

Pupil premium strategy statement

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 Paul's Catholic Primary School, Plymouth
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 - 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dawn Potterton (Headteacher)
Pupil premium lead	Dawn Potterton (Headteacher)
Governor / Trustee lead	Nick Abbott (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,320
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,759 (Catch Up)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,229

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's, we seek to provide pupils with the essential knowledge they need to be educated citizens in tomorrow's world. It reflects our vision that every child will be supported to achieve their full potential, growing into the person God wants them to be and flourishing in His love. Our intent is to make a real difference to pupils' lives, raising their own and others' aspirations, securing educational success and deepening their knowledge and love of self and others around them.

The St Budeaux area, in particular Barne Barton, is one of the poorest areas in Plymouth and is known for high levels of crime. There are high levels of deprivation within our school population, some of which is indicated by Pupil Premium at 38%. The school is located within half a mile of the River Tamar and is only a short walk from St Budeaux railway station on the main Penzance-Plymouth line. These local risks are mitigated by our curriculum offer where priority is given to knowledge and understanding of water, road and rail safety, as well as ensuring the opportunities provided by these local features are explored to their full potential.

We seek to develop pupils' awe and wonder, their self-confidence and their ability to be 'agents of change'. We want pupils to know their world, to keep themselves safe and healthy, to live economically, to 'set the world on fire'.

To this end, Pupil Premium funding is used strategically to better pupils' life chances by improving learning outcomes, by developing pupils' emotional resilience and by building pupils' ability to safeguard themselves. Our focus is to support disadvantaged pupils to make good progress and achieve high attainment, including progress for those who are already high attainers. In doing so, we are fulfilling our calling as a Catholic school to be a setting in which 'the pupil experiences his or her dignity as a person before he or she knows its definition.' ('The Catholic School' Congregation for Catholic Education, 1977)

In forming our Pupil Premium strategy, we have focused on national, evidence-based practice to help us address disadvantage and raise the attainment of our pupils, leading to better life chances, life choices and opportunity. We have carefully considered our school context and have focused on removing 'glass ceilings' and barriers. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, poor language development and comprehension, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. This educational disadvantage will be tackled through a whole school approach alongside the engagement of external agencies and tutoring.

Our school will:

- Have a designated PP lead who contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for PP.

- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by Senior Leaders and Governors.
- Where necessary, provide funding for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

In addition, we will use the following guiding principles as part of our work in supporting disadvantaged children:

- Ensure that high quality teaching is our guiding principle, maintaining a focus on adaptive practice and meeting the needs of all learners
- Ensure all staff have a collective understanding of how disadvantage impacts on pupils' learning and how the school is addressing that impact.
- Build strong relationships with pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- Explicitly teach metacognitive skills within subject domains to support pupils in recognising their strengths and weaknesses and motivating themselves to engage in, and improve, their learning.
- Provide well-targeted early support through our dedicated PSA to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.



Challenges

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

Challenge number	Detail of challenge
1	Poor language development and comprehension - children's use of Tier 2 and 3 vocabulary is lacking in all year groups and, in general, is more significantly an issue among our disadvantaged pupils than their peers.
2	Early reading and writing: Last year, PP pupils in year 1 attained less well and made less progress in reading and writing than their peers. RWInc assessments, reading tests, lesson observations, and pupil conversation suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Mathematical fluency. Last year, PP pupils in years 4, 5 and 6 attained less well and made less progress in mathematics than their peers. Analysis of assessments indicates that lack of fluency is the key barrier to achieving success.
4	Metacognition and self-regulated learning – some pupils tend to be over-reliant on teacher affirmation as a measure of success, rather than developing their own independent learning skills by planning, monitoring and evaluating their own approach to a task. Learners need to be more actively engaged in their learning to make the progress required because of the pandemic.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils. Referrals to social care have also increased over the course of the pandemic, as has the number of families requiring early help and intervention. 3% of pupils are now in care compared to 2% before the pandemic.
6	PP attendance is significantly lower than attendance of all pupils. In 2020-21 PP attendance was 92.88%. Over half of persistent absentees were PP pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
------------------	------------------

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Pupils' oral language is more developed. Pupils' word count is greater. More pupils answer more questions in greater depth. Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p>
<p>Improved reading and writing attainment among disadvantaged pupils, particularly in years 1 and 2.</p>	<p>End of KS1 reading and writing outcomes in 2022/23 show that more than 65% of disadvantaged pupils meet the expected standard. KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>Professional development will be used to raise the quality of Teacher's and Support Staff's knowledge of mathematics, children's mathematical development and of effective mathematical pedagogy. Maths leader, to implement Power Maths across Key Stages One and Two and support teachers in delivering this programme. Effective strategies for assessment, including retrieval practice and progress tests, to be implemented across all year groups to ensure that teaching builds on what children already know. When tested at the end of Year Four, pupils from disadvantaged backgrounds will know their tables up to 12x12 fluently. KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.</p>
<p>Improved metacognition and self-regulation.</p>	<p>Metacognitive skills to be explicitly evident across all curriculum subjects.</p>
<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improved attendance evident in 2024/25 data:</p> <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 75%.• the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
--	--

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: £44,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adults in EYFS and Key Stage One ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that high quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.	1, 2, 3, 4
High Quality Teaching underpinned by CPD and peer review (Rosenshine principles; metacognition; self-regulated learning; language development and comprehension)	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment including the EEF publication 'Closing the Attainment Gap'. To maintain high quality teaching, continued professional development must be embedded. Professional development to help teachers implement the core teaching elements will be a priority. A pedagogy firmly rooted in Rosenshine principles and underpinned by a secure understanding of cognition and learning will ensure high quality teaching and learning for all.	1, 2, 3, 4
Purchase of NFER standardized	Standardised tests can provide reliable insights into the specific	2 and 3

diagnostic assessments.	strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
-------------------------	--	--

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

Budgeted cost: £57,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc Phonics intervention	Sutton Trust: small group tuition +4mths; individualised instruction +2mths	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic: small group (groups of 3) interventions in phonics/reading and mathematics with individual target focus for 15 hours per pupil.	<p>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 after school: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups of three for 15 hours in total: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Empower children with effective learning strategies to help them become successful, independent and resilient learners.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	2, 3, 4

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

Budgeted cost: £11,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly individual/small group pastoral and behaviour support (ELSA/learning mentoring)	EEF toolkit identifies metacognition and self-regulation has a high impact for low cost, based on extensive evidence. It also shows behaviour interventions have a moderate impact. Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. Sutton Trust: Social & emotional aspects of learning +4 mths	4, 5
Multi Agency Support Team	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met at a universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support. Metacognition & self-regulation +8mths	4, 5
Educational Welfare Service PSA to support attendance of all pupils and provide support for families	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. 'Improving Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Parental involvement +3 mths	5, 6

Total budgeted cost: £113,229

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in reading and writing in KS1 and mathematics in KS2. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure in which we successfully improved engagement in remote learning rapidly and with impact.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
The Write Stuff writing programme (Jane Considine)	The Training Space

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.