

Pupil premium strategy statement – St Pancras 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	180
Proportion (%) of pupil premium eligible pupils	22.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	
Date on which it will be reviewed	September 2024
Statement authorised by	Lucille Martin Headteacher
Pupil premium lead	Lucille Martin Headteacher
Governor / Trustee lead	David Verney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,292
Recovery premium funding allocation this academic year	£6960
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£73,252

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 62% (based on 2022 national) of disadvantaged pupils met the expected standard.
Improved acquisition and application of ambitious vocabulary.	Both assessments and monitoring 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.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged pupils and their non-disadvantaged peers. • the percentage of all pupils who are persistently absent being below 5%.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations.
To provide a coherently planned programme of enrichment activities.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. A variety of quality enrichment activities, many of which enhance curriculum provision.

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: £ 13,621

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</i></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:	3, 4

<p>are interpreted and administered correctly £2422</p>	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Subscription to Little Wandle Phonics and CLUSP evidence based, Literacy curriculum. Reading, writing and spelling programmes of study with strong focus on £2899 We will purchase resources (Language Link and Speech Link) and fund ongoing teacher training and release time. £8,000</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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF 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>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Angles Maths Hub resources and CPD (including Teaching for Mastery training). Subscription to White Rose Maths - £150</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: Maths guidance KS1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Purchase high quality CPD (MITA) on effective use of teaching assistants and high quality CPD from Greenfield on explicit vocabulary instruction. Embedding of excellent pedagogy across the curriculum.</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 & Zuccollo, 2019; Lynch et al., 2019). High quality teaching improves pupil outcomes, and effective professional</p>	<p>1, 2</p>

	<p>development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1635355217</p>	
<p><i>Subscription to Boxall to support Mental Health and Wellbeing across the school.</i></p> <p><i>CPD on trauma informed school approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></p> <p><i>£150</i></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: £ 48,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs to deliver Pixl and Little Wandle small group interventions for maths, phonics, reading and writing across KS2.</p> <p><i>£45,500</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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
<p>Maths Booster Groups</p> <p><i>£1,900</i></p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	4

	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	
Language Link – EYFS and KS1 and KS2 £790 (includes Speech link)	Oral language interventions EEF (educationendowmentfoundation.org.uk) 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: £ 8,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance officer in position to improve attendance £7,118	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Develop and resource a coherently planned programme of enrichment activities. Kapow Art&DT £577 Charanga Music £200 Sports Clubs £700	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical activity has a positive impact on academic attainment. https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5,6

	on.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Lego therapy and Drawing and Talking 1:1 and small group support	Social and emotional learning EEF (educationendowmentfoundation.org.uk) 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.	5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 70,406

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023, there were 7 disadvantaged pupils in year 6. % achieved expected in RWM combined. This is above the national combined figure of 59%. In maths, 100% of disadvantaged pupils achieved expected, this is well above the national figure of 73%.

In year 2, there were 5 disadvantaged pupils. 60% achieved expected in reading, just below national of 68%. In maths, 40% achieved expected again below national of 70%. The combined figure was 40%, below national of 73%.

In year 1, 4 pupils are disadvantaged 75% passed the phonics screening this is just below national.

There are 2 disadvantaged pupils in EYFS, 50% achieved GLD, this is below national of 67%.

The attendance of disadvantaged pupils for 2022/23 was 93.2% almost inline with FFT national of 93.6%.

Attendance of pupils in receipt of pupil premium funding by term. Autumn term 92.5%, Spring term 94.7% and summer term 93.7% giving a cumulative total of 93.2%. This shows some of the impact of schools work on attendance.

Persistent absence for pupils in receipt of premium pupil funding was 4.9% this is lower than national persistent absence of 22%. This shows improvement from 2021-22 when persistence absence for pupil premium pupils was 5.6%.

4 pupils received ELSA support from a trained member of staff. Targets were met and feedback from class teachers, parents and pupils was positive. Strategies taught during these sessions have been seen in use in the classroom and playground.

Cultural capital has been enhanced by providing access to extra-curricular clubs both during lunchtime and after school. In 2023, all disadvantaged pupils apart from 1 attended an extra-curricular club. Our extra-curricular offer included Basketball, street dance, cricket and a number of other sports clubs being offered. The new clubs offered were: storybook club (EYFS/KS1), Science club, Computer Programming club, Keyboard (piano) club, Drama club, sewing club and school choir. The school choir performed at the Celebrations concert at Snape Maltings.

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.

Programme	Provider
Infant Language Link	Speech Link Multimedia
Junior Language Link	Speech Link Multimedia
Speech Link	Speech Link Multimedia
Boxall profile	Boxall profile
PiXL	PiXL
Insight Tracking	Insight
Drawing and Talking Therapy	Drawing an Talking Therapy

Service pupil premium funding (optional)

<i>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</i>
Included within the main pupil premium budget.
The impact of that spending on service pupil premium eligible pupils
Access to additional interventions and support services.

Pupil premium strategy outcomes 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome	Success Criteria
Improved acquisition and application of ambitious vocabulary	<p>In 2023, there were 5 disadvantaged pupils in Year 2. 60% achieved expected in writing.</p> <p>For all pupils at KS2, 73% achieved expected in writing this is up by 10% compared to 2019.</p>
Improved outcomes in writing	<p>In 2023, there were 7 disadvantaged pupils in Year 6. 43% achieved expected+ in writing and 1 pupil achieved GD.</p>
Improved outcomes in maths	<p>In 2023, there were 7 disadvantaged pupils in Year 6. 43% achieved expected in Maths and 1 pupil achieved GD.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Overall attendance was 94.2%, this is higher than previous year and 0.5% higher than FFT National attendance.</p> <p>Overall attendance for disadvantaged pupils is 93.2%. This 0.4% less than the FFT National average for disadvantaged pupils.</p> <p>Overall persistent absence was 11%. This is 8% lower than the FFT national average.</p> <p>4.9% of disadvantaged pupils have persistent absence. This is % higher than their peers.</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantage pupils</p>	<p>Children demonstrate increasing resilience. Children settle quickly into school/lessons and disruptions are minimal.</p> <p>A higher number of disadvantaged children are still requiring emotional well-being interventions or support.</p> <p>Nurture groups helped improve our attendance, with a couple of Year 6 children who previously had attendance below 88% in Year 5, had 92%+ attendance in Year 6.</p>
<p>To provide a coherently planned programme of enrichment activities.</p>	<p>More variety of extra-curricular clubs were continued this year on top of the Basketball, street dance, cricket and a number of other sports clubs being offered. The new clubs offered were: storybook club (EYFS/KS1), Science club, Computer Programming club, Keyboard (piano) club, Drama club, sewing club and school choir. The school choir performed at the Celebrations concert at Snape Maltings. 75% of PP children accessed extra-curricular clubs across the year. 30% of PP children accessed more than one club.</p>

Further information

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.

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.