

# 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   | 168                       |
| Proportion (%) of pupil premium eligible pupils  | 24%                       |
| 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 2024 |
| 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  | £ 60,680 |
| Recovery premium funding allocation this academic year<br><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><br><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> | £ 60,680 |

# 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                | The attainment made by pupils eligible for Pupil Premium is not consistent with that made by non-Pupil Premium by the end of Key Stage 2 in reading and writing.                               |
| 2                | The progress in reading, writing and maths made by eligible for Pupil Premium is not consistent with that made by non- Pupil Premium by the end of Key Stage 2.                                |
| 3                | A number of Pupil Premium pupils also have additional SEND issues that create barriers to learning.  |
| 4                | Pupil Premium pupils do not have access to music or sports provision and enriched curriculum opportunities.  |
| 5                | Some Pupil Premium pupils have a pattern of persistent or poor attendance. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.' |

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| 6 | Some Pupil Premium pupils do not receive consistent support at home with reading, spelling and homework. |
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## 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>Attainment and progress of reading, writing and maths by the end of Key Stage 2 for Pupil Premium pupils to be at least in line with FFT targets.</i>  | <i>Gaps between Key Stage 2 at St Charles' Pupil Premium pupils and National Averages for non-Pupil Premium pupils closes in reading, writing and maths. Pupil Premium 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>SEND and Pupil Premium pupils have a learning plan to help them make progress, which is reviewed termly.</i>   |
| <i>To provide support for emotional, social and mental well-being of Pupil Premium pupils.</i>  | <i>Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities as evidenced by pupil voice diagnostics.</i>   |
| <i>The conceptual thinking and aspirations of our Pupil Premium pupils is enhanced through enriched life experiences.</i>   | <i>Pupil Premium pupils will not experience social or financial barriers to access enrichment opportunities, helping them to pursue learning with positive attitudes and high aspirations.</i>  |
| <i>Additional support for Pupil Premium 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>Pupil Premium 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 Pupil Premium pupils to improve language and communication skills.</i>   | <i>A closed gap between language and communication skills between Pupil Premium and non-Pupil Premium pupils.</i>   |
| <i>To increase attendance rates for Pupil Premium pupils.</i>   | <i>Attendance for Pupil Premium pupils will be 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 |
|---|---|-------------------------------|
| <b>Daily Phonics with Read, Write Inc</b> and other <b>additional Phonics support</b> <ul style="list-style-type: none"> <li>- Staff training for consistency</li> <li>- Diagnostic assessment and monitoring to inform targeted support (tracker)</li> <li>- Purchase of phonic-matched books</li> <li>- Parent engagement workshops.</li> <li>- Identified Pupil Premium pupils will receive 'pre learning' and 'over learning' one-to-one or small group interventions, which will be delivered by Teaching Assistants.</li> </ul> | <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a><br><br>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. | 1,2                           |
| Implementation of <b>high-quality English - Reading</b> (support of external consultant) <ul style="list-style-type: none"> <li>- Consistent approach with progression from KS1 – KS2 DERIC and ERIC guided reading strategies.</li> </ul>  | <a href="#">EEF Improving Literacy</a> in KS2 shows the importance of teaching reading comprehension strategies through modelling and supported practice.   | 1,2                           |

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| <ul style="list-style-type: none"> <li>- Exposure to a wide range of quality texts.</li> <li>- Purchase of new reading book across KS1 and KS2.</li> <li>- KS2 access to Accelerated Reader (with diagnostic tool for teacher use).</li> <li>- Focus on boosting reading comprehension with explicit teaching of reading strategies and vocabulary.</li> <li>- Pupil Premium pupils will continue to receive daily reading or one-to-one reading support.</li> </ul> |  |     |
| <p>Implementation of <b>high-quality English - Writing</b></p> <ul style="list-style-type: none"> <li>- English lead to deliver CPD for all staff in delivering high quality writing.</li> <li>- Assessment - Collaboration and moderation with other trust schools.</li> <li>- Continuing with 'Wow' days to stimulate and engage reluctant writers.</li> </ul>   | <p><a href="#">EEF Improving Literacy</a></p> <p>Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</p> | 1,2 |
| <p>Implementation of <b>high-quality Maths mastery approach.</b></p>   | <p><a href="#">Mastery learning   EEF</a></p>  |     |

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| <ul style="list-style-type: none"> <li>- Regular assessment and use of diagnostic tools on subscriptions including: Sum Dog, Times Table Rockstars and White Rose Maths.</li> </ul> | <a href="#">Diagnostic assessment   EEF</a> |  |
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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><b>Targeted academic support:</b></p> <ul style="list-style-type: none"> <li>- Targeted support in KS1 and KS2 for reading, writing and maths, delivered by Teaching Assistants.</li> <li>- Release time for Teaching Assistants to train up in using interventions supported by SENDCo.</li> <li>- The SENDCo to identify support required from external providers and submit referrals wherever needed.</li> <li>- Pupil Premium and SEND pupils to receive individualised support to aid learning.</li> </ul> | <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a><br/> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a><br/> <a href="#">Teaching Assistant Interventions   EEF</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">Individualised instruction   EEF</a></p> | <p>1,2,3, 5, 6</p>            |



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

Budgeted cost: £ 8,180

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Pupil voice and analysis.</b></p> <ul style="list-style-type: none"> <li>- GL assessments to be used to identify pupil attitudes to learning and wellbeing.</li> </ul> <p><b>Support towards pupil wellbeing:</b></p> <ul style="list-style-type: none"> <li>- Small nurture and one-to-one consultations to ensure pupil's mental health is well supported. Including: Jungle Club, Lego Therapy, Lemonade project and extracurricular activities.</li> <li>- All pupils will receive Forest School sessions timetabled throughout the year.</li> </ul> | <p><a href="#">Diagnostic assessment   EEF</a></p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><a href="#">Outdoor adventure learning   EEF</a></p> | 4, 5, 6                       |

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| <p><b>Wider aspirations for pupil premium pupils.</b></p> <ul style="list-style-type: none"> <li>- Musical instrument tuition</li> <li>- Support towards school trips</li> <li>- After school sports/activity clubs provided for pupil premium pupils</li> </ul> <p><b>To improve levels of absenteeism.</b></p> <ul style="list-style-type: none"> <li>- Use of Family Support Worker to engage and support families</li> </ul> | <p><a href="#">Arts participation   EEF</a><br/> <a href="#">Physical activity   EEF</a></p> <p><a href="#">Parental engagement   EEF</a></p> |  |
|--|---|--|

**Total budgeted cost: £ 60,680**

## Part B: Review of the previous academic year (2023/24)

### 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   |