

St Paul's Pupil Premium Strategy Statement 2023-24



'United through Jesus in faith, love and learning'

At St Paul's Primary School, we believe in striving for the best education for all children. We aim to ensure that all children develop the skills, confidence, resilience and determination needed to succeed in the future.

The school receives funding from the Government to support us to achieve this aim. This is known as Pupil Premium funding. There are three categories of children who qualify for pupil premium:

- Children who are eligible for free school meals
- Looked after children (including adoption/residency order)
- Armed forces children

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Paul's Primary
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers	3 year plan but to be reviewed at the end of each academic year.
Date this statement was published	
Date on which it will be reviewed	October 2024
Statement authorised by	N. Oster
Pupil premium lead	R. Chambers
Governor / Trustee lead	Pablo Di Pasquale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,870
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous year (enter £0 if not applicable)	£2730
Total budget for this academic year	£23,600

Part A: Pupil premium strategy plan

Statement of intent

Central to the mission and vision of St Paul's Catholic School, is the aim of realising the potential of every single pupil to achieve excellence. We have a commitment to raising aspiration and expectation in all pupils and a determination to make a real difference, so that each pupil is able to realise their full potential. Everyone within this school is committed to ensuring that the Pupil Premium funding closes the gap for children eligible for its receipt and understands how funds are being used to raise attainment for these children in respect to both their academic, emotional and social development.

Currently the funding is used in a variety of ways to achieve our goal of raising the attainment of PPG children so that by Year 6, these children are on a par with their peer group in achieving at least EXS in all SATs and are ready, happy and confident to move on to secondary school.

In order to achieve this, the following is in place:

- A TA is funded to support PPG children in class and lead intervention groups focused on the needs of individual children, especially the lingering effects and impact of COVID on children's learning.
- 1:1 Tuition is offered to PPG children weekly and is provided by teachers or a TA. Sessions can be tailored to fit the needs of individual children.
- Breakfast and Afterschool Club paid for as necessary to enable parents to work and children be supported and looked after.
- ELSA sessions before or after school are funded if necessary to enable quick access to ELSA to ensure PPG children are emotionally ready to learn and not missing teaching time.
- Trips paid as necessary so that all PPG children benefit from experiences these new activities provide such as social interaction, confidence, resilience and self-belief.
- Work books bought for use in tuition sessions and at home.
- At the beginning of each year, all parents are contacted to discuss the needs of their child/children so that support can be given in the best possible way to ensure the development and progression of each child's educational journey along with their mental well-being.
- Pupil progress meetings every half term with Headteacher and within teams to determine progress and adapt individual educational plans accordingly.
- Social skills groups and ELSA support when needed within school.
- Small group work with teachers / TAs within class

Challenges

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

Challenge number	Detail of in-school challenges
1	A lower level of take up of online learning during lockdown increased the gap between some PPG children and their peers and although the gap is closing, it continues to be there for some PPG children.
2	Communication and language skills are generally lower for pupils eligible for PPG than for other pupils.
3	Personal, social and emotional development skills are generally lower for pupils eligible for PPG than for other pupils.
4	1:1 tuition is offered but not always taken up or is poorly attended.
5	Maths was highlighted as the key area of concern after periods of home learning , particularly in KS2
6	Gap tends to be larger between PPG children and their peers in KS1
Detail of external challenges	
7	Some of the PP eligible pupils have limited experiences outside of school.
8	Some evidence of poor punctuality and attendance in PPG families.
9	Levels of academic ambition and aspirations are sometimes lower in PPG families.
10	Some PPG families reluctant to engage with school life, including attending parent meetings.
11	Some PPG families are living in accommodation that is not conducive to a happy, healthy upbringing.

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.

Challenge number	Intended outcome	Success criteria
1	PPG children to have closed gap and achieve ARE by end of Year 6	Will have achieved EXS or GDS in Reading, Writing and Maths
2	Children will be able to articulate their needs in socially appropriate ways for their age in	Children will be able to communicate their needs with the adults who support them in school so as to feel listened to, respected and valued. Children will be able to express

	order to promote good language development and oracy skills.	themselves successfully, therefore building strong relationships formed in mutual respect.
3	Each child will receive high-quality teaching and emotional and social support in school, and their families will also feel supported by the school, enabling the child to focus on their learning.	All PP children will be able to focus on their learning and feel supported emotionally, socially and academically. Child will take part in a range of activities in order to build self-esteem where necessary. Children will develop resilience and will endeavour to work well individually and as part of a team. Each family will be supported with any social, emotional or financial concerns.
4	Discussion with parents about benefits of tuition and how to facilitate. 1:1 tuition to target key areas in individual children's learning to close the gap between them and their peers. Short play time before session and snacks given to encourage participation.	Children attend sessions regularly. Scores in the half termly assessments show steady improvement over the year.
5	In UKS2, children supported in smaller maths group where work focuses on arithmetic skills and accuracy in operations. Booster classes for Year 6 children. In LKS2 and KS1, numbers of PPG children are low so supported in class and through intervention groups.	Children will have a growing confidence in maths, developing resilience and a love of number. Children will achieve EXS or GDS by Year 6.
6	Support in KS1 tends towards emotional well-being, confidence and encouraging a willingness to learn and to raise aspirations.	By the end of KS1, children are ready to learn and are beginning to close any gap with their peers or move towards GDS.
7	To provide PP children with a rich experience.	All PPG children will access a varied curriculum and have opportunities to develop their individual talents. PPG families will be supported financially so that children can attend school trips and events, enabling the children to gain a rich, varied experience during their time at St Paul's.

8	Punctuality and attendance to improve with key children-involvement of EWO as needed.	Register to show improvement in these areas- Breakfast and ASC will encourage children to be at school earlier and ready to start the day as well as offer a quiet place to complete homework if needed.
9	For all PPG families to have high aspirations for their children.	Children will be enthusiastic about attending school where they are exposed to a rich, varied curriculum. Children will be given a broad experience, and become ambitious as a result. This ambition will transmit to the families, who will in turn develop high aspirations for their children
10	PPG families will engage fully with school life.	With regular positive communication from teachers, PPG families will feel well-supported, and be willing to participate in discussions about pupil progress and wellbeing.

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: £ 17,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
UKS2 Teaching Assistant	This T.A. can support the children in lessons and take out children for intervention/ catch up sessions as needed.	1, 2,3,4, 5
Booster classes and teacher lead support groups	Hour length classes after school for maths has been very effective in helping children achieve EXS or GDS	1,2,3,4,5

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

Budgeted cost: £ 1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition	This has a huge impact on addressing the key areas of concern for individual children so that they can begin to close the gap between them and their peers. It also offers time for emotional support when needed and allows for regular contact with parents at pick up time to discuss any issues.	1, 2, 3,4, 5, 6,9,10, 11
Books	CGP work books for tuition sessions- children respond well to these books and take pride in the work that is completed.	1, 3, 4, 5, 6, 10

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast and After School Club.	Allows children to be in school on time and therefore ready for the start of the school day. Breakfast and evening meal provided.	2, 3, 4, 7, 8, 9
Trips		2, 3, 4, 7, 9
ELSA sessions before or after school	Allows children to overcome emotional difficulties that may be a barrier to learning.	1, 2, 3, 6, 8

Total budgeted cost: £ 22,966

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 impact of PPG spending and activity is as follows:

- Smaller maths groups in UKS2, booster lessons, tuition and the extra TA all helped to ensure that 100% of PP children achieved at least EXS in grammar, reading, writing and maths at the end of KS2 in 2023, with 50% achieving GDS in grammar and reading.
- 1:1 tuition across all year groups focused on key areas specific to individual children, along with pre-learning before certain lessons to raise confidence and ability. This had a positive impact on all children who took part as evidenced by improvements in end of term assessments. Self- belief and self-esteem among these children also improved, as well as communication skills.
- The academic gap closes as the children get older so the valuable work done in KS1 to raise confidence, perseverance and self-belief does not always show itself academically until the child moves on through the school. These basic blocks to enable children to learn, are essential to the attitude and motivation a child has to inspire them to achieve the best they can and not be afraid to challenge themselves.
- All trips and in school activity days paid for so all children have the same shared experiences throughout their time in school. This raises self-esteem, confidence, knowledge of the world around them and widens life experiences.
- Breakfast and After School Club being paid for helped to ensure that children were in school and ready to learn and improved attendance for those targeted.
- Children attending after school sports clubs showed a greater willingness to come to school, developed stronger social skills and developed in confidence.

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
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service children invited to after school tuition sessions.
What was the impact of that spending on service pupil premium eligible pupils?	Enabled children to keep working at EXS and to benefit emotionally from small group time with staff.

Further information (optional)

PPG children are always sat in the classroom where the class teacher can monitor their interaction with lessons and easily help support that child as necessary.

The progress and well-being of PPG children are discussed at weekly team meetings and any concerns raised are dealt with immediately by the class teacher or team leader.

