



Pupil Premium Strategy

St Winefride’s 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	163
Proportion (%) of pupil premium eligible pupils	36 (22.08%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-24/ 24-25/25-26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jennifer Davies, Headteacher
Pupil premium lead	Jennifer Davies, Headteacher
Governor / Trustee lead	Anne Marie Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,460
Recovery premium funding allocation this academic year	£3,625
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>	£59,085

Part A: Pupil premium strategy plan

Statement of intent

At St Winefride's Catholic Primary school, we believe that pupil premium funding should be used to support the academic and personal development of our most vulnerable children. Our intention is that, irrespective of their background or the challenges they face, all pupils make at least good progress and aspire to achieve high attainment across all subject areas. We ensure that the attainment and progress of all disadvantaged pupils are tracked in all curriculum areas and in all aspects of school life. This informs provision for our disadvantaged pupils to receive specific, targeted support to raise their attainment and to ensure that they make at least good progress. At St Winefride's, we strive to embed an inclusive, aspirational culture with our core values of excellence, happiness, respect, resilience, compassion and faith at the very heart of all that we do. This encourages all of our disadvantaged children to succeed regardless of their starting points.

At St Winefride's Catholic Primary school, we believe that everyone is valued as a unique gift from God. We work together to create an engaging learning environment where all children are challenged and supported to achieve their full potential. We believe in the God given potential of every child. Intrinsicly, we are open to collaborating with outside agencies to ensure that our children are given the best possible provision to support them on their holistic learning journey.

Quality first teaching will always be at the heart of our approach to raising standards here at St Winefride's. This is achieved through meticulous and skilled planning and teaching by teaching staff who are aware of the disadvantaged children in their classrooms and are determined to support them with any barriers that they face so that they can achieve the best possible outcomes. In promoting positive strategies to ensure quality first teaching, we develop learners who have a strong foundation in reading, writing and maths whilst equipping them with the skills and knowledge in all curriculum areas giving them the courage to embark on the next chapter of their learning journey. We consider all the challenges faced by our vulnerable pupils.

Through this strategy, we have considered the needs of all pupils for whom the school receives this grant, as well as these with adverse childhood experience, low prior attainment levels and additional needs. We believe that the negative impact of external factors upon a child's academic and lifelong success should be mitigated.

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

Ensure that disadvantaged pupils are challenged in the work that they are set.

Act early and provide support and intervention at the point that the need is identified.

Adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and raise the expectations of what they can achieve. We encourage all our children to 'Shine their Light' in all aspects of life.

Challenges

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

Challenge number	Detail of challenge
1	Further improve attendance of DAP so that it is in line with the attendance of non – DAP - this will impact on attainment and progress due to several factors.
2	Families may struggle to finance wider school opportunities that build cultural capital and support a broader understanding of subject areas.
3	Below age related mathematical knowledge of concepts and procedures that are necessary to succeed in age related problem solving and reasoning. This may be linked to parental anxiety around maths and a lack of subject knowledge and mindset towards maths and poor literacy skills. Mathematical attainment to improve.
4	Where the reading is not evident in the home environment, pupils may not develop a love of reading nor understand the importance of reading in their lives. Reading attainment to improve.
5	Low level phonics and spelling knowledge and language development to apply to reading and writing consistently. Writing levels to improve.
6	Social and emotional difficulties that impact upon the learning, general well-being, resilience, confidence, and self-esteem. Development delay and difficulties resulting in significant trauma which impact the development academically and personally.

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
To achieve and sustain improved attendance in particular for those who are disadvantaged and who have a historical low attendance.	Improved attendance for those identified will be noted and evaluated including: Tracking of attendance of the DAP. Attendance data shared in the HT report.

	<p>Attendance letters shared with parents. Attendance meetings held with parents. Termly and annual attendance reports which highlight any child with poor attendance which will be challenged by the SLT. Attendance for DAP will reach the percentage of the non-DAP children. Individual attendance of DAP will improve.</p>
All disadvantaged pupils to make at least good progress and work towards closing the gap between their expected attainment and their current attainment level.	<p>The percentage of children achieving ARE in reading, writing and maths will increase across all year groups. The percentage of disadvantaged pupils achieving aged, related expectations in combined reading, writing and maths at the end of KS2 will increase.</p>
Reading levels of disadvantaged pupils to improve throughout the school.	The percentage of disadvantaged children reaching the age-related expectations or above in each cohort to increase.
Writing attainment to improve for pupils who are disadvantaged.	The percentage of disadvantaged children reaching the age-related expectations in each cohort to increase.
Mathematical attainment to improve for pupils who are disadvantaged.	The percentage of disadvantaged children reaching the age-related expectations in each cohort to increase.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This will be evident when triangulated with other resources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To improve the confidence and self-worth of our most vulnerable children.	Improved focus, self-esteem, and ability to manage social situations resulting in improved attendance and pupil outcomes. Notes will be kept by the school's learning mentor (CPOMS) and class teacher. Outcomes will be clear through pupil voice activities that take place across the curriculum throughout the year. Progress to outcomes discussed in pupil progress meetings will be positive.

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: £ 36,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First teaching in all classrooms from the class teacher and support staff and strategies used by all staff.</p>	<p>The EEF has evidenced that High Quality Teaching has the greatest impact on pupil outcomes. QFT monitoring is regular throughout the year and the monitoring proforma consistent across the school. CPD sessions are booked in to support staff where needed.</p> <p>Highly skilled and developing staffing team working collaboratively to share successes and support our most vulnerable learners.</p> <p>The EEF states “that all pupils should have access to high quality teaching, particularly those who are disadvantaged and need additional support to succeed. When pupils do receive support from a TA, this should not reduce their interactions they have with both their classroom teacher and their peers both during class and as a result of out of class interventions. Teaching assistants do provide support in class to ensure that children are accessing teaching and learning.</p>	<p>3, 4, 5, 6</p>
<p>Staff to engage in quality CPD through the engagement in NPQs and specific professional development through the National College as well as other providers.</p>	<p>Evidence from the EEF shows that supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p>	<p>3,4,5,6</p>
<p>Technology and other resources that support high quality teaching, for example software to support diagnostic assessment.</p>	<p>EEF research shows that to improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy.</p>	<p>3,4,5,6</p>
<p>Each pupil in receipt of PPG will receive extra teacher/ teaching assistant support to raise attainment.</p>	<p>All evidence suggests that children that work in small groups with gifted and well-trained adults will make good progress from their starting points. Use of support staff will be monitored through learning walks and through discussion with the teacher and teaching assistant at pupil progress meetings. In all learning walks, subject leaders and SLT will monitor that vulnerable</p>	<p>1, 3, 4, 5, 6</p>

	children are receiving the support to enable them to progress in each lesson. DAP is monitored in terms of their attainment and progress termly. This is shared with staff, and it is reported to the standards and progress committee also.	
Purchase of the DfE validated scheme of learning Little Wandle and resources to secure stronger phonics for all pupils.	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 (EEF).	4, 5
Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery-based approaches to teaching or feedback.	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 (EEF).	4, 5

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

Budgeted cost: £ 15,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support complex needs of specific children in order to ensure security and readiness to learn.	EEF research shows that disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Staff engage in CPD and support to improve outcomes for pupils.	1, 3, 4, 5, 6
Additional phonic support phonic development of children to ensure that	Evidence has shown us that the Keep up programme for Little Wandle ensures that children receive the support that they need to support their phonic	4,5

<p>they ‘keep up.’ With their peers.</p>	<p>development and accuracy of word reading. 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 (EEF).</p>	
<p>ELSA support for children showing social, emotional, or behavioural barriers to learning. Elsa support to support children with poor attendance to ease anxieties and develop strategies which make coming to school easier.</p>	<p>1:1support - The Emotional Literacy Support Assistant (ELSA) helps to support the emotional needs of pupils. Research shows that children learn better and are happier in school when their emotional needs are nurtured and supported. ELSA supports pupils in a variety of different ways – understanding their difficulties; identifying and managing their emotions so that they can develop these skills and subsequently become emotionally resilient.</p> <p>Group support – ELSA supports children through a communication group to support social and communication skills.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life (improved academic performance, attitudes, behaviours and relationships with peers) – (EEF social and emotional learning).</p>	<p>6</p>
<p>Teaching assistant deployment and interventions - for example, by supporting high quality provision within the classroom and delivering targeted interventions.</p>	<p>EEF research - Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.</p> <p>Targeted academic support supports pupil progress and is employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions are carefully linked to classroom teaching and matched to individual pupils’ specific needs, while not inhibiting their access to the wider curriculum.</p>	<p>1, 3, 4, 5, 6</p>

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

Budgeted cost: £6,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DFE’s improving school attendance advice. This will involve training and release time for staff to develop and implement procedures and ensuring that the attendance/ support officers receive training to target the further improvement of attendance.</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Regular communication to parents regarding individual attendance as well as sharing class attendance each week with pupils, parents and carers.</p>	<p>1, 3, 4, 5, 6</p>
<p>Forest school sessions for the children identified as being on the vulnerable list.</p>	<p>The EEF says: There is a wider base indicating that outdoor adventure learning may have positive impact on other outcomes such as self-efficacy, motivation, cooperation, and teamwork. This helps to support self-esteem. Forest school sessions are to boost self-worth and resilience and to support learners with self-regulation.</p>	<p>2, 6</p>
<p>Full of Beans ‘Find your inner hero’ programme – 10-week programme per term to support children with self-esteem.</p>	<p>EEF research shows that social and emotional skills support effective learning and are linked to positive outcomes later in life. These targeting interventions aim to raise the self esteem of pupils thus impacting positively on the outcomes for all pupils.</p>	<p>2, 6</p>
<p>Volunteers to work with children identified to support them with their reading and to help boost confidence and self-esteem.</p>	<p>Targeted academic support in reading supports pupil progress and is employed to help boost language development, fluency in reading and comprehension. These interventions are carefully linked to classroom teaching and matched to individual pupils’ specific needs.</p>	<p>4, 5, 6</p>
<p>Subsidy for pupil premium families for residential and school trips to support raising</p>	<p>EEF research shows that extracurricular activities, including school trips and residential are an important part of</p>	<p>2</p>

aspirations, self-esteem and cultural capital.	education. These approaches may increase engagement in learning. Children are encouraged to attend school trips and residential to raise aspirations, self-esteem and cultural capital.	
Extracurricular activities, including sports, outdoor activities, and arts and culture.	EEF research shows that extracurricular activities are an important part of education. These approaches may increase engagement in learning. Children are encouraged to attend extracurricular activities.	2, 6

Total budgeted cost: £ 59,085

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils is closely monitored in day-to-day teaching and learning, informal and formal assessments. The attainment and progress of all pupils, including disadvantaged pupils is closely monitored and provision is put in place to ensure that all children achieve the best possible outcomes. Termly, pupil progress meetings take place between SLT and class teachers to discuss the progress made and the impact of interventions and support in place as well as 'next steps' needed to ensure that disadvantaged pupils make at least good progress. The SLT implemented a tracker for disadvantaged pupils which is shared with governors and shows the progress that disadvantaged pupils make each term. In 21-22 and 22-23, the average progress of disadvantaged pupils was better than good in reading, writing and maths.

*In 2022-23, attendance data was strong: Whole school attendance = 96.04%
Attendance for disadvantaged pupils = 94.58% Non- disadvantaged pupils = 96.40%*

In 22-23, 100% of disadvantaged pupils, in Reception class achieved GLD. In Year 1, 66.6% of disadvantaged pupils achieved a pass in the phonics screening. At the end of KS1, 100% disadvantaged pupils achieved ARE in reading, writing and Maths. At the end of KS2, 80% of disadvantaged pupils achieved ARE or above on spelling, punctuation, and grammar with 20% achieving greater depth. 60% of disadvantaged pupils achieved ARE or above in reading with 20% achieving GDS. In Maths, 60% of disadvantaged pupils achieved ARE and in writing, 60% of disadvantaged pupils achieved ARE or above in writing with 20% achieving GDS.

In the academic year 22-23, 65% of the disadvantaged pupils achieved ARE or above in Maths with 15% achieving GDS. In reading, 68% of disadvantaged pupils achieved ARE or higher in reading with 12% achieving GDS and in writing, 62% of the disadvantaged pupils achieved ARE or above with 12% achieving GDS.

The deployment of teaching assistants and support provided through intervention has enabled disadvantaged pupils to make better than good progress across the curriculum. Our implementation of 'keep up' approaches has enabled children to achieve the outcomes that they can achieve. Quality CPD for all staff impacts upon the quality of teaching and learning and this is evidenced in the continued attainment and progress of the children.

CPD for our learning mentor ensures that the children receive the support that they need with communication, language and social development. We pride ourselves upon the high level of support that our children and their families receive. We will continue to provide this support and build upon it so that all children make at least good progress academically, socially, morally and spiritually.

Children are given lots of opportunities to grow in confidence and self esteem and this is something that we continue to strengthen in our school. Through school trips, residential, theatre experiences, musical opportunities, retreats, sporting experiences, opportunities in youth leadership our children continue to flourish and grow through these experiences that enrich their education.

Engagement of disadvantaged pupils in extracurricular activities and in residential trips was positive in 21-22 and 22-23.



School Headlines – Data – July 2023 – Academic Year 22-23

EYFS	% of pupils achieving GLD (School)	% of pupils achieving GLD (National)
	81.3%	62.7%

YEAR 1	% of children achieving the expected standard in phonic screening (School).	% of children achieving the expected standard in phonic screening (National)
	91.7%	78.9%

YEAR 2	% of children achieving the expected standard in phonic screening who had to retake (School).	% of children achieving the expected standard in phonic screening who had to retake (National)
	100%	58.7%

<u>END OF KS1</u>	<u>% of pupils achieving the</u>	<u>% of pupils achieving the expected</u>	<u>% of pupils achieving GDS (school)</u>	<u>% of pupils achieving GDS (National)</u>

	<u>expected standard (school)</u>	<u>standard (National)</u>		
<u>% Reading, writing, and maths combined</u>	81.8%	56%	0%	6.2%
<u>English reading</u>	86.4%	68.2%	18.2%	18.8%
<u>Mathematics</u>	81.8%	70.4%	4.5%	16.3%
<u>English writing (teacher assessment)</u>	81.8%	60.1%	0%	8.2%
<u>Science (teacher assessment)</u>	86.4%	78.7%	-	-

YEAR 4 MTC	% of children achieving the 100% 25/25 (school)	Average score – school
	32%	20.1

<u>END OF KS2</u>	<u>% of pupils achieving the expected standard (school)</u>	<u>% of pupils achieving the expected standard (National)</u>	<u>% of pupils achieving GLD (school)</u>	<u>% of pupils achieving GLD (National)</u>
<u>% Reading, writing and maths combined</u>	60.6%	59.5%	9.1%	8%
<u>English reading</u>	70%	72%	30.3%	29%

<u>Grammar, punctuation and spelling</u>	70%	72%	15.2%	30.1%
<u>Mathematics</u>	70%	72.9%	12.1%	23.8%
<u>English writing (teacher assessment)</u>	78.8%	71.5%	24.2%	13.3%
<u>Science (teacher assessment)</u>	82%		80%	

<u>END OF KS2</u>	<u>Average scaled score – school</u>	<u>Average scaled score - National</u>
<u>Reading</u>	105.1	105.1
<u>Grammar, punctuation, and spelling</u>	102.6	104.9
<u>Maths</u>	102	104.1

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
Little Wandle (DFE validated)	Little Wandle
External sports coaches	Learnsport4life

External Provided Programmes for 23-24

Programme	Provider
Little Wandle (DFE validated)	Little Wandle
Reading support	Tutor led – 1:1 support
Forest school	Staff/ Grow
Self Esteem Programme	Full of Beans
External sports coaches	Learnsport4life

