



St Charles Catholic Primary School

Pupil premium strategy statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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 Charles Catholic Primary School
Number of pupils in school	234 (including nursery)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was first published	December 2021
Date this statement was reviewed	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Ann Slavin, Executive Headteacher
Pupil premium lead	M. Troyano, Assistant Headteacher
Governor / Trustee lead	Dave Hallbery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22/23)	£134,345
Recovery premium funding allocation this academic year	£14000 approx
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£148,000 approx

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that all pupils, including our disadvantaged pupils, have the skills and knowledge they need to access the curriculum and achieve highly. We believe that our disadvantaged pupils should experience a broad and inspirational curriculum and have access to a wide range of opportunities such as clubs and trips, so that they can develop their cultural capital. No child should be disadvantaged by their background. As well as high academic aspirations, we believe in supporting the emotional and social needs of all children. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

We know that many of our pupils have been adversely affected by the disruption to education brought about by coronavirus, including vulnerable, disadvantaged and non-disadvantaged pupils. Our pupil premium strategy recognises this and seeks to address any issues that have arisen, both emotional and academic. Our strategy is closely allied to our school improvement priorities and is linked to the school's plans for recovery through the delivery of the National Tutoring Programme for pupils whose education has been affected, including non-disadvantaged pupils.

High quality teaching is at the heart of our approach. We will focus on areas where our disadvantaged pupils require the most support, including early reading, phonics and maths. These skills are fundamental to progress and future success. Focussing on these areas has been proven to have the greatest impact on closing the disadvantaged attainment gap while also benefitting all pupils in our school. We will invest in high quality professional development to ensure all our staff have the knowledge to support our pupils in achieving well.

Our approach will be responsive to common challenges and individual needs. We will use trusted evidence and research, and robust diagnostic assessment to ensure it has impact. 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 are 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	Gaps in basic skills for PPG (and other pupils) which opened up as a result of Covid-19 pandemic and which persist. PPG and non-disadvantaged pupils are showing gaps in phonics, writing and key maths skills.
2	Pupils' language and communication skills in EYFS and KS1 are low. Vocabulary is poor. This has been exacerbated by Covid-19. Consequently, focus and concentration levels among these pupils is poor. Additionally, some pupils experience frustration as they cannot articulate feelings. Poor vocabulary is also evident in KS2
3	Lower attendance for PPG pupils. Although attendance was affected last year across the school, attendance of PPG pupils was 91.4% for 2021/22 compared to 93.4% for non-PPG pupils. Unauthorised absence for PPG pupils was almost double that of the school as a whole at 2.5%. Lateness was also much higher for PPG pupils compared to the average level for the school. Attendance is further impacted for PPG pupils who also have SEND.
4	Gaps in attainment between PPG pupils and their peers in most year groups.
5	Lack of engagement of PPG parents.
6	PPG Children in EYFS and KS1 have less developed skills for socialisation than their peers. Covid-19 has made this worse. Some behaviour issues resulting from Covid lockdowns persist into KS2.
7	Low self-esteem and emotional distress amongst some disadvantaged pupil accompanied by lack of self-regulation relating to emotions, which can lead to them struggling to follow the behaviour expectations.
8	Outcomes in KS1, particularly year 1, are significantly lower than in previous years. This is due to missed schooling due to Covid-19. These gaps will have an impact on learning and attainment in Year 2 and beyond. Outcomes are also affected in other parts of the school.
9	Deterioration in handwriting and fine motor skills in KS1 and EYFS and further up the school. Although this affects most pupils, it is particularly evident for PPG and other vulnerable pupils. This is impacting on outcomes in writing.
10	Financial impact on PPG families of Covid-19, the cost of living crisis and other changes to income/benefits.

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
Gaps in basic skills (phonics, maths) for PPG and other pupils close	% of pupils with good grasp of basic skills (times tables, phonics, four operations, handwriting, sentence writing, fluency and comprehension in reading) increases School-led tutoring delivers accelerated progress % of pupils passing screening is in line with national figures
Improved communication and vocabulary for PPG pupils in EYFS and also in KS1.	In Assessments and observations, pupils demonstrate improved vocabulary in all subjects Maintain Communication and Language outcomes EYFS at 75%+ All pupils in KS1 demonstrate progress in Talk for Thinking after intervention All pupils make progress from starting point following WELLCOME intervention Improved levels of focus and concentration in Reception and KS1 observable during lessons Key pupils to be able to articulate feelings clearly
Improved attendance for PPG pupils Reduction in unauthorised absences	Over period of the strategy: Improved attendance for all groups including PPG and the disadvantaged to be in line with target of 95.6% Persistent absenteeism level for PPG less than 3.1% and in line with non-PPG pupils Attendance for targeted pupils (those with attendance less than 90%) improves compared to previous year
Improved attainment for PPG pupils in Reading, Writing and Maths	Over period of the strategy: Statutory Outcomes to be in line with or above national average circa 65% Average scaled scores to be in line with national average 104/105
Improved engagement from parents of PPG pupils	Conversations with parents, parent/teacher consultations and other indicators show that parents better support pupils to engage with learning at home, completion of homework improves. Improved behaviour for targeted pupils
EYFS and KS1 are able to form meaningful relationships with peers and adults Positive behaviour in the playground and in classes	Assessments and observations show that over the period of this strategy: 75%/80%+ of pupils able to form good relationships in EYFS in line with national Positive play in playground Reduction of behaviour incidents in playground – monitored using CPOMS
PPG pupils show increased self-confidence and resilience. They show engagement with learning	Gauged through surveys and impact on learning Impact of Recovery Curriculum, emotion coaching, Mind Up programme/ELSA and therapy groups
Children in EYFS achieve ARE in literacy and maths	% of pupils achieve ARE in Literacy and Maths in line with other similar children
Improved handwriting and fine motor skills	65% of Reception children use appropriate grip and form letters correctly Most children in KS1 write with neat cursive script by the end of Year 1 Interventions for pupils in Year 2 and other years where necessary
Children have basic needs of food, clothing, warmth met.	All PPG pupils have access to clubs, trips, Magic Breakfast PPG pupils supported economically as necessary

Children have equal access to all opportunities and are not disadvantaged by economic factors	
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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: £ 65,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted professional development for teachers to address specific needs, develop subject knowledge so that they can support pupils emotionally and academically</p> <p>Targeted CPD for support staff to support learning in class and the emotional development of pupils</p>	<p>High quality professional development is key to ensuring that all staff can support pupils emotional and academically. Support staff play a key role in supporting learning and emotional development so training will be provided for them.</p> <p>Professional development is most effective when it addresses school priorities and specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF's COVID-19 support guide for schools</p>	1, 2, 4, 8, 9
<p>Regular, targeted monitoring of pupil progress (including release time for teachers and CPD)</p> <p>Including at least termly pupil progress meetings</p>	<p>EEF's COVID-19 support guide for schools</p> <p>DfE's catch-up premium guidance</p> <p>Close monitoring of outcomes and progress ensures that gaps are addressed and closed. It allows support to be provided where necessary to ensure pupils achieve to their full potential</p>	1, 2, 4, 8, 9
<p>Delivery of consistent and effective Phonics programme across the school</p> <p>Ensuring quality teaching and carrying out monitoring of Early Reading and Reading generally across the school</p> <p>Promote reading for pleasure</p> <p>Ongoing CPD for staff on Early Reading and Phonics</p> <p>Parental workshops on phonics, reading, writing</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Participation in English Hub with focus on Early Reading and phonics to develop pedagogy and share best practice</p> <p>CPD is key to ensuring consistent delivery of phonics and early reading to all pupils. It is also important to establish clear monitoring practices around reading and phonics.</p> <p>Includes release time for staff to attend CPD meetings, carry out monitoring and disseminate good practice more widely</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>The Reading Framework</p>	1, 8
<p>Improve pedagogy in maths and and share best practice</p> <p>Includes release time for staff to attend CPD meetings, embed</p>	<p>Participation in the Maths Hub provides high quality, evidence-based CPD for staff which has been proved to raise standards and to embed a mastery approach. There will be a particular focus on developing mastering number in EY and KS1 which will then have an impact as children move through the school.</p>	1, 8

practices and disseminate good practice more widely Includes support from consultant to deliver CPD and raise standards	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) EEF's COVID-19 support guide for schools	
Consultant support to develop broad, balanced and inspirational curriculum that meets the needs of all pupils Consultant support for school improvement	Delivering a broad, balanced and inspirational curriculum is key focus for schools (Ofsted – EIF/DfE). We will continue to improve our curriculum with support from consultants to be broad, inspirational and meet the needs of our children.	

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

Budgeted cost: £ 60,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme (including School-led tuition) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. • School-led tutoring delivered by teachers and support staff (to cover school's contribution to tutoring)	DfE's national tutoring programme is designed to address gaps that have arisen as a result of disruption to education from coronavirus EEF evidence of widening gaps for PPG following lockdown Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 8
Booster sessions for Years 2 and 6 to address any gaps and further challenge pupils Booster sessions for phonics	Evidence from EEF and Sutton trust demonstrate the effectiveness of small group interventions groups on progress and on addressing gaps in learning	1, 4, 2
Improving language proficiency in EY and KS1 Participation in Wellcome language project Other language intervention – Language for thinking/Elklan	EEF Promising Projects DfE funded project https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Improving language acquisition and proficiency in EY/KS1 will support learning and progress later. Also poor language skills can impact on behaviour as well as learning. Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 6
Participation in Mastering number in EYFS and KS1	EEF guidance on maths Mastery in maths research	2, 6

Additional support from Educational Psychologist to provide support for PPG and SEND pupils. Ed Psych to work with families and pupils to improve outcomes	Specialist support from Educational Psychologist is fundamental to allow the needs of the most vulnerable to be addressed.	5, 2, 1, 4, 6, 7, 8
Structured interventions across the school to support reading (including early reading), EAL interventions, SEND interventions and other interventions to close gaps	Evidence from EEF and Sutton trust for small group interventions groups https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy EEF reports into literacy and maths support	1, 2, 4, 6, 8, 9
Develop children's self-efficacy, resilience and improve engagement with learning. Reinforce building learning behaviours culture	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Hattie's work on metacognition EIF highlights the importance of effective learning behaviours on learning and progress	4, 6, 7

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

Budgeted cost: £ 20,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to support children's emotional wellbeing: MindUp, Trauma Informed teaching, ELSA, emotion coaching Deliver Healthy Schools Gold Action Plan which focusses on wellbeing	Emotional wellbeing has been affected by disruption to education and by lockdowns. Locally, Grenfell has had an impact on pupils and staff. Pupils including PPG and vulnerable pupils are demonstrating difficulties with relationships. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel KCSIE focus on Pupil wellbeing Ofsted framework and briefings/reports on Covid-19 KCSIE	7,3,10
Fund learning mentor time to support pupils with learning, behaviour and emotional needs and to support families with absence Support Staff wellbeing	Learning mentor works closely with pupils to address learning barriers, behaviour and emotional needs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel KCSIE focus on Pupil wellbeing Ofsted framework and briefings/reports on Covid-19 KCSIE	7, 3
Funding play and art therapist to provide emotional support for pupils including support post Grenfell	To support emotional needs of pupils as a result of Grenfell Tragedy and impact of Covid-19 or other issues such as bereavement.	7

Half-termly monitoring of absence and punctuality followed by meetings with parents	Best practice advice from LA school improvement partner and attendance officer Improving School Attendance	3
Welfare support for vulnerable families Funding for supporting families with cost of uniform, school journey, breakfast club and club fees for PPG pupils	Many of our PPG and vulnerable pupils are struggling to meet financial challenges of uniform, clubs, trips etc. We believe that no child should be prevented to taking part in the wider school curriculum because of financial pressures. PPG conditions of grant NFER research into support for vulnerable pupils and the children of key workers	10
Targeted lunchtime play support	Targeted lunchtime play support has proved to be effective in reducing behaviour and bullying issues. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	6, 7, 2
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: £ 146,800

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 show that although pupils in receipt of PPG achieved below their non-disadvantaged peers in most year groups, their outcomes improved significantly from the previous year. The greatest impact on outcomes is where PPG pupils are also classed as SEND. Boys in receipt of PPG were particularly affected in some year groups. Progress was made against the outcomes we aimed to achieve in our previous strategy by the end of 2020/21. While gaps in attainment persist between PPG pupils and their peers, these have closed over the last year.

Pupils in receipt of PPG achieved well overall in statutory assessments. Their outcomes were in line or above national averages. This has been achieved through targeted support (including the delivery of school-led tutoring, boosters and other interventions), rigorous monitoring and high quality teaching. Despite these successes, the impact of Covid-19 persists and continues to affect some of our disadvantaged pupils. The school has continued to provide our disadvantaged families with devices to support learning.

Additionally, the pandemic placed our disadvantaged families under increased financial pressure and the school ensured that we supported them with the provision of food, uniform and subsidised fees.

Schools continued to see attendance affected by Covid-19 in 2021/22. Our attendance of 93.4% was well below our target of 96%; it was above national figures supplied by the Fisher Family Trust (92.8%). Attendance for pupils in receipt of PPG was 2% lower than the school average. For a number of disadvantaged pupils, attendance was affected by bereavement and anxiety resulting from the pandemic. A number of disadvantaged families had high levels of persistent and unauthorised absence. The school worked closely with these families to improve attendance, making use of outside agencies where necessary.

Our assessments and observations indicate that pupil behaviour, resilience, concentration and wellbeing and mental health continue to be impacted by Covid-19-related issues. The use of the recovery curriculum, pastoral and behaviour support have led to improvements in these over the course of the year. We continue to invest heavily in providing emotional, wellbeing and mental health support to pupils including the disadvantaged through therapists, learning mentors, ELSA support etc. We propose continuing this support going forward. Programmes such as Language for Thinking, Wellcome and NELI had an impact in improving language development and vocabulary skills for pupils in EY and KS1.

Handwriting emerged as an area of focus through our monitoring cycle. The pandemic, lockdowns and disruption to education has impacted on fine motor skills and handwriting. The school has identified this as a priority for the year 22/23.

Our phonics programme has delivered improved outcomes in phonics for all our pupils. Outcomes continue to be in line with national averages. Improved tracking and assessment last year, as well as interventions, ensured pupils performed well in the screening. The school had phonics and reading as a priority last year; as a result, outcomes in reading were strong across the school. We will continue to prioritise reading in the coming year, engaging with parents with strategies to support at home. We will also deliver support and interventions in maths to ensure gaps continue to close.

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
Wellcomm Language Programme	
Essential Letters and Sounds	
Aspire	Fischer Family Trust
Maths Mastery	Ark