

# Pupil premium strategy statement

## St Pancras Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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. Pancras Primary
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	L Martin
Pupil premium lead	L Martin
Governor / Trustee lead	Joanna McCall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,536
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,378
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,914

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Reading and phonics

	Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.
2	Vocabulary acquisition and application Evidence from assessments and teacher judgements (matrix) show that gaps are more prevalent among our disadvantaged pupils versus non disadvantaged pupils.
3	Writing Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.
4	Maths Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.
5	Attendance Our attendance data over the last full term indicates that attendance among disadvantaged pupils has been between 2% lower than for non-disadvantaged pupils. 13% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Wellbeing and Mental Health Our wellbeing survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have increased during the pandemic.
7	Enrichment Opportunities Pupil surveys and discussions with pupils have identified a lack of enrichment opportunities during school closures.

## 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
Improved outcomes in phonics	KS1 phonics outcomes in 2024/25 show that more than % (based on 2022 national) of disadvantaged pupils met the expected standard.
Improved acquisition and application of ambitious vocabulary.	From assessments and observations will show pupils using and applying ambitious vocabulary. This will be evident when triangulated with other sources of evidence such as engagement in lessons, observations and desktop scrutiny.

Improved outcomes in writing.	KS2 writing outcomes in 2024/25 show that more than 78% (based on 2019 national not 69% from 2022) of disadvantaged pupils met the expected standard.
Improved outcomes in maths.	KS2 maths outcomes in 2024/25 show that more than 79% (based on 2019 national not 71% from 2022)) of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• the percentage of all pupils who are persistently absent being below 5%.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>
To provide a coherently planned programme of enrichment activities.	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>A variety of quality enrichment activities, many of which enhance curriculum provision.</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: £ 14,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Subscription to PiXL diagnostic tools and assessments.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p> <p><i>£2,700</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>3, 4</p>
<p><i>Subscription to Little Wandle Phonics and CLUSP evidence based, Literacy curriculum.</i></p> <p><i>Reading, writing and spelling programmes of study with strong focus on</i></p> <p><i>£2713</i></p> <p><i>We will purchase resources (Language Link and Speech Link) and fund ongoing teacher training and release time.</i></p> <p><i>£8,000</i></p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Talk for writing. Recent research (Myhill, Jones and Wilson, 2016; Love and Sandiford, 2016) highlights how the inclusion of dialogic conversations about writing facilitates students' understandings. Extended conversations about students' writing help to develop an understanding of the language choices including vocabulary, grammatical structures, text choices and presentation, and the effect that these choices have within a text.</p>	<p>1,2,3,4</p>
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>We will fund teacher release time to embed</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>3</p>

<p>key elements of guidance in school and to access Angles Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Subscription to White Rose Maths - £150</p>	<p><a href="#">Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Purchase high quality CPD (Greenfields) on excellence in pedagogy for vocabulary acquisition and writing. Embedding of excellent pedagogy across the curriculum.</p> <p>£300</p>	<p>The rationale for this substantial investment in professional development (PD) is clear: meta-analyses find that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood &amp; Zuccollo, 2019; Lynch et al., 2019).</p>	1, 2
<p>Subscription to Motional to support Mental Health and Wellbeing across the school. Motional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£665</p>	<p>It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills.</p>	6

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

Budgeted cost: £ 46,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA to deliver Pixl and Little Wandle small group interventions for maths, phonics, reading and</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition is most effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used as the best way to target support.</p>	3,4

writing across KS2. £44,280		
Maths Booster Groups £1,900	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	4
NELI Language Programme	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1,2,3
Language Link – EYFS and KS1 and KS2 £790 (includes Speech link)	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1,2,3
Speech Link EYFS	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1,2,3

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

Budgeted cost: £ 2,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving</a>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

<p><a href="#">School Attendance</a> advice.</p> <p>Appointing EWO to improve attendance</p> <p>£1,200</p>		
<p>Develop and resource a coherently planned programme of enrichment activities.</p> <p>Kapow Art&amp;DT</p> <p>£577</p> <p>Charanga Music</p> <p>£215</p> <p>Sports Clubs</p> <p>£700</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Physical activity has a positive impact on academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	5,6
<p>Whole staff training on behaviour.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1,2,3,5
<p>Motional Targeted small group support</p>	<p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £ 64,190**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 2% higher than their peers in 2021/22 and persistent absence % higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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
Infant Language Link	Speech Link Multimedia
Junior Language Link	Speech Link Multimedia
Speech Link	Speech Link Multimedia
Motional	Motional
PiXL	PiXL
Insight Tracking	Insight

## Service pupil premium funding (optional)

At St Pancras there are 2 pupils in receipt of service pupil premium funding.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Included within the main pupil premium budget.
What was the impact of that spending on service pupil premium eligible pupils?	Access to additional interventions and support services.

## Pupil premium strategy outcomes 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended Outcome	Success Criteria
<b>Improved acquisition and application of ambitious vocabulary</b>	In 2022, there were 4 disadvantaged pupils in Year 2. 75% achieved expected in writing.  For all pupils at KS2, 84% achieved expected in writing this is 21% compared to 2019.
<b>Improved outcomes in writing</b>	In 2022, there were 11 disadvantaged pupils in Year 6. 82% achieved expected in writing.
<b>Improved outcomes in maths</b>	In 2022, there were 11 disadvantaged pupils in Year 6. 64% achieved expected in Maths.
<b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b>	Overall attendance was 93.3%, this is lower than previous years but 0.5% higher than FFT National attendance.  Overall attendance for disadvantaged pupils is 91.3%. This 0.8% more than the FFT National average for disadvantaged pupils.  22% of disadvantaged pupils have persistent absence. This is 6% higher than their peers.
<b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantage pupils</b>	Children demonstrate increasing resilience. Children settle quickly into school/lessons and disruptions are minimal.  A higher number of disadvantaged children are still requiring emotional well-being interventions or support.
<b>To provide a coherently planned programme of enrichment activities.</b>	Extra-curricular clubs were reintroduced this year with Basketball, street dance, cricket and a number of other sports clubs being offered. The school is now aiming to extend this offer beyond sport next academic year to provide further enrichment opportunities.

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Tell your story, an initiative funded by the Ipswich Opportunity Area, will focus on improving the wellbeing of pupils through drama, supported by a local theatre group. A new stage is being purchased to support this programme which will be rolled out across the school.

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy we triangulated evidence from multiple sources of data including assessments, book scrutiny, conversations with pupils, teachers and parents in order to identify the challenges faces by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate and adjust our plan over time to secure better outcomes for pupils.