

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 Kentigern's Catholic Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	24.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	01.12.2023
Date on which it will be reviewed	July 2024
Statement authorised by	HT – C Murray
Pupil premium lead	DHT – S Brooks
Governor / Trustee lead	CoG – M Leyland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 77,024.00
Recovery premium funding allocation this academic year	£ 7,395.00
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	£84.419.00

# Part A: Pupil premium strategy plan

## Statement of intent

At St Kentigern's Catholic Primary School, we are committed to providing quality first teaching and learning experiences which benefit all our children. This involves a commitment to staff professional development and training. We want to work closely with all our families to support them and, therefore, our pupils to become life-long learners. We make every effort through our wider strategies to remove barriers to learning and we have high expectations for pupil behaviour. We provide targeted academic support through strategies and interventions as appropriate. We work with relevant agencies to ensure that our pupils and their families can access the support that they need, in a timely manner. We have high expectations for our children and strive to maintain and improve our standards as we move forward together.

Our main aims are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To remove barriers to learning so that our children can reach their full potential.

We aim to do this through

- ✓ Ensuring that teaching and learning opportunities meet the needs of all the pupils
- ✓ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are addressed
- ✓ Recognition that some pupils who receive Pupil Premium funding are high attaining and that they need to be challenged to reach their full potential
- ✓ Recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that our school has legitimately identified as being socially disadvantaged.
- ✓ Recognition that pupils may need support with one area at a time (e.g. reading) and that interventions for many areas at one time may be detrimental to the wellbeing of the child.
- ✓ Pupil voice – a key indicator of where support is required and of attitudes to learning
- ✓ Positive communication with parents

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We identify and address barriers to learning faced by individual pupils through:

- Everyday teaching practice and knowledge of how children respond to teaching and learning activities
- Pupil records
- Discussions with pupils
- Parents and agencies involved
- Attendance data and levels of persistent absence;
- Behaviour incidences and exclusions data;
- Information on wellbeing, mental health and safeguarding;
- Rigorous regular tracking of pupil attainment and progress, especially in pupil progress meetings in which all children are discussed in detail with senior leaders. Looking in particular at evaluating and reviewing the effectiveness of strategies to overcome the barriers to learning, and changes made to impact provision .

No	Detail of challenge
1	<p><b>Family circumstances:</b></p> <p>Pupils may have family circumstances that impact negatively upon their learning and ability to take up extra-curricular opportunities. Socio-economic factors such as poverty and poor housing can impact on diet, wellbeing and opportunities. Safeguarding and welfare issues (which may lead to involvement from Children's Social Care) can impact on the whole family. Separation of parents may cause conflict; often leading to emotional, behavioural and academic challenges.</p>
2	<p><b>Social &amp; Emotional barriers:</b></p> <p>Some children have social and emotional issues resulting in low confidence and self-esteem. This affects learning, friendships, resilience and aspirations for the future. Some parents have their own mental health difficulties, which often brings instability to the family.</p>
3	<p><b>Special Educational Needs &amp; Disabilities:</b></p> <p>Some children have additional needs which impact on progress and attainment, social interaction, communication and language and physical development. Parents may also have learning needs of their own.</p>
4	<p><b>Family support:</b></p> <p>Parents may not feel able to support their child's learning journey. This may be due to lack of knowledge/own education standard or lack of resources and opportunities. Some parents may find it difficult to provide routines, structure and boundaries at home which can affect educational outcomes and behaviour.</p>
5	<p><b>Attendance &amp; Punctuality:</b></p> <p>Some children's attendance is low which will impact on their learning. Some children/families miss vital minutes of learning each week due to punctuality issues.</p>

## 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. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	<p>Ensure that all teaching and learning opportunities meet the needs of all the pupils with consideration for the needs of children under Pupil Premium.</p> <p>Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are addressed.</p>
2. For all pupils in school to make or exceed nationally expected progress rates.	Recognition that some pupils who receive Pupil Premium funding are high attaining and that they need to be challenged to reach their full potential.
3. To support our children's health and wellbeing to enable them to access learning at an appropriate level.	All children come to school knowing it is a safe and secure environment where they can access any support needed to support with their learning in school.
4. To remove barriers to learning so that our children can reach their full potential.	Children in school are known by all staff so their curriculum and needs can be directed to the needs of that child.
5. For all children to access equal opportunities to enrich social and academic learning	All children to have access to a wide variety of options in the curriculum.
6. Low attaining PP children identified and rapid progress made.	Children will make rapid progress to work in line with their peers in all subjects.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2023/2024** to address the challenges listed above.

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

Budgeted cost: £18,699.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEMH CPD for all staff, with a focus on support staff</i>	Staff are more aware of strategies to support SEMH and provide early intervention.	3/4
<i>Read Write inc CPD</i>	All staff trained to support the needs of all children including PP with literacy skills to support all curriculum areas.	1/2
<i>Ongoing safeguarding training for all DSLs and family support worker</i>	Families say they feel supported in school and are aware and use strategies discussed with DSLs. Early Help practice has supported and prevented many families circumstances escalating.	3/4/5
<i>Keeping children safe in Education CPD</i>	In September 2023 all staff had training on and updates given on KCSIE.	3/4/5
<i>Early Help training updates for DSLs and family support</i>	DSLs are familiar in latest changes and updates to support PP families. The new family support worker is booked on training.	1/3/4

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

Budgeted cost: £ 31,261.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutoring Program 1-1 / small group interventions</i>	<p>A non-class-based teaching assistant (Nicola Robinson) has been employed using the NTP funding; she takes interventions for SEN and PP children, with a large amount of her timetable working on speech and language interventions for KS1 children given the volume of children entering school with poor communication and interaction. (Currently, 95 % of KS1 children on the SEND register are under intense speech and language interventions both within school and some with the NHS too.) Nicola also takes groups of children for support with phonics.</p> <p>Children are monitored to track progress – Evidence in children’s confidence and progress in whole class teaching is</p>	1/2/6

	showing a clear impact when children are in the whole class environment.	
<i>Talk boost interventions</i>	There is a high PP and EAL children in our EYFS and KS1 classes. Daily support is provided by an additional teaching assistant to raise speech and language. Tracking shows clear progress in communication skills that is impacting on their writing skills, communication and understanding. Next steps to roll out strategies to parents.	2/3
<i>Read, write inc interventions</i>	Our new phonics programme, Read Write inc, comes with a catch up intervention programme for children who have gaps in their phonological knowledge post Year 2 up to Year 6. These interventions are carried out by trained teaching assistants in the afternoon.	1/2
<i>Lexia Core reading programme</i>	<p>We are taking part in an EEF study. This project is part of a wider DfE funded programme called the 'Accelerator Fund' (AF) with the aim to improve the progress of the weakest readers in Year 2. The trial involves the 16 lowest attainers in reading from Year 2 receiving Lexia intervention for 20 minutes every day to improve progress.</p> <p>For taking part in the trial, we receive the Lexia programme and a Lexia licence (three-year term for 50 pupils) for £350 rather than the usual cost of £4,620 (including VAT).</p>	2
<i>IDL</i>	IDL is being used both in school targeting children through the school day. Log in details are still shared with parents and the program is encouraged for use at home. Children's most recent spelling ages tested in school show progress. The most recent spelling ages show SEN and Pupil Premium groups who are frequent in school users of IDL are making sustained progress.	2/4/6
<i>Small group interventions</i>	Additional teaching support is provided for intensive catch up interventions which are ongoing, still plugging the gaps from effects of Covid. PP children from across the school have access to these interventions and class teachers are reporting improvements in their academic ability. The continued implementations of our new English writing scheme for learning will allow a clear focus on progression and interventions required	2/4/6
<i>Nurture Groups</i>	Children are developing positive social skills taught in the nurture groups which are shared with families to support at home. These groups include enrichment activities.	1/3/4/5
<i>Communicate Speech Therapy</i>	Ongoing half termly assessments in school by trained therapist for children. Whole class observations and strategies are being implemented across school with 1-1 support from speech therapist.	4

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

Budgeted cost: £34,458.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing food and hygiene packs to PP families</i>	Families contacting school with concerns of cost of living and seeking support and advice from school resulted in supporting these families with basic food and hygiene packs to support families over the weekends. We also offer items of uniform to families in need.	1/3/4
<i>Maintain good attendance % for PP children in line with peers</i>	Families have support and access to our family support worker and dedicated email to help with any issues in the home. Before and after school clubs are offered to support families. Meetings/ phone calls and school support (mentoring) is offered to children and parents around resilience and routines. School have a good working relationship with Pupil Welfare Officer who has regular meetings with staff to look at strategies to improve attendance and engagement with parents.	4/6
<i>Extra Curricular Sports clubs and directed physical education skills</i>	PP families raising issues of not being able to support extra sports for children outside of school. BFC and PE co-ord are delivering KS1 and KS2 sports clubs free of charge to families to support children's mental and physical health and individual talents	1/3/5
<i>Family Fun days/workshops</i>	This allows the parents to be actively involved in the child's learning and making links with school and families. This supports gaps in parents own learning and is a bridge to supporting home learning. For example, Pirate phonics for Year 1 parents and carers.	4
<i>Lunchtime clubs</i>	Pupil voice indicates children feel less anxiety levels when attending lunchtime clubs and feel they are learning life skills to pass onto their peers. Friendship groups/interactions skills with PP children are enhanced too.	1/3/5
<i>Yr 5/6 residential</i>	Evidence shows limited life experience of some PP children. All PP in Year 5/6 have the opportunity to attend a 3 day residential. Evidence shows this life experience can build resilience to support pupils in future events.	3/5
<i>Healthy Heads</i>	Promoting positive thinking in KS2	1/3/4/5
<i>Pupil Wellbeing events</i>	Two days are planned to support children mental health and wellbeing across the school such as World Mental Health Day.	3/5
<i>Mini Bus</i>	School mini bus gives children the opportunity to extra learning experiences outside of the classroom	3/4/5
<i>PMHW sessions</i>	Due to children's voice from affects of Covid. Primary Mental Health workers are supporting in school, implementing intervention groups dealing with stress and worries.	3/4/5
<i>School Dog supporting</i>	Evidence shows Marley is contributing to SEN/PP support through nurturing and caring skills.	3/5

<i>School Choir /Music</i>	This has given children opportunities to perform in public at Blackpool Grand Theatre (Thank you for the music). It has promoted confidence and self-esteem in many children and given them the opportunity to consider their talents for the future	3/5
<i>Swimming</i>	Key skills to be taught in line with National expectations and being a coastal town.	3/5

**Total budgeted cost: £ 84,419.00**

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 2022-2023 academic year.

*New leadership team – no data available to give a clear review of start points to outcomes for previous year*

## Externally provided programmes

Programme	Provider
Speech and language	Communicate
Literacy skills	IDL Lexia
Maths support	TT Rockstars Sumdog

## Service pupil premium funding (optional)

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?	