



# Pupil Premium Strategy- St Walburga's Catholic Primary School



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

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	10.3%
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> )	2024-25
Date this statement was published	Oct 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Resourcing Committee
Pupil premium lead	Sarah McKinley
Governor / Trustee lead	Matt Betts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49, 860.00
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>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	£49,860.00

# Part A: Pupil premium strategy plan

## Statement of intent

*At St Walburga's Catholic Primary School, our aim is to target and strategically use the Pupil Premium Grant to support us in providing a learning environment that enables all individuals to realise their full potential, regardless of their social or economic background or academic starting point. We strive for a caring community, within an atmosphere of friendship and understanding, that gives time and thought to valuing each and every individual for their uniqueness.*

*To ensure our Pupil Premium funding is spent in the most effective way, we have adopted the Education Endowment Fund's evidence-based tier approach:*

### *1 High Quality Teaching*

*Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.*

### *2 Targeted academic 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 assistant can provide targeted academic support, including to link structured one-to-one or small group intervention classroom reaching, is likely to be a key component of an effective pupil Premium strategy.*

### *3 Wider strategies*

*Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that specific features of the community each school serves will affect spending in this category.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Pupils' self-esteem and perceptions of themselves as learners</b> Teachers identify that the majority of pupil premium children who are not making expected progress also require, as a primary need, nurture support to raise their self-esteem before they can begin to see themselves as being successful learners. There is a continued focus on

	learning behaviours, alongside the whole school priority of supporting pupils' mental health and well-being.
2	<p><b>Pupil aspirations and access to wider opportunities</b></p> <p>Attitudes to learning and discussions with pupils eligible for Pupil Premium show that some do not have high aspirations for the future or more often they do not have an understanding of what they could do in the adult world. Using school events to raise awareness of career choices, jobs in the community will support this e.g. parent visitors to talk about the jobs they do. At the start of the academic year 2024-25, the strategy of speaking to parents of identified children face to face or over the phone before the club bookings go live will be used to ensure that PP pupils have the opportunity to attend at least one club each term.</p> <p>Funding is allocated through this strategy to ensure that all pupils can benefit from school trips, visits, residential and other school events.</p>
3	<p><b>Oral language skills of children coming into Reception and Year 1</b></p> <p>Data suggests that disadvantaged pupils entering school have skills below that expected for their age, particularly in the strand of communication and language. This impacts on their development in other areas such as personal, social and emotional development. Identified speech and language needs have increased in EYFS in the last three years. The SENCO refers pupils early to the Speech and Language services. During the last few academic years, the school invested in a number of speech and language based courses, including: sign-a-long; PECS, intensive interaction, PEIC-D, Speech Sound Production, and ELKLAN Language Builders. Reception TAs will undertake the Nuffield Early Language Intervention training to provided early, targeted and evidence-based support.</p>
4	<p><b>Have Special Education Needs or their families are receiving additional support</b></p> <p>NASEN's 'The Pupil Premium' states that 'there is an established link between SEN and deprivation and it is estimated that 30% of pupils with SEN will benefit from pupil premium'. In order to recognise and support this overlap, the SENCO is also responsible for monitoring progress of all pupil premium children in addition to supporting and addressing needs relating to SEN for these children. Training events are arranged in order to ensure that adults working with children with specific needs and difficulties are able to support the child fully. Outreach is sought through a number of outside agencies, including BOOST and Educational Psychologists.</p>
5	<p><b>Require additional nurture support in school to allow them to focus on learning</b></p> <p>The school continues to employ two ELSA trained staff who work with identified children across the school on a range of nurture support tailored to individual children's needs. In addition, the PSW is an invaluable support for the wider family of identified children. The school also runs a RAINBOWS group because there is an upward trend of children experiencing loss and bereavement such as through divorce and family separation.</p>
6	<p><b>Does not read regularly at home and need additional in-school support to complete home learning tasks</b></p> <p>Monitoring of home reading records show that a number of children that are inconsistent with or do not read at home are those eligible for pupil premium. School reading events will be targeted at specific parents and additional support in school given. In the summer, reading packs will be created for Pupil Premium pupils, including the use of a reading challenge. In addition to this, there is a whole school focus on enhancing the reading curriculum and promoting reading for pleasure. PP children will be able to choose a book from the visiting book fair free of charge.</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
<p>1. The desired outcome is that pupil perceptions of themselves improve as learners and as a result they are more engaged in the learning process, can identify, in an age appropriate way, their strengths and what they need to improve at. As a result, greater proportions make expected or better than expected progress.</p>	<p>There are currently 45 PP children across the school. Class teachers to work with SENCO to track these children and report on academic outcomes. Any children not making expected progress to be considered for intervention.</p>
<p>2. The desired outcome is that pupils engage in activities as part of the school community, as well as activities and clubs outside school hours. As a result, pupils will engage in conversations about future aspirations with a wide range of choices, recognising the options that they aren't interested in, alongside the ones that inspire them to achieve.</p>	<p>All PP children who wish to attend an after school club have been able to. Children identified as PP will be offered access to the club before it being offered to other children to ensure they get a priority space. This will increase their social network by connecting with more children across the school. PP children will be amongst those offered a tailored well being club to support the 5 areas of well being and with the focus on creating lifelong changes. Parents will also be invited to attend to recognise how they can support those changes.</p>
<p>3. The desired outcome would be that assessment information shows that identified pupils make accelerated progress in the areas of communication and language which positively impacts on their wider achievement.</p>	<p>PP children identified as needing to access the NELL catch up programme in reception are tracked to ensure they make expected progress. Any pupil premium children will access the full 20 week programme and if results don't show significant improvement, they will be targeted again at Year 1.</p>
<p>4. The desired outcome is to accelerate the progress of pupil premium pupils who also have Special Educational Needs so that they make similar, or accelerated, rates of progress to their peers</p>	<p>SENCO keeps a record of children who are PP and who have SEN. Data of PP and SEN children are tracked regularly at key data points and targeted intervention such as reading intervention and catch up numeracy.</p>
<p>5. The desired outcome is that pupils and parents are positive about the timely support they receive and can identify the difference it makes. Teachers identify the positive impact of nurture support on pupils' well-being, behaviour and learning.</p>	<p>Assessment information, including work in books shows that pupils can focus on learning and are making good progress. Parents evening give parents up to date information on their child's academic progress and their well-being.</p>
<p>6. The desired impact is that identified pupils show positive attitudes to reading and talk with excitement about the books they have read.</p>	<p>Teachers know who the PP children are in their class and ensure they are involved in reading intervention if appropriate. PP children have access to high quality, age appropriate texts. PP children are given a token to use at the book fair and enjoy choosing their own book.</p>

## 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: £27,375.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school priority of further developing provision for supporting children's mental health and wellbeing. Staff wellbeing advocates trained to support identified need across phases.</p> <p>Continued use of SCARF and PHRE.</p> <p>School will work to achieve United Against Bullying Silver School status.</p>	<p>Increasing evidence of mental health conditions recognised in young people.</p> <p>'When young people have good emotional and mental health their engagement in academic learning increases.'</p> <p><i>(Mental Health and Wellbeing: Towards a Whole School Approach, CofE Education Office)</i></p>	<p><i>Challenge 1 and 5</i></p>
<p>Two TAs to be trained to deliver the NELI intervention. The language, communication and interaction skills of pupils in EYFS and KS1 improves and this has an impact on pupil learning</p> <p><b>£320.22 based on 2x TAs accessing training</b></p>	<p>Children who enter school with poorly developed language are at high risk of educational failure and it is imperative that they receive intervention before they fail to learn. The programme aims to ameliorate the language weakness seen in disadvantaged groups at school entry level.</p> <p><i>EEF toolkit evidence: NELI +3 months</i>  <i>EEF Toolkit evidence: Early Years Interventions and Oral Language Interventions +5 months</i></p>	<p>Challenge 3</p>
<p>CPD opportunities for staff: Training for teachers and teaching assistants on inclusive strategies. Increase allocation for Educational Psychologist assessments of SEN pupils who are also PP to ensure early identification of needs and strategies. Year 3, 4, 5 &amp; 6 to use the Birmingham Toolkit to track progress of children that left KS1 as pre-Key Stage.</p>	<p>Analysis of assessments indicates that the majority of PP pupils who have not made expected progress are also SEN.</p>	<p>Challenge 4</p>

<p><b>£27,054.90 based on 1.5 FTE TA delivering interventions</b></p>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3015.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of Total Communication Approach in EYFS. Fourth year of using the Nuffield Early Language Intervention Programme (NELI) Continued CPD to aid early identification of communication and interaction needs. Intervention put in early.</p> <p>Outreach support for individuals and groups.</p> <p><b>£2,578.50 based on TA 7.5 hours a week, for 2x 20-week programme</b></p>	<p>Children who enter school with poorly developed language are at high risk of educational failure and it is imperative that they receive intervention before they fail to learn. The programme aims to ameliorate the language weakness seen in disadvantaged groups at school entry level.</p> <p><i>EEF toolkit evidence: NELI +3 months</i></p> <p><i>EEF Toolkit evidence: Early Years</i></p> <p><i>Interventions and Oral Language</i></p> <p><i>Interventions +5 months</i></p>	<p>Challenge 3</p>
<p>Interventions: Intervention Reading, Catch Up Numeracy, More Reading &amp; Thinking, Precision Teaching of personalised spellings, Turnabout.</p> <p>SENCo lead tracking of assessments to identify pupils who are not making expected progress.</p> <p>Pupil progress meetings include lead for PP pupils to effectively plan provision.</p>	<p>Analysis of assessments indicates that the majority of PP pupils who have not made expected progress are also SEN.</p> <p>The EEF identifies that feedback can add 6 months of progress to individuals. Providing feedback is a well-evidence and has a high impact on learning outcomes.</p>	<p>Challenge 4</p>

<p>Teachers to feedback to pupils through AFL in class.</p> <p><b>£436.80 cover for teachers to update assessments and meet with SENCO.</b></p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19,469.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Worker (PSW) - 20 hours a week over 5 days following up pupil absences and attendance concerns, providing Early Help provision and tailored support for children and families – targeted support as required for Pupil Premium and Forces Personnel children and families.</p> <p>PSW to support in identifying families needing support including organising and holding TAF meetings.</p> <p><b>£5,363.28 based on 8 hours a week of PSW</b></p>	<p>The PSW was successful in engaging with harder to reach families in 2023/24. The PSW continues to work closely with families across the school building effective relationships.</p> <p><i>EEF Toolkit evidence (Parent involvement +3months)</i></p> <p>EEF identifies that parental engagement has extensive impact, especially approaches and programmes which aim to develop parental skills.</p>	<p>Challenge 2 and 5</p>
<p>Deploy Emotional Literacy Support Assistants (ELSA) to work with Pupil Premium pupils who have been identified as requiring additional emotional literacy and nurture support.</p> <p><b>ELSA</b></p> <p><b>£1,340.82 based on 2 hours a week</b></p>	<p>Research and national Pupil Premium conferences have identified nurture provision as having a significant impact on the academic progress of disadvantaged pupils.</p> <p><i>EEF Toolkit evidence (Social and emotional learning +4months)</i></p>	<p>Challenge 1, 4 and 5</p>

<p>Monitor the attendance of PP pupils in clubs.</p> <p>Gather pupil voice on preference of opportunities and clubs.</p> <p>Send letters and communicate with parents to encourage further involvement of PP pupils in after school clubs.</p> <p>Ensure that all parents have accessibility to clubs – school to support payment of one club per term for PP children.</p> <p>Develop further sports and music opportunities for PP pupils.</p> <p><b>£10,000 allocated for all PP children to attend 1 paid club per term.</b></p>	<p>Sutton Trust’s analyses of Office for National Statistics data found that although the majority of all parents report some participation in extra-curricular activities, there remains a gap between social groups, with rates of participation around 15 percentage points higher among parents in social groups A, B, or C1 than among parents in social groups C2, D, or E.</p> <p>Wide parts of life experience gained from extra-curricular activities are unavailable for the most marginalised groups in society. Household income is by far the most important factor driving the gap in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF toolkit identifies that physical activity has important benefits in terms of health, wellbeing and physical development.</p>	<p>Challenge 2</p>
<p>Subsidising of residential trips and other school based trips. All trips to be offered to PP pupils with up to 50% discount.</p> <p>Additional support for families purchasing uniform items with the school logo and other items.</p> <p><b>£1000 to cover school trip costs.</b></p> <p><a href="http://primarysite-prod.s3.amazonaws.com">Necessitous Clothing Policy (primarysite-prod.s3.amazonaws.com)</a></p>	<p>Ethos of the school to be inclusive and for equality of opportunity. Evidence of impact of consistent uniform on expectations across the school.</p>	<p>Challenge 2</p>
<p>Well Being Club- PP children who need additional SEMH support will be offered a place at the club.</p> <p>The club will be based on the 5 principles of well-being. The aim will be to provide children with strategies to promote positive well-being which they can draw on throughout their lives.</p>	<p>Children will become citizens of a diverse society and to meet their needs to allow them to thrive and contribute positively as they get older they need to focus on their well-being- both physically and mentally.</p> <p>EEF recognises the positive impact of social and emotional learning (pupils’ decision-making skills, interaction with others and their self-management of emotions).</p>	<p>Challenge 1 and 5</p>

<p><b>1 x TA for 1 hour per week to support SENCO in delivering sessions = £625.56</b></p>		
<p>Provision Map – A programme to help track interventions and progress for our PP children.</p> <p><b>Annual cost = £1140</b></p>	<p>This will ensure teachers and SENCO can keep a track of the provision offered to PP children. The SENCO will be able to oversee the provision and ensure PP children have full access to interventions to help support their learning and well-being.</p>	<p>Challenge 3, 4 and 5</p>

**Total budgeted cost: £49,860.08**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*