# Pupil premium strategy statement 2023-24

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | St. Edmund’s Catholic Primary School |
| Number of pupils in school  | 78 primary children5 nursery children |
| Proportion (%) of pupil premium eligible pupils | PP - 53% - 44 children EYPP - 1% - 1 children |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | One-year plan |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Headteacher |
| Governor / Trustee lead | Chair of governors |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £58,200 |
| Recovery premium funding allocation this academic year | £5,619 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total Cost** | £63,819 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| *At St. Edmund’s Catholic Primary School, we aim to identify the academic and social gaps within our Pupil Premium children’s learning and lives. The school uses funding to address their needs in the following way:** *To provide the children with a ‘culture capital’ which enables them to experience events and activities.*
* *To address financial gaps in children’s lives eg school uniform, school shoes.*
* *To provide support to parents in terms of behaviour, SEN and academics.*
* *To engage outside agencies in providing support for the children and families.*
* *To provide resources and strategies to narrow the academic gap.*
 |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Children come to school without having enough sustenance. |
| 2 | Children do not have school uniform, coats and shoes. |
| 3 | Children do not have the same the experiences as children from an affluent area. |
| 4 | Parents require support with engagement with outside agencies. Parents need support in completing documentation relating to their child’s schooling, medical or society needs e.g. applying to secondary school. |
| 5 | Children are not at Age Related Expectations |
| 6 | Children need support with their social and emotional being including anxiety, confidence and low self-esteem. Children find relationships difficult which can cause problems in relation to behaviour and academic achievement. |
| 7 | Some children do not attend school on a regular basis. |

## 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 |
| All children to be ready for learning. | School to provide every child the opportunity to have breakfast each morning and a healthy lunch. |
| All children to have access to school uniform, coats and shoes. | Identified children will be provided with a school uniform. |
| All children will have access to experiences which relate to the school curriculum or expanding their life experiences.  | All children will attend school trips and have access to a wide variety of school visitors and experiences. |
| Parents will be given support with engagement with outside agencies. Parents will be given support in completing documentation relating to their child’s schooling, medical or society needs e.g. applying to secondary school. | Parents are able to support their children in terms of academic, medical or society needs. |
| All children are given academic support with their learning. | 50% or more of children have reached Age Related Expectations. |
| All children have the opportunity to learn strategies and techniques to deal with their behaviour. | Those children who required help with their social and emotional being have gained access to the required group or 1 to 1 support. |
| All children will attend school and access learning. | School attendance is 95% and above. |

## 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: £41,063

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To provide a Pupil Support Manager who is able to evaluate and provide strategies which address children’s emotional and social needs. | Some children struggle to identify and deal with their feelings, particularly if they are negative feelings. They find forming positive relationships with other children and adults challenging. This can often be a barrier to their academic progress.Some parents find normal society expectations difficult and require support to help them achieve the best for their children eg writing formal letters, applying for school places. | 4, 6, 7 |

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

Budgeted cost: £9477.20

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Little Wandle catch-up sessions and implementation of Little Wandle three reads. | Majority of children in the school continue to find reading a challenge. Reading is a barrier to their progress and attainment in reading. | 5 |
| Welcomm intervention provide for those children who are not at ARE in relation to their understanding of speech. | Some children in the early years and year one have low levels of understanding in terms of speech. | 5 |

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

Budgeted cost: £8,125

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To subsidise the dinner and breakfast service. | Some children come to school having not had breakfast or enough sustenance, this has an impact on their ability to learn and their behaviour in class. | 1 |
| To monitor children’s attire and presentation at school. To identify children when their presentation slips below a certain standard to offer support to the parents/family. | Some parents have difficulties providing their children with the required school uniform, therefore children come to school in the wrong uniform. Some parents may have difficulty because their washing machine has broken and requires maintenance or needs replacing. This results in the children not feeling part of the school family adding to low self-esteem.  | 2 |
| To subsidise children’s attendance of school trips. | Some families are unable to provide a parental contribution when attending a school trip. School trips are well-planned and relate to class learning, it is essential all children attend. | 3 |
| To continue encouraging children to attend school by having a termly attendance draw and a prize for those children whose attendance is higher than 95% | Some children have difficult in attending school because they are anxious or feel they cannot complete the work, they need to be encouraged to attend school. | 5, 6, 7 |
| Pupil Support Manager to monitor attendance and support those who are considered to be persistent absentees. | As above. | 5, 6, 7 |
| To provide parents with support when engaging with outside agencies including completing documentation relating to their child’s needs. | Some families find normal daily tasks difficult and require assistance. This could be because they have a learning difficulty or found their own education journey difficult. This can then create a barrier for their child’s progress and attainment. | 4 |

**Total budgeted cost: £58,665.20**

# 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The following data was collected for expected progress and above and attainment from the end of year data point:

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** |  | **Pupil Premium** | **Non-Pupil Premium** |
| **Reading** | Attainment | 54% | 48% |
| Progress (Expected or better) | 55% | 55% |
| **Writing** | Attainment | 51% | 52% |
| Progress (Expected or better) | 35% | 35% |
| **Maths** | Attainment | 58% | 59% |
| Progress (Expected or better) | 51% | 45% |

We can suggest from the above data that our pupil premium strategy has influenced the progress of pupil premium children. The Thrive Approach is now fully embedded in school on the level of classroom support, individual and group support. When looking at the Thrive data all children across the school are making progress in terms of social and emotional being. We have children who have struggled with school which has manifested in challenging behaviour. They have received Thrive on a one to one basis and this has made a difference to their attitude and behaviour in school. those children who have received one to one support are mainly children who receive free school dinners. |

## 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 |
| White Rose Maths – Mixed-Aged Planning | White Rose |
| Thrive Approach | Thrive |
| Little Wandle Phonics Programme | Wandle and Little Sutton English Hubs |
| TT Rockstars |  |
| Spelling Shed |  |