



St. Vincent's Catholic Primary School

Pupil Premium Statement

August 2023

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. Vincent's Catholic Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	62%
Academic years that our premium plan covers	2023-2024
Date this statement was published	August 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Mr Michael Willcock
Pupil premium lead	Ms Angela Ness
Governor / Trustee lead	Mrs Linda Lockhart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,510.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£177,510.00

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 are 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, also benefits the non-disadvantaged pupils in our school. Implicit to the intended outcomes detailed below is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery: notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 where 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

Detail of challenge	
1	Our assessment, observations and discussions identify a need to develop understanding of the world and to provide inspiration and motivation for learning.
2	Our assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among pupils. These gaps are evident from Reception through to KS2.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing .
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably lack of enrichment opportunities during school closure. Typically, 70 -100% of pupils receiving Play Therapy in school are disadvantaged.

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
Pupils gather lived experiences to inspire and motivate their learning.	Pupils draw on learning-outside-the classroom experiences to deepen their knowledge and understanding thus promoting attainment and progress.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Y1 phonics screening 2023 test recorded 95% of disadvantaged pupils meeting the expected standard. Reading SATs for 2023 recorded 84% of Y2 and 93% of Y6 disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school: particularly our disadvantaged pupils.	Sustained high levels of wellbeing throughout 2023-24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction in unacceptable behaviour incidents

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed.

Teaching & Learning (including CPD plus diagnostic software)

Budgeted cost: **£32,300.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Schedule a calendar of educational visits that link directly to curricular themes.	<i>"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."</i> Kolb's theory of experiential learning is widely accepted. Ed Visits @ £25,000.00	1
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: OTrack @ £1,700.00	2, 3
Subscription to Read Write inc's training website to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. RWinc CPD £1,600.00	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. <i>'Growing evidence suggests high-quality, universal PSHE education has the potential to support all young people to be safe, healthy and prepared for life and work beyond school. It has also been shown to support academic attainment.'</i> PSHE Association Resources £4,000.00	4

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

Budgeted cost: £115,710.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two (e.g. Talk Boost, story books) show positive impacts on attainment. Education Endowment Fund. Resources: £8,000.00	2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Education Endowment Fund. Supply Teachers: £28,000.00	2,3
Additional staff: 2x class teachers and 1x HLTA	'Feedback has more effect on achievement than any other factor' Hattie (2007), Black & William. Pupil:teacher ratios of 15:1 in Y1 and Y2 results in high quality, personalised feedback and feed-forward to secure KS1 basic skills. An additional HLTA in Rec supports daily focused intervention to promote development in all areas of the EYFS curriculum. Additional class teacher KS1: £79,710.00	2,3,4

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £29,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ the services of a child psychotherapist to provide weekly therapy sessions with individual pupils and, as required, small group therapy.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Psychotherapist: £13,000	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance reward scheme: £16,500	1,2,3,4

Total budgeted cost: £177,800.00

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 2022 to 2023 academic year.

Our assessment comparisons during 2022/23 between pupils eligible for Pupil Premium and those not eligible for Pupil Premium informs:

Reception - pupil premium children (70% of the class) attained well. 70% of the pupil premium pupils were awarded the GLD grade versus 73% of the non-pupil premium children.

KS1 phonics – pupil premium children (70% of the class) performed very well. 95% (18/19 children) passed the phonics screening test. 82% of non-pp pupils (9/11) passed the Y1 phonics screening test.

Year 2 SATs (teacher assessed) – pupil premium pupils (69% of the class) attainment was above the National Averages. 80% of the PP group (20 children) met the expected standard in reading, writing and maths. Y4 Multiplication Tables Check – pupil premium pupils (50% of the class) attained very well. Only 2 PP pupils failed to attain 25/25 vs 3 non-PP children.

Y6 SATS - pupil premium pupils (50% of the class) exceeded the no-PP pupils attainment in Reading and Maths but equalled them in Writing. 87% of the PP cohort attained EXS in RW&M vs. 86% on the non-PP pupils. The Y6 grades, both PP and non-PP exceeded the LA and NA.

Our assessment of the 2023 Statutory Test outcomes confirms the success of the school's PP spending strategy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have recovered well following two years of disrupted schooling due to Covid19: particularly as the impact was particularly acute for disadvantaged pupils. The school is confident that, through the careful use of PP funding, this positive trend will continue.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	0 Service children currently in school
What was the impact of that spending on service pupil premium eligible pupils?	0 Service children currently in school



St. Vincent's Catholic Primary School

2023 SATs & Assessments

Rec	2023 Nat Av	2023 LA Av	2022 EXS	EXS 2023	PPG	nonPPG	Boys	Girls				Rec Cohort 30
GLD	67%	63%	73%	75.9%	70%	88.9%	80%	71.4%				SEN 9, PPG 20, EAL 10
Year 1	2023 Nat Av	2023 LA Av	2022 EXS	EXS 2023	PPG	nonPPG	Boys	Girls				Y1 Cohort 30
Phonics	79%	73%	93%	90%	94.7%	81.8%	100%	78.6%				SEN 5, PPG 19, EAL 13 BOYS 16
Year 2	2023 Nat Av	2023 LA Av	2022 EXS	EXS 2023	PPG	nonPPG	Boys	Girls	GDS	GDS PPG	GDS xPPG	Y2 Cohort 29
READING	68.3%	65.8%	73%	82.8%	80.0%	88.9%	76.5%	91.7%	20.7%	25.0%	11.1%	PPG 21 LAC 1 EHCP 1 SEN 5 EAL 13 Boys 17 Girls 12
WRITING	60.2%	57.1%	73%	75.9%	80.0%	66.7%	64.7%	91.7%	20.7%	25.0%	11.1%	
SPaG	X	X	73%	76.0%	80.0%	66.7%	64.7%	91.7%	21.0%			
MATHS	70.5%	68.0%	83%	82.8%	80.0%	88.9%	76.5%	91.7%	20.7%	25.0%	11.1%	
Y4 MTC	tba	tba	24.8/25	24.7/25	87%	80%	94%	69%				SEN 6, EAL 10, LAC 3
Year 6	2023 Nat Av	2023 LA Av	2022 EXS	EXS 2023	PPG	nonPPG	Boys	Girls	GDS	GDS PPG	GDS xPPG	Y6 Cohort
RW&M	59.4%	60.0%	67%	76.6%	86.7%	66.7%	73.7%	81.8%	3.0%	0	7.1%	Pupil Premium 15 EHCP 1 SEN 10 EAL 9 Boys 19 Girls 11
READING	72.5%	72.6%	83%	83.3%	93.3%	73.3%	84.2%	81.8%	30.0%	40.0%	20.0%	
WRITING	71.4%	71.4%	73%	86.7%	87.7%	86.7%	78.9%	100%	16.7%	26.7%	6.7%	
SPaG	72.2%	73.1%	87%	93.3%	93.7%	92.8%	89.5%	100%	56.7%	56.2%	57.1%	
MATHS	72.9%	74.0%	73%	90.0%	93.3%	86.7%	89.5%	90.9%	16.7%	13.3%	20.0%	

