

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Paschal Baylon Catholic Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 (updated & reviewed Oct 2023) to 2024/25
Date this statement was published	20/10/22
Date on which it will be reviewed	22/09/24
Statement authorised by	Mr E Flood (Headteacher)
Pupil premium lead	Miss L Kavanagh
Governor / Trustee lead	Mr D Hulme

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,604
Recovery premium funding allocation this academic year	£6,380*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,984

Part A: Pupil premium strategy plan

Statement of intent

At St Paschal Baylon Catholic Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, feel safe and happy in our learning environment and can make good progress and achieve high attainment across all areas of our carefully planned curriculum. The focus of our pupil premium strategy is to ensure that the social, emotional and well-being needs of our disadvantaged pupils are met and to support them to make progress and achieve across the curriculum. This includes supporting progress for those who are already high attainers.

We will consider the needs of all of our vulnerable children, such as those who have a social worker or have previously had social worker involvement, and consider the challenges they face. This statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Providing high quality teaching of a carefully planned and sequenced curriculum is at the heart of our approach, with a clear focus on the areas in which disadvantaged pupils require the most support whilst also ensuring they have full access to the curriculum areas where they excel, allowing them to feel success and develop the talents and skills they each possess. Provision of high quality teaching alongside targeted support 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. Fundamental to our strategy, is the intention that the progress and attainment of our non-disadvantaged pupils will be sustained and improved alongside progress and attainment for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments carried out on a 6 weekly basis indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers and their ability to fully access the Key Stage 2 curriculum. Assessments carried out in Key Stage indicate that disadvantaged pupils generally have greater difficulties accessing reading comprehension tasks than their peers. This negatively affects their development as readers and writers.
2	Through our assessments and observations of pupils it has emerged that the education and well-being of many of our disadvantaged children have been negatively affected by partial school closures during the Covid-19 pandemic to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
3	Through our academic assessments, pupil well-being survey, observations and discussions with pupils and families, we have identified social and emotional issues for many pupils, notably due to a lack of social and enrichment opportunities during the school closures. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher and parent referrals and requests for support have increased during the pandemic.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 3.2% - 4.6% lower than for non-disadvantaged pupils.
5	Assessments in EYFS and Key Stage 1 indicate that disadvantaged children have more under-developed oral language skills and vocabulary gaps than other children. This negatively impacts on their ability to access and make progress across the curriculum.

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 the engagement in reading amongst disadvantaged pupils across the school. To continue the development of early reading skills through the delivery of the RWI phonics scheme	All disadvantaged children experience a range of age-appropriate texts from our new reading spine. All disadvantaged children in EYFS, Y1 and Y2 make expected progress in RWI phonics by July 2024

Improve reading comprehension skills for disadvantaged pupils across the school.	All disadvantaged develop their comprehension skills through explicitly taught shared reading and comprehension lessons.
Improve maths attainment outcomes among disadvantaged pupils.	KS2 maths outcomes in 2023-24 show that 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024-25 demonstrated by: • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • An increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • The overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% • The percentage of all pupils who are persistently absent being below 6%
Improve oral skills and vocabulary among disadvantaged pupils in EYFS and KS1.	Improved oral language and vocabulary demonstrated by: • Wellcomm assessments indicate significantly improved oral language among disadvantaged pupils • Pupils demonstrate improved language and vocabulary through engagement in lessons, quality of work in books and through ongoing formative assessments

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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involvement in the Liverpool Project for the DfE validated Read Write Inc Phonics Programme. Purchase of additional resources and materials to ensure reading scheme aligns with RWI programme of learning.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Education Endowment Foundation: Evidence for teaching phonics	1
Train all staff in Ready Steady Comprehension and Ready Steady Write and implement the shared reading and writing programme in Years 1-6.	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Appointment of temporary LSA to increase capacity within school to offer targeted 1:1 and small group support.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy (EEF)	1, 2, 3, 4, 5

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 and/or small group phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Education Endowment Foundation: Evidence for teaching phonics	1
1:1 and small group intervention	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.	2
1:1 and small group intervention following the Wellcomm programme for children in EYFS.	Evidence suggests that oral language interventions have a high impact on participation in the classroom, reading and social development: oral language interventions EEF education endowment foundation	1, 3, 5

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on supporting children with SLCN needs delivered by	There is evidence that developing early language skills and supporting children with SLCN needs, positively contributes to their access to education. Adaptive teaching where teachers use strategies to support children with additional needs within the whole class lessons ensures all children,	3

SENISS/ SALT	including disadvantaged can make progress towards set learning outcomes. https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching?utm_source=/news/moving-from-differentiation-to-adaptive-teaching&utm_medium	
Increasing the number of days the school Learning Mentor is available to support the children's mental health and well-being from 2 x 0.5 days to three full days with the aim of ensuring children who are struggling with their mental health and well-being receive targeted and individualised support that enables children to become emotionally literate and resilient.	Recent studies during and after the pandemic show that children's mental health and well-being has been negatively affected by the experiences of Lockdown and social isolation. This is particularly true for disadvantaged children. It is accepted that children cannot learn and achieve their learning potential if they do not feel happy and safe. Providing additional support for children through talk and play therapy with a Learning Mentor who works as part of a whole school approach to children's mental health and well-being allows children to access the support they need in order feel happy, safe and ready to learn. https://www.liverpoolcamhs.com/education-staff/the-liverpool-whole-school-approach/	3
Embedding principles of good practice set out in the DfE's Improving School Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost: £76,000

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.

	<i>Aim</i>	<i>Outcome</i>
A.	Improve reading attainment outcomes among disadvantaged pupils:	At the end of 2022-23, 43% of Pupil Premium children at the end of Key Stage 1 achieved the Expected Standard in reading. This data is based on 7 PP children, 3 of these achieved the Expected Standard. The remaining 4 children are also on the SEND register and will continue to be a focus for reading intervention in 2023-24.
B.	Improve maths attainment outcomes among disadvantaged pupils:	At the end of 2022-23 60% of Pupil Premium children in Year 5 achieved the Expected Standard. The 3 Pupil Premium children in Year 6 did not meet the Expected Standard but all 3 made accelerated progress.
C.	To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils: Sustained high levels of wellbeing from 2024-25 demonstrated by: - Qualitative data from pupil voice, pupil and parent surveys and teacher observations - An increase in participation in enrichment activities, particularly among disadvantaged pupils	A focus on supporting children's well-being has continued throughout 2022-23. Children have participated in mental health and well-being activities and completed well-being questionnaires. We continue to monitor the engagement of PP children in enrichment activities and will analyse all data at the end of 2024-25.
D.	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils: Sustained high attendance from 2024/25 demonstrated by:	Overall attendance for 2022-23 was 94.9% The attendance for PP children in the year 2022-23 was 91.3% which is a difference of 3.6% There will be a continued focus on reducing this gap in attendance between the two groups throughout the following academic years.

		- The overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% - The percentage of all pupils who are persistently absent being below 6%	There will also be a continued focus on reducing the percentage of PA pupils to below 6%	
	E.	Improve oral skills and vocabulary among disadvantaged pupils in EYFS and KS1: Improved oral language and vocabulary demonstrated by: - Wellcomm assessments indicate significantly improved oral language among disadvantaged pupils - Pupils demonstrate improved language and vocabulary through engagement in lessons, quality of work in books and through ongoing formative assessments	Additional Wellcomm training was completed for EYFS staff in the year 2022-23 and activities and assessments were trialled with a handover at the end of the year to Year 1 staff. A focus on developing oral skills in EYFS will continue in 2023-24 with initial assessments taking place in September, key children for support being identified and activities being delivered weekly throughout the year. Termly assessments will take place to monitor progress.	

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.