



Pupil premium strategy statement



St Bridget's Catholic Primary School

This statement details our school's use of pupil premium funding (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	164
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Suzanne Smith
Pupil premium lead	Suzanne Smith
Governor / Trustee lead	Paul Farran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,295
Recovery premium funding allocation this academic year	£6,384
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	£74,679

Part A: Pupil premium strategy plan

Statement of intent

At St Bridget's Catholic Primary School we have high expectations of all our pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a bespoke approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

Funding is allocated to ensure all pupils receive quality first teaching in all subjects, but with a specific focus on the core subjects of maths, reading, phonics and writing. Embedded into our practice is the importance of wider learning opportunities, immersing our children in a broad and balanced curriculum, enhancing their life and learning experiences ('Cultural Capital') and ensuring barriers to learning are removed through differentiated emotional and pastoral support taking into account the needs of every child and their family.

Our approaches to teaching and learning, children's progress and their emotional well-being are all supported by evidence based recommendations outlined by The Education Endowment Foundation and The Sutton Trust.

Challenges

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

Challenge number	Detail of challenge
1	Due to the impact of COVID-19, the gap has widened for a number of pupil premium children. On average, PP children have lower attainment and make slower progress than their peers due to difficulties in retaining/recalling prior knowledge.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from 2-year-olds through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.
3	Some of our pupil premium families have limited access to life experiences other than what's available to them in their locality, creating a cultural capital disadvantage. All extra-curricular activities and life experiences were significantly impacted during the pandemic reducing pupil opportunities to encounter new activities and experiences.
4	Attendance for all our pupils needs to significantly improve which is why whole school attendance and persistence absenteeism remains a focus of this current plan and features on our school improvement plan for 23-24. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.

5	Our assessments show that whilst we have made significant gains in children catching up in their mathematical knowledge, children still lag behind in reasoning and problem solving.
6	Some pupils in receipt of Pupil Premium (or deemed to be vulnerable) are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Some disadvantaged children arrive in school not ready to learn due to their anxieties and difficulties at home.

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
Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.	PP children in school achieve at least as well as PP nationally and within 10% of all pupils nationally.
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024-2025 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers
To improve the teaching and therefore the outcomes of Reasoning and Problem Solving in the Mathematics Curriculum.	Increased ability of pupils to use and apply number facts and calculations in problem solving and reason with understanding. Increased outcomes at the end of KS2 for all pupils. Increased reasoning and problem

	solving scores in all summative assessments over time.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Continuing CPD for RWI phonics for all staff engaged in the delivery. - Maintain a robust and consistent approach to phonics in EY, KS1 and LKS2 - To establish a love of reading throughout the school. - White Rose Maths planning and recap lessons used consistently across the school in all year groups with WRMs embedded in EYFS. - 	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) 	1, 2
<ul style="list-style-type: none"> - Quality First Teaching for all 	<ul style="list-style-type: none"> • The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Supporting high quality teaching is pivotal 	1, 2

<ul style="list-style-type: none"> - High levels of support and mentoring for teachers and staff new to the school. - Ensure that both formative and summative assessment enables teachers to understand what children know and plan for next steps/close gaps - Rigorous monitoring of pupil progress half termly 	<p>in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	
<ul style="list-style-type: none"> - Quality INSET through CPP and sharing good practice to ensure there is quality first teaching for all. - All staff have access to National College for CPD. 	<p>There is a strong evidence base that all teachers should have access to effective CPD which supports the school in providing an approach which is consistent. Effective Professional Development - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2
<ul style="list-style-type: none"> - Whole school implementation of strategies to support Metacognition and Self-regulated learning • Retrieval Practice 	<p>Metacognition has been proven to have high impact for relatively low cost in the classroom to help narrow the gap for our PP children. e.g. Metacognition EEF –</p> <p>https://educationendowmentfoundation.org.uk/education-evidence</p>	1,2

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

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - To strengthen language and vocabulary development 	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p>	2

<ul style="list-style-type: none"> - High quality interactions with adults - Communication interventions - NELI, RWI 1:1s - Up skilling staff to be more effective language role models - Speech and language therapist support and advice, particularly in EYFS - Talk for writing in KS1 	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	
<ul style="list-style-type: none"> - Targeted English and Maths teaching for pupils who are below age related expectations - Creating additional teaching and learning opportunities - Extra support and intervention groups for targeted pupils, including: <ul style="list-style-type: none"> - Nessy - RWI 1:1s - Maths Whizz - Numbots - TTRockstars - CUSP spelling - Flashback 4 (WRM) - Weekly CLic Challenge and Learn Its 	<p>Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit':</p> <p>Individualised instruction = + 4 months</p> <p>One-to-one tuition = +5 months Small group tuition = +4 months Teaching Assistant Interventions = +4 month</p>	<p>1, 2</p>

<ul style="list-style-type: none"> - Strive for 5 reading initiative - Use of online Maths Whizz to determine gaps in children's knowledge and support their learning through bespoke activities according to their ability and pace. 		
---	--	--

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

Budgeted cost: £18,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Focus on mental wellbeing for disadvantaged pupils - Ensure classroom environment is conducive to learning - To ensure children are 'ready to learn' at key transition points. - Use of ELSA trained member of the SLT and STA to provide emotional literacy, play therapy and time to talk for targeted children - Counselling - Additional Lunchtime Supervision to support those who find unstructured times a challenge. 	<p>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>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and</p>	6

	<p>improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	
<ul style="list-style-type: none"> - SLT to analyse attendance and contact low attenders. - Office staff to complete First Day Call and support families to raise attendance / punctuality. - Reinforcing the importance of good attendance - Home visit children where necessary. - Clear procedures are shared with all staff and parents through the weekly newsletter - Attendance meetings are held where necessary. - Termly and yearly celebrations for highest attending children and class - Parental support offered to enable good attendance particularly those with anxiety and SEND 	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. 5</p>	<p>4, 5</p>
<ul style="list-style-type: none"> - Cultural enrichment accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniforms etc. - Cultural capital experiences promoted in the curriculum. - Sports events promoted to PP are encouraged to attend - Outdoor learning encouraged 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for</p>	<p>3</p>

	<p>learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence.</p>	
--	---	--

Total budgeted cost: £78,030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcome	Impact
<p>Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.</p>	<p>Results of PP children across the school:</p> <p>Year 6:</p> <ul style="list-style-type: none"> - Reading = 80% - Writing = 40% - Maths = 80% <p>Year 2:</p> <ul style="list-style-type: none"> - Reading = 55% - Writing = 27% - Maths = 45% <p>Reception:</p> <ul style="list-style-type: none"> - Reading = 75% - Writing = 100% - Maths = 100% <p>Year 1 Phonics Screening Check = 50%</p>
<p>Develop oracy skills through the use of Talk Boost, Talk 4 Writing and RWI provision in EYFS and KS1.</p>	<p>Children accessing oral language and communication interventions have made at least expected progress.</p> <p>Language development continues to be a priority.</p>
<p>Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.</p>	<p>Children experienced a broad range of trips, visits, visitors, fieldwork and Y6 went on residential in the last academic year.</p> <p>We are extending the offer for children this year ensuring meaningful links with the curriculum.</p>
<p>All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.</p>	<p>PP children who were PA (Persistently Absent) = 26.19%</p> <p>PP attendance = 93.07%</p>

	Attendance is a huge focus for our school this academic year with lots of strategies in place to support children and families. We have some children who have school-based avoidance linked to mental health and are supported by outside agencies, as well as school, with this.
To further improve the engagement of parents of disadvantaged pupils in their child's education through attendance at parent workshops, regular communication and other relevant opportunities provided.	We were able to welcome out parents back into school last year and they attended workshops, Christmas nativities, Carol Service (in Church), Christmas and Easter fairs, end of year junior show, summer fair, parents' evenings, leavers' assembly.
Children are supported to deal with issues which may affect their ability to work to their fullest potential.	70% of PP children have accessed the ELSA programme or pastoral support. As a result, we have had an increase in attendance for some children, better resilience and regulation of emotions and emotional literacy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths Whizz	Whizz Education
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Read Write Inc.	Ruth Miskin Training