

## Pupil premium strategy statement

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 Charles Catholic Primary School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lisa Thompson
Pupil premium lead	Lisa Thompson
Governor / Trustee lead	Vanessa Mains

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,635
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,565

## Part A: Pupil premium strategy plan

### Statement of intent

At St Charles Catholic School disadvantaged pupils will become kind, confident and resilient. They will be exposed to enriching experiences equipping them with personal experiences to make progress as part of their academic and spiritual journey. By the end of the year an increased proportion of pupils will meet the age-related expectations.

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 great teaching and careful planning to offer every disadvantaged child a good quality education.

### Challenges

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

Challenge number	Detail of challenge
1	Progress in phonics as pupil premium children are not meeting age related expectations
2	Pupil Premium across Key Stage One and Key Stage Two not making the expected progress in line with peers.
3	Disadvantaged pupils not accessing external curricular activities

### 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
<ul style="list-style-type: none"><li>To increase the proportion of PP pupils exceeding expected progress in Communication and Language in Reception from a low starting point.</li></ul>	<ul style="list-style-type: none"><li>Pupils eligible for Pupil Premium make rapid progress</li><li>Pupils will be targeted for support</li></ul>

<ul style="list-style-type: none"> <li>• To increase the proportion of PP pupils from a low starting point exceeding expected progress in Mathematics across Key Stage 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>• PP pupils will at least meet the expected standard in Mathematics and English in Key Stage 1 and 2.</li> </ul>
<ul style="list-style-type: none"> <li>• To increase the proportion of PP pupils making expected progress in Reading and Writing across Key Stage 1 and Key Stage 2 through intervention and appropriate support.</li> </ul>	<ul style="list-style-type: none"> <li>• PP pupils will make the expected progress and maintain across Key stages.</li> <li>• PP will be targets for support</li> </ul>
<ul style="list-style-type: none"> <li>• To develop the self-confidence and resilience of learners to work independently on learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Support in classes and through nurture sessions will have increased the self-confidence and resilience of vulnerable children.</li> </ul>
<ul style="list-style-type: none"> <li>• To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and educational visits.</li> </ul>	<ul style="list-style-type: none"> <li>• All children entitled PP will be able to describe their involvement in wider school opportunities.</li> </ul>

### 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: £7605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception and KS1 teachers to participate in the NCETM Mastering Number Programme	Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.	1,2
3 Newly appointed teachers to complete phonics training and all staff complete a refresher training of the Sounds Write Programme	EEF guidance states that implementation of phonics should cover: - 'Training staff to ensure they have the necessary linguistic knowledge and understanding'	1,2
Staff to participate in English Hub CPD	Bespoke support to improve the teaching of phonics to enhance teacher and teaching assistants' knowledge or strategies to support pupils in early reading	1,2,
NFER Assessments	A consistent assessment approach across KS1 and KS2	1,2

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

Budgeted cost: £ 29,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant support in every class available, including small group provision and targeted	The percentage of disadvantaged pupils achieving the expected standard is below national average. Evidence of targeted academic support show that focussed group work, 1:1 support and	1,2

support where necessary.	other targeted provision can have a positive impact on pupils.	
Pupil Premium Champion role developed. Release time for Miss Robinson to review progress and liaise with teachers.	There have been limited opportunities for teachers and TAs to monitor impact and progress of disadvantaged pupils.	1,2

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

Budgeted cost: £ 15,854

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 aspect is reduced for families when there are opportunities to attend school trips and also the purchasing of study guides	1,2,3
Continue to offer extra-curricular activities to all PP pupils	Not all pupils attend extra-curricular activities. 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
CPD Teaching Assistant to lead well-being/nurture groups	Pupils have found it difficult to return to school after various closures	1,2,3

**Total budgeted cost: £52,565**

## 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.

Not all Pupil Premium Pupils did not meet the expected outcomes for Phonics. Training for a new Phonics programme has been delivered to teachers and teaching assistants and should be embedded and have impact in the 2023/24 academic year.

NFER testing and Teacher assessments have supported teachers to develop a deeper understanding of the impact of identifying gaps in learning and how to plan next steps to support closing the gap for Pupil Premium Pupils, this will continue to develop in the next academic year as not all pupils met the expected outcomes.

The support of Teaching Assistants has allowed regular interventions to take place to support Covid catch-up/closing the gap.

The last academic year saw an improvement of Pupil Premium Pupils engaging in extra-curricular activities and school trips/residentials.

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*