# Pupil premium strategy statement – St Charles

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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 226 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2023-2026 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Lisa Thompson |
| Pupil premium lead | Lisa Thompson |
| Governor / Trustee lead | Vanessa Mains |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £39813 |
| 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* | £39813 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| St Charles Catholic Primary School believes that all pupils will leave primary school as confident, resilient and respectful young British citizens. They will be exposed to enriching experiences equipping them with personal experiences to make progress as part of their academic and spiritual journey. We will support all pupils to achieve and fulfil their potential through a robust and tailored curriculum. At St Charles, we adapted teaching and learning strategies to meet the needs of all pupils through quality first teaching, interventions and challenge.  We offer all pupils experiences through a wide variety of enrichment activities beyond the classroom. We ensure that disadvantaged pupils have the opportunity to engage in activities that enhance their cultural capital with the understanding that there may be socioeconomic barriers that may prevent pupils to succeed.  This pupil premium strategy will allow support and targeted intervention to work towards closing the gap. Specific objectives will be identified for pupils, and they will be monitored and measured regularly by senior leaders. The key principles are to make a difference through high-quality teaching and planning to offer every disadvantaged child a good quality education.  By the end of the year an increased proportion of disadvantaged pupils will meet the age-related expectations. |

## 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 | Delayed oracy skills and vocabulary gaps especially for disadvantaged pupils. They have had less exposure to a wide vocabulary and less experience of number and less familiarity with reading. |
| 2 | There are gaps in Reading, Writing and Maths Skills across KS1 and KS2 including poor memory skills and the inability to transfer knowledge to their long-term memory which can impact pupils’ progress and attainment |
| 3 | Some of our disadvantaged children have limited opportunities for social, cultural or education experiences and enrichment beyond their immediate environment. |
| 4 | Parental engagement for children in receipt of pupil premium as well as lack of confidence to support their children with learning 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.

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| Intended outcome | Success criteria |
| Improved oral language and vocabulary among disadvantaged pupils. | * Staff trained in oracy, pedagogy and teaching strategies * Recruit SEN teacher * Oracy teaching embedded across the curriculum * Breadth of vocabulary improved * Progressive and sequenced use of EAL strategies in all lessons |
| To improve attainment amongst disadvantaged pupils. Sustaining high quality first teaching in reading, phonics, writing and maths to maintain good outcomes for all pupils. | * Lesson feedback demonstrates that disadvantaged pupils are accessing the lesson in line with their peers * Pupil progress meetings show that disadvantaged pupils are achieving in line with their peers * Monitoring of books shows that disadvantaged pupils are recording in line with their peers * Staff trained in practice to support a wide range of memory recall strategies * Pupil voice shows evidence of school engagement * Pupil attendance to remain at or above national average |
| To prioritise disadvantaged pupils for enrichment opportunities | Increased:   * Education visits * Residential visits * Clubs * Wraparound provision * Aspirational whole school visits |
| Increased engagement of parents of disadvantaged pupils | * Increased parent confidence with academic support * Increased attendance of parents at workshops and school events * Parents receive tools and resources to support learning at home * Increased communication with parents of disadvantaged children * Targeted work by family support workers |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To support ECT’s to develop their experience and wealth of knowledge | * High quality teaching and learning. * Pedagogical strategies are developed to plan and deliver successful lessons. * Curriculum knowledge is a strength to ensure pupils make progress. | 1,2,3 |
| To implement and develop metacognitive strategies to ensure pupils become self-regulated learners | * Pupils are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their learning. * Pupils’ metacognitive knowledge of how they learn and themselves as a learner improves their learning. * Teachers will support pupils to plan, monitor and evaluate their learning. | 1,2,3 |
| To implement and monitor the English and curriculum to ensure clarity of progression, skills and ambition. | | * Progressive, sequenced learning through English lessons that link to foundation subject learning * Supports CPD from the leadership team in planning to ensure all pupils gain best possible outcomes * Ensures fair and equal offer for all within the English Curriculum | 1,2,3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | | * Progressive, sequenced learning through English lessons that link to foundation subject learning * Supports CPD from the leadership team in planning to ensure all pupils gain best possible outcomes * Ensures fair and equal offer for all within the English Curriculum | 1,2,3 |
| To implement and monitor the enrichment opportunities within the curriculum to ensure high quality teaching and delivery | | * Refined enrichment overview that enables all pupils to learn through educational visits including museums, residentials and sports. * Pre and post learning take place to ensure learning is embedded and memorised. * Year group parent workshops linked to curriculum learning enabling parents to support pupils further with learning at home. | 1,2,3,4 |
| Purchase of additional standardised diagnostic assessments. (NFER) Support for staff to ensure assessments are interpreted and administered correctly | | * Effective use of diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups | 1,2 |

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

Budgeted cost: £10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targets Maths support to make good progress and reach at least age-related expectations | * Small interventions will support pupils to catch up with specific areas of the Maths curriculum. * Ongoing assessments will provide teachers where there are gaps in knowledge. | 1,2 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, as identified. | * Phonics interventions will improve the accuracy of word reading particularly for disadvantaged pupils. | 1,2 |
| Targets English support with a strong focus on writing outcomes | * Writing intervention groups, particularly aimed at disadvantaged pupils will develop their understanding of how to be successful writers developing the use of vocabulary. | 1,2 |
| Blast Training and interventions within the Early Years | * Early Years pupils’ language skills will be developed both receptively and expressively | 1,2 |

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

Budgeted cost: £3813

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide free places on school trips, breakfast club provision and ensure of pupil study books and revision guides are provided free of charge. | * The financial burden is reduced for families when there are opportunities to attend school trips and also the purchasing of study guides. | 1,2,3,4 |
| Continue to offer extra-curricular activities to all PP pupils | * Participation in the wider life of school will have a positive impact on pupil achievement and life chances. * As a result of engagement in activities, the pupils will broaden experiences, develop social skills and develop self-esteem and aspirations. | 1,2,3,4 |

**Total budgeted cost: £39,813**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| |  | | --- | | Progress in phonics as pupil premium children are not meeting age related expectations | | Pupil Premium across Key Stage One and Key Stage Two not making the expected progress in line with peers. | | Disadvantaged pupils not accessing external curricular activities |   In 2024, 43% of disadvantaged pupils in the KS1 cohort successfully passed their phonics screening. Overall, phonics results for KS1 are below national averages. New staff have received training for the Sounds Write programme and there is continued support to embed the programme successfully to support all pupils to make progress. Pupils will continue to be targeted to ensure they are supported to catch-up with gaps in phonics to meet age related expectations.  Pupils in KS1and KS2 received additional interventions by teaching assistants. The focus of the interventions was based on identified gaps and same day learning interventions where pupils were not able to grasp a particular topic they were learning. At the end of Key Stage 2, disadvantaged pupils were above the national disadvantaged averages in Reading, Writing and Maths with 100% of disadvantaged pupils achieving the expected standard in Reading. Overall, KS2 pupils were below the national average. Pupils in Year 6 encountered COVID-19 disruptions earlier in their schooling, this is a wider issue as teachers and teaching assistants identify ongoing gaps especially in disadvantaged pupils.  The staff at St Charles have continued to ensure that all disadvantaged pupils engage in extra-curricular activities and outdoor learning. This develops their resilience and confidence to allow them to make those vital steps to become independent learners.  Not all outcomes were achieved and therefore will continue to be a focus in the new academic year. |

## Externally provided programmes

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

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| Programme | Provider |
| Sounds Write Phonics | Sounds Write |
| Accelerated Reader |  |