3, 000	EEF Guide to Pupil Premium states: Extra-curricular activities are an important part of education in their own right. These may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved outcomes.	3
Supporting pupils social, emotional, and behavioural needs. ELSA training for a member of staff. ELSA resources. £3,000	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

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

Budgeted cost: £ 55,000

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: £10,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support with uniform, PE kit etc. Also supply of spare uniform kept in school</p> <p>£1,500</p>	<p>The EEF project research recommends providing more sustained and intensive support where needed</p> <p>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)</p>	4
<p>Access for vulnerable children to wider activities with a cost implication. Subsidise costs of school visits and experiences to broaden experience</p> <p>£4,500</p>	<p>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</p>	3
<p>Provision of extra-curricular activities.</p> <p>£3,000</p>	<p>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)</p>	3 & 4
<p>PACE training for all staff.</p> <p>£500</p>	<p>The PACE model is now recognised as an effective model of care for schools. It is a most sort after course, with consistently outstanding feedback. PACE has helped thousands of participants understand the children in their care on a much deeper level, whilst also learning how their own thoughts, feelings and needs impact their communication patterns.</p>	4

Total budgeted cost: £ 90,860

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 2022 to 2023 academic year.

To provide additional phonic sessions for children in EY and KS 1 to ensure children’s reading skills are in line Continued additional time for Early Reading and Phonic Lead to lead in this subject

The school’s commitment to enhancing early reading and phonics had a positive outcome. All children achieved the expected standard in the Y1 Phonics Screening Check by the end of Year 2, and the attainment of children in Year 1 improved and above national averages for the second successive year.

The school successfully implemented its new SSP programme and committed to having all staff trained in teaching phonics.

Children in Early Years achieved the expected standard in reaching a Good Level of Development.

To increase writing attainment across the school to be closer to national expectations

The school’s drive to improve standards in writing was less successful and end of Key Stage outcomes showed children achieving significantly lower than national averages. This is a focus for rapid school improvement this year.

To address barriers to learning and support parents and families with referrals and meetings – increased challenge with the resignation from post of Parent Support Advisor in July.

To support children’s emotional well-being needs

The attendance rates for pupils was significantly below national averages, this was due to high levels of staffing absence in the SLT. This has been prioritised for action in 2023-24 with the appointment of a new pastoral/attendance lead from October 2023.

To provide access to the Early Career Framework CPD and mentor scheme

ECT, ECT Mentor and ECT Tutor accessed training and completed the induction period successfully.

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