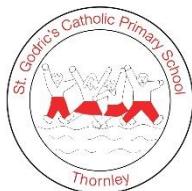


# St Godric's Catholic Primary School, Thornley

## Pupil premium strategy statement



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

Detail	Data
Name of school	St Godric's Catholic Primary School, Thornley
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers	2024 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	LGC
Pupil premium lead	Julie Hill Headteacher
Governor / Trustee lead	Stephen Carter CoG

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16.280
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£16.280</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

At St Godric's, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

School responds to the complexity of disadvantaged pupils' needs by tackling the challenge at three levels in a tiered approach:

1. A whole-school approach promoting learning which sets high aspirations for all pupils (High Quality Teaching)
2. Strategies to identify and support all underperforming pupils (Targeted Academic Support)
3. Strategies specifically targeted at supporting pupils and their families from disadvantaged backgrounds. (Wider Strategies)

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

When diagnosing pupil's needs, we look very closely at the individuals rather than groups. Cohort sizes are variable and data of groups is therefore often unreliable.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils can have difficulties with phonics from Reception through to year 6, and make up part of the lowest 20% within cohorts.
2	Internal assessments indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils within some cohorts. Again the variable cohort sizes year on year effect the formation of reliable data, but the PP pupils do contribute to the bottom 20%.
3	Internal assessments indicate that attainment in writing among disadvantaged pupils is below that of non-disadvantaged pupils within some cohorts. Again the variable cohort sizes year on year effect the formation of reliable data, but the PP pupils do contribute to the bottom 20%.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Our assessments (including wellbeing check-ins in parent's evening), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Cultural capital - limited life experiences and opportunities of some pupils means staff have to ensure there are opportunities for school visits and wider opportunities (eg extra-curricular clubs) to raise aspirations.
7	Cultural capital - limited life experiences and opportunities of some pupils means staff have to ensure there are opportunities in school, to support and value reading.
	<b>NB attendance is not an issue</b> Our attendance data this year does not demonstrate that disadvantaged pupils are more likely to be persistently absent. We have 11 out of 63 pupils who are disadvantaged, with only 1,2 or 3 pupils within each cohort. Cohort sizes are variable and make data unreliable. Currently 5.8% of PP pupils are regarded as Persistent Absentees, but this is only 1 pupil.

## 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
Improve emotional resilience for all pupils through the use of TA support & interventions	<p>Children will be identified based upon SEMH needs. Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person e.g. Piece of Mind, counselling</p> <p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• data from student voice, student and parent surveys and teacher observations</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>
Improved writing progress among disadvantaged pupils.	KS2 reading outcomes in 2023/24 will demonstrate progress from end of KS1 for disadvantaged pupils was more than good. (NB cohort sizes make data unreliable regarding % of pupils achieving expected)
Improved maths progress for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 will demonstrate progress from end of KS1 for disadvantaged pupils was more than good. (NB cohort sizes make data unreliable regarding % of pupils achieving expected)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</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 (CPD, recruitment and retention)

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write training to be cascaded across the school</p> <p>Staff to access continual support and training in Sounds Write and support from St Michael's Hub.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3,4
<p>Embedding a vocabulary rich curriculum which fuels dialogic talk across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources (carefully selected texts for the writing curriculum &amp; class libraries) and spend staff meeting time to develop understanding and good practise.</p> <p>EYFS to begin to use Launchpad for Literacy.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>Release time for teachers to work across the curriculum to complete the writing units – focus on language and communication</p>	4
<p>Release time for subject leaders to quality assure teaching, with a focus on effective use of feedback</p> <p>Attend CPD &amp; utilise staff meeting time to share good practice</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1,2,3,4

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Use of the Mastering Number programme across KS1.</p> <p>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 &amp; Mastering Number).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/standard/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.org.uk/education-evidence/teaching-learning-toolkit/feedback">Improving Mathematics in Key Stages 2 and 3</a></p>	2
<p>Release time for subject leaders to quality assure teaching, with a focus on effective use of feedback</p> <p>Attend CPD &amp; utilise staff meeting time to share good practice</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1-7
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Required resources to be purchased to support SEL and raise the profile of Mental Health &amp; Wellbeing.</p>	<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><a href="https://www.eef.org.uk/education-evidence/social-emotional-learning">Social and emotional learning   EEF</a></p>	5

## Targeted academic support (Sound Write pre-teach and Catch-up sessions, Booster sessions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Booster sessions for targeted groups beyond the school day	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	2 & 3
HLTA and class teacher to work collaboratively to split the year 5 /6 class to deliver specific reading and maths teaching	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  This will enable adults to provide more frequent feedback	2 & 3
Intervention groups for targeted pupils to improve rate of progress in writing and maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  Key to the support, is how the staff are utilised.30 mins sessions a number of times a week often has greater impact.  NB Do the sessions replace or supplement classroom learning?	2 & 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. English lead to track and monitor impact.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 7

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

Budgeted cost: **£280** & Funded via Sport's Premium Fund & SMHL training DfE

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective use of external agencies such as Piece of Mind Team and the Emotional Resilience Team.  Implementation of a nurture group.	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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4, 5

	CPD for all staff in response to MH action plan	
Subsidise the cost of enrichment activities including trips, music lessons	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4,5,6
After school clubs that promote collaborative learning and the arts. These include Acorn Club, crafts and cookery	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4,5,6
CPD opportunities for staff relating to Mental Health and wellbeing	As above	4,5,6

**Total budgeted cost: £16,280**

## 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.

2023-24 outcomes:

Monitoring of books demonstrated that pupils were receiving a broad curriculum and attitudes towards learning were exemplary. Productivity in books increased and presentation improved.

Key Stage 2 results:

Average scaled score for Maths 105:39 Progress **significantly above** National Average (104)

Average scaled score for Reading 105:79 Progress **above** National Average (105)

Average scaled score for EGPS 106:62 Progress **significantly above** National Average (105)

Phonics Screening Check: 80% passed

KS 1

Reading 100% reached expected + 22.2% reached GDS

Writing 77.7% reached expected + 11.1% reached GDS

Maths 88.8% reached expected + 22.2% reached GDS

Pupils had a wide variety of educational visits which provided them with a wealth of opportunities and experiences, regardless of family finances, all children were included in these visits.

Commando Joe programme enhanced development of character and supported resilience.

### Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Blast	Purple Mash