

# Pupil premium strategy statement - St Charles' CVA

This statement details our school's use of pupil premium (and recovery 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	183
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	15 <sup>th</sup> Dec 2023
Date on which it will be reviewed	Annually
Statement authorised by	Bernadette Quirke
Pupil premium lead	Sarah Boardley
Governor / Trustee lead	Rachel Shaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£nil
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£nil
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 64,000

# Part A: Pupil premium strategy plan

## Statement of intent

*St Charles Catholic Voluntary Academy is an inclusive learning community where children “**Belong, Believe and Blossom**” and our pupils are given opportunities to learn and succeed within a safe, well-ordered environment. We aim to raise the aspirations and attainment of disadvantaged pupils through a range of evidence informed experiences which complement their learning and expand cultural capital.*

*We are committed to all students making at least good progress. Our pupil premium policy is centred on supporting disadvantaged pupils—including high achievers—achieve that objective. We acknowledge that the gap has grown due to the pandemic and will direct resources towards improving the academic performance of pupil premium pupils.*

*Our approach is centred on quality first teaching, with particular attention to areas where pupil premium pupils need the most support in school. This has been shown (evidenced by the Education Endowment Foundation) to have the biggest effect on narrowing the achievement gap and will additionally benefit our school's non-pupil premium pupils.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>The attainment made by pupils eligible for PP is not as good as that made by non PP by the end of Key Stage 2 in reading and writing.</i>
2	<i>The progress made by eligible for PP is not as good as that made by non-PP by the end of Key Stage 2.</i>
3	<i>A number of PP pupils also have additional SEND issues that create barriers to learning.</i>
4	<i>PP pupils do not have access to music or sports provision and enriched curriculum opportunities.</i>
5	<i>Some PP pupils have a pattern of persistent or poor attendance.</i>
6	<i>A number of PP pupils do not receive regular support at home with reading, spelling and times tables.</i>

## 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
<i>Good/Outstanding learning for all year groups.</i>	<i>100% of Teaching and Learning is indicative of being Good and 40% consistently Outstanding.</i>
<i>Raise the attainment and progress of reading, writing and maths by the end of Key Stage 2 for PP pupil to be at least in line with FFT targets.</i>	<i>Gaps between Key Stage 2 at St Charles' PP pupils and National Averages for non PP pupils closes in reading, writing and maths. PP pupils achieve their FFT targets.</i>
<i>SEND and vulnerable pupils' needs met through targeted support and involvement of external agencies where appropriate.</i>	<i>All needs of PP pupils are clearly identified with appropriate support put in place, which is regularly reviewed.</i>
<i>To provide support for emotional, social and mental well-being of PP pupils.</i>	<i>Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities.</i>
<i>The conceptual thinking and aspirations of our PP pupils is enhanced through enriched life experiences.</i>	<i>PP will be given enrichment opportunities to enhance the curriculum, helping them to pursue learning with positive attitudes and high aspirations.</i>
<i>Additional support for PP pupils is provided in school for those pupils not receiving regular support at home. Termly Pupil Premium meetings are held with parents, communication and parental engagement improves.</i>	<i>PP pupils enjoy reading, have the opportunity to read for pleasure and to read aloud. Parents are supportive, daily engagement in reading routines improves and accelerated reading progress is made by all Pupil Premium pupils.</i>
<i>Targeted support for EYFS and KS1 pupils to improve language and communication skills.</i>	<i>Diminish differences between language and communication between PP and non PP pupils</i>
<i>To increase attendance rates for pupils eligible for PP</i>	<i>Attendance for PP pupils in line with National Averages and below national averages for persistent absence</i>

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics to be taught daily by trained staff in small groups. Embedding the school's approach to teaching Phonics through Read, Write, INC. and other additional Phonics support.</i></p> <p><i>Staff to be trained in using Phonics tracker. Identified PP pupils will receive 'pre learning' and 'over learning' one-to-one or small group interventions, which will be delivered by TA's.</i></p> <p><i>New phonics reading books to be purchased (approx £1500) by end Lent 2024</i></p> <p><i>Phonics workshops to be delivered in the Lent term. To explain the school's approach to reading and to explain to parents how they can help.</i></p>	<p><i>The Endowment Trust states this approach is well researched and evidence indicates this approach to teaching Phonics and reading has a strong impact on progress. 75% of all primary schools have chosen this approach. Research has shown instant feedback and same day interventions maximise outcomes for pupils.</i></p> <p><i>Ofsted Report November 2022 validated the school's approach to teaching early reading and stated it was effective.</i></p> <p><i>Research shows that pupils need positive role models for reading and are given the opportunity to hear stories being read to them, Pupils need repeated and over exposure to quality text, vocabulary, and a</i></p>	1,2

<p>INSET/twilight training is aligned to school's improvement plan. Recovery curriculum priorities include reading, writing and maths.</p> <p>English consultant, Dawn Robertson, to work with school to implement high quality English teaching. To continue to expose pupils to a wide range of quality text. The school's approach to teaching Guided Reading through DERIC and ERIC is fully embedded. (approx. £1000)</p> <p>Disadvantaged pupils will continue to receive daily reading or one-to-one reading support (approx. £1,908 cost for TA).</p> <p>Renewal of the Accelerated Reader Programme (approx. £2,000). To continue to build up non-fiction library resources, and to align the system for selecting books to the accelerated reading programme.</p>	<p>variety of reading strategies to embed, word recognition, fluency and comprehension.</p> <p>This judgement was validated by Ofsted November 2022 and will continue to become embedded.</p>	
<p>Collaboration and moderation with other trust schools. English lead to deliver CPD for all staff in delivering high quality writing. Continuing with</p>	<p>Endowment Trust- well researched and evidence indicates this approach to teaching writing has a strong impact on progress. Strong curriculum design ensures long term memory changes and learning is embedded. Pupils 'keep up' rather than 'catch up'.</p>	<p>1,2</p>

<p><i>'Wow' days to stimulate and engage reluctant writers. (To embed further (approx. £800). For example, the Manchester Jewish Museum in January 2023 for all Key Stage 2 pupils.</i></p> <p><i>External Literacy Consultant to support school in improving writing outcomes (approx. £1300).</i></p> <p><i>Maths lead to continue working with the North West Maths hub. The lead will continue to embed teaching for mastery across all year groups, and to monitor its impact. (Time to be released from class approx. £1000).</i></p> <p><i>To purchase TTRS and Sum dog (to reinforce maths learning and to be used as a diagnostic tool to identify learning gaps in pupils</i></p>	<p><i>Endowment Trust- well researched and evidence of this approach to maths mastery has a strong impact on progress. Maths attainment at the end of 2022 was in line with national averages. Attainment in Writing and Reading was stronger across the school.</i></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support TA support in KS1 and KS2. (extra TA support 0.5 approx. £11, 500)</p> <p>Precision Teaching training to be delivered by the Educational Psychologist and the approach to be embedded across the school.</p> <p>Release time for TA's to train up in using interventions supported by SEND. Lead (approx. £1,500 per annum for Class cover)</p> <p>The SEND Lead to identify support required from external providers and submit referrals wherever needed (approx. £1500 for the SEND Lead to be released from teaching).</p>	<p>Endowment trust research shows that 'proven interventions' such as the '5 minute boxes' and 'Nessy' alongside high first quality teaching, have a positive impact on pupils learning. Research shows that 'regular pre learning, over learning and precision teaching approaches delivered by repetition can improve short term memory and enable SEND pupils to retain learning. Deployment of TA's will support this approach.</p>	<p>1,2,3, 5, 6</p>

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

Budgeted cost: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pupil voice and analysis</i></p> <p><i>GL assessments indicate all pupils are happy and are confident learners. To be administered in the Pentecost Term. Using Commando Joe and developing pupil's character traits, which are rewarded and recognised (£2,000). Small nurture and one-to-one consultations will continue to ensure pupil's mental health is well supported. Nurture support includes, Jungle Club, Lego Therapy and extracurricular activities. All pupils will receive Forest School sessions timetabled throughout the year.</i></p>	<p><i>Endowment trust and International Forest Schools research indicates that this approach has a positive impact on mental well-being, encourages outdoor learning and promotes positive learning behaviours.</i></p>	<p>4, 5</p>

**Total budgeted cost: £ 64,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Overall, at the end of Key Stage One (2023/24), children in receipt of pupil premium achieved a lower level of attainment than their non-pupil premium peers in reading, writing and maths.

Assessments: 2023-2024 Summer 2

	SAT TA				SAT Scaled Score	
	Reading	Writing	Maths	Science	Reading	Maths
	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	91%	59%	68%	82%	86%	59%
Pupil Premium	67%	33%	50%	67%	50%	50%
Not Pupil Premium	100%	69%	75%	88%	100%	63%

At the end of Key Stage Two (2023/24), children in receipt of pupil premium attained slightly lower in writing and maths compared to non-premium children. However in reading, pupil premium pupils attained higher than non-pupil premium pupils.

	SAT TA				SAT Scaled Score	
	Reading	Writing	Maths	Science	Reading	Maths
	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	0%	78%	0%	84%	69%	78%
Pupil Premium	0%	73%	0%	73%	73%	55%
Not Pupil Premium		81%		90%	67%	90%

Of the 17 pupil premium pupils across Year 2 and Year 6 in 2023/24, 35% of those additionally had SEND provision.

Across the school, 29% of pupil premium pupils last year also had additional SEND provision.

Overall attendance in 2023/24 was 95.6% for the whole school.

Pupil Premium attendance was 93.9% compared to non-Pupil Premium attendance of 96.2%.

Children's social, emotional and mental health well-being continues to be a barrier to some pupil's achievement, therefore we have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Many families are struggling financially due to cost of living pressures, so support was offered to families through funding for school uniform, food vouchers and help towards the cost of events such as school trips and residential.

Into the first year of our three-year pupil premium strategy, we are making progress towards closing the attainment gaps for our pupil premium pupils. We will continue over the three year period to use the funding to effectively remove and lessen the barriers for pupil

premium pupils and further close the attainment gap with non-pupil premium peers. Our priorities remain quality first teaching and targeted adult support to help pupils make progress. We will also continue to support those pupils social, emotional and mental health as well as providing targeted financial support to ensure participation and opportunity are available for all pupils regardless of their social situation.

## Externally provided programmes

Programme	Provider
N/a	

## Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/a