

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Charles Borromeo Catholic Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	4.29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Helen Curtis
Pupil premium lead	Helen Curtis
Governor / Trustee lead	Gordon Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17 079
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2000

Part A: Pupil premium strategy plan

Statement of intent

- Our key priority in school is that all children have access to an enriched and positive school life and our Pupil Premium Strategy Plan underpins this to ensure equality of access for disadvantaged children.
- The strategy that St Charles has adopted is one of focusing any PPG money directly on improving pupils' outcomes through high quality teaching, interventions and resources, particularly in Reading and Maths. We ensure that all children work together, with inclusivity being the key to teaching all pupils alongside their peers for the majority of the time, supplemented with small group or individual interventions to suit the need of the child.
- More able PP children are identified and work alongside their peers to ensure they achieve their very best. We analyse the performance of all children on a termly basis and make any changes as necessary. In addition to this we collate impact information about the children that receive Pupil Premium funding, outlining their wider learning and the impact that their funding is having on their lives in an academic and broader context.

Challenges

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

Challenge number	Detail of challenge
1	There is still a fallout from COVID, although it is more targeted. It is mainly focussed on the essential skills missed in phonics, writing and Maths
2	Vulnerable families with emotional and social needs
3	PP children do not always make expected progress from their starting points.
4	Where children are targeted to do so, that they achieve greater depth in Reading and Writing and Maths
5	In a school with diverse socio-economic situations, levelling the position for all children, so that there is equal access to provision, and that specific talents are nurtured

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
Most children to have caught up on missed learning due to Lockdown but with specific targeted groups for PP children.	All pupil premium children, whatever their prior attainment, make at least expected progress.
Social, emotional and behavioural problems affecting wellbeing and progress, especially related to COVID 19, improve for our PP children	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and staff observations.
Support is provided for families' and pupil's social, emotional and health needs	Parents using the resources such as HSLW, Rainbows, ELSA, Time to Talk
PP tracking is robust and is used to inform subsequent provision	Regular input by staff - teacher and LSAs- on progress of the children and alterations made regularly to groups to support them, informed by evidence and data
100% of more able PP pupils are achieving at high levels of progress	Children exceed expected standard where FFT data indicates that should be the case
Pupils are provided with access to a wide range of experiences that enhance their knowledge and understanding of the world. That they receive the same chances and resources as the other children in our school Specific gifts and talents are identified and encouraged	All pupils experienced trips/ residential/ homework books in line with all children in the school. Curriculum was enriched and expanded the children's breadth of knowledge and experience. Children with the desire to learn have the opportunity to pursue talents and dreams through extra clubs and lessons

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: £ 4,119 tbc

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Training for Rainbows and ELSA</i>	https://www.elsanetwork.org/elsa-network/other-research/	1,2
<i>Maths Hub Teaching for Mastery</i>	https://www.ncetm.org.uk/maths-hubs-projects/pd-lead-development-and-accreditation-programme/	1,3,4
<i>IT provision to enhance learning experiences from home</i>	EEF. To be spent in 2021/22	5

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

Budgeted cost: £ **£6,633 tbc**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nessy</i>	AUSPELD and DSF 1, global partner of the International Dyslexia Association	3,4
<i>Write Words</i>	EFF Report on the Impact of school closures on the attainment gap: And the EFF Guide to Supporting School Planning: A Tiered Approach to 2020-21	1,3
<i>Grammar Group</i>	See report above	1,3
<i>Individual reading</i>	See report above	1,3
<i>Maths challenge group</i>	See report above	1,4
<i>Reading group</i>	See report above	1,4
<i>Third Space</i>	Third Space and PP report as well as previous success from ourselves and other Xavier mat schools	1,3

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

Budgeted cost: £ **3,773 tbc**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rainbows</i>	https://www.elsanetwork.org/elsa-network/other-research	1,2

<i>Elsa</i>	As above	1,2
<i>HSLA</i>	https://link.springer.com/content/pdf/10.1007/978-0-387-35403-3_13.pdf	1,2,3
<i>Clubs- multisports, Dance, dodgeball, football, arts and craft, choir</i>	Research to understand successful approaches to supporting the most academically able disadvantaged pupils Research report November 2018 Stephen M.Cullen ¹ , Mairi-Ann Cullen ¹ , Siobhan Dytham ² , Nikita Hayden ¹	5
<i>Music lessons and extra curricular activities.</i>	As above	5
<i>Access to trips and residential</i>	As above	5
<i>Milk</i>	As above	5
<i>Specialist books for use in school and homework</i>	As above	5
<i>Transition 1;1 support in preparation for SATs and secondary schools</i>	As above	2

Total budgeted cost: £ 17,079

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year. We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have also drawn upon the impact statements that the teaching staff have used to illustrate how the children's lives may have been enriched in a wider context.

Most of our Pupil Premium children have made good progress and reached Expected Standard in Reading, Writing and Maths, some have reached Greater Depth in particular subjects. Those that have not reached Expected Standard have designated support through either Pupil Premium or school funding.

The access to HSLW has been appreciated although not used a huge amount. It has been useful for both adult and children with family and individual sessions. The access to this has enabled parents and children to try to make sense of certain issues in their lives.

For all children from Year 1 upwards Maths interventions have been shown to have good impact. Most Pupil Premium children have reached at least expected standard. These are run by a combination of LSA and teachers

Impact statements, from all year group teachers, outline how this regular work in small groups, with LSAs, is allowing the children time to talk about their maths and has meant an increase in tests scores and in the level of confidence. Children are using better mathematical vocabulary as a result of the smaller group aspect of the intervention, which is evidenced in books. Teacher comments include- the ability to drill down into misconceptions and take time to address them really pays off

Third Space has allowed children to explore any issues they may have on a one-to-one basis. It has led to success in all maths areas and confidence in their own ability to attempt more challenging work. Whether this continues or not next year will need to be evaluated as it is moving to an AI model.

Little Wandle phonics scheme has been used with our younger children and is proving very useful for all children, but especially our PP children, where they can have extra support should it be needed, on a 1:1 basis. Teaching staff and support staff have found the impact to be incredibly beneficial with one teacher commenting that- Her confidence is so much more evidence in a one-to-one format, or even small group. When we are in class she is reluctant to talk

Attendance figures)- have proved that by providing the children with a supportive environment they want to come to school to learn. Monitoring attendance is vital so that we can provide support to parents that need it.

Our ELSA support is used by some of our PP children. They have appreciated the time and space to express emotions and feelings in this safe space and our ELSAs report significant improvement in engagement across the year.

Many of our PP children have attended clubs for choir, multi sports and arts & crafts and dodgeball. Pre-allocation of club places for PP children has resulted in increased attendance at clubs and the ability for children to be looked after, at the end of school.. A few of our children attend afterschool club. Some regularly and some on an ad hoc basis. This gives children a chance to interact socially as well as ease family pressures based around working families

Use of online homework tools have seen the children using them every week, they have enabled the children to access the same homework as their peers. It is guided and instils a need to complete homework regularly.

There has been a wide range of trip provision available to the children, and to watch the children take part, address their fears and have a go at everything on offer shows just how much this aspect of PP funding is of value.

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
One to One Maths tuition	Third Space Learning

