

# Pupil premium strategy statement – St Elizabeth’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 effect last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Michael Doyle Head Teacher
Pupil premium lead	Michael Doyle
Governor / Trustee lead	A Harkin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,087
Recovery premium funding allocation this academic year	£23,639
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£28,578
<b>Total budget for this academic year</b> <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>	£159,304

# Part A: Pupil premium strategy plan

## Statement of intent

At St Elizabeth's 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 have constructed a plan to enable our children to catch up on any lost learning time and potential gaps in knowledge.

This plan will focus on quality first teaching, classroom intervention, specialist tutoring and targeted academic support with the child's faith, health and well-being at the centre of all we do.

Our curriculum is based on a thematic approach with reading and phonics at the core. Core and foundation subjects are explicitly taught to secure a sound understanding of subject specific knowledge and skills within a framework that is designed to maximise learning. Core concepts are sequenced to ensure regular repetition within and across year groups and themes and key stages, thus enabling pupils to 'know more and remember more' and develop a deeper understanding of each subject in the context of the world around them. We also focus on providing an environment and experiences that will support, stimulate, and challenge our children to

– Unlocking our potential, achieving our best, revealing who God wants us to be.

Our approach will be responsive to common challenges and individual need and rooted in robust diagnostic assessment. 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 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

### **Wider Strategies**

At St Elizabeth's we have an in-depth understanding of the non-academic challenges that pupils are facing which are negatively affecting their education and impact their access to teaching,

- attendance and levels of persistent absence
- wellbeing, mental health and safeguarding concerns
- access to technology and educational materials
- high mobility
- language paucity

We will use both targeted and universal approaches to positively impact on each specific challenge.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	Some of our families & children face challenges regarding daily school attendance. Punctuality is also an issue for a number of our families. We vigorously endeavour to ensure all of our children are in school when they can & should be and challenge absence each school day, punctuality issues and persistent absence.
2 Language Paucity	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from nursery/reception through to KS2 and in general, are prevalent in the majority of our disadvantaged pupils.
3 Reading	Assessments, observations, and discussions with pupils show disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts upon their development as readers, which was subsequently has a detrimental impact upon their wider curriculum access. We work tirelessly to ensure we address this phonic and reading disadvantage, amending daily timetables to target key phonic gaps, providing a wealth of enrichment and resourcing and look forward to the planned completion of a new school library in summer 23.
4 Writing	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. 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 writing, which is exacerbated by language deprivation.
5 Maths	Internal assessments indicate that maths attainment among dis-advantaged pupils is below age related expectations. Deprivation significantly impacts the introduction, and understanding of mathematical themes, concept and learning.
6 Wellbeing	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 covid school closures and in their day to day lives before and since this period. These challenges affect all our

	disadvantaged pupils, including their attainment, mental health and well being.
7 Access to Technology	Surveys completed, data collected during lockdowns and when setting homework (set on online platforms) have identified challenges around access to technology which continue to exist.  The inability to access technology independently coupled with challenging home environments which are not conducive to developing home education for our disadvantaged pupils.
8 High Mobility	Our mobility data for 21/22 shows 47 (including Y6) pupils leaving our school and 54 (including reception) pupils starting, often at varying points through the school year and from many different countries. This migration poses a wide number of challenges at every level of class and school management.

## 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 for all pupils, particularly those who fall into the persistent absence category.	Sustained high attendance from 2024/25 demonstrated by: the overall absence and the persistent absence rates for all pupils being in line with national.
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 at the end of KS2.	KS2 reading outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national expectations.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national expectations.
To achieve and sustain improved wellbeing for all pupils in our school.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations, CPOMS data and a significant increase in participation in enrichment activities.
To achieve and sustain improved attitudes to home learning for all pupils. Improved access to	Increased percentage of pupils using online platforms to complete set tasks and enrich their education through independent study and research evidenced through data to

technology and curricular materials.	indicate a significant increase in use of online platforms such as: Times Tables Rock Stars, Spelling Shed, Bedrock and Maths.co.uk and teacher feedback on pupils' levels of engagement and participation.
Improved transition arrangements to support the whole family	Families settle into school life quickly, feel well supported and are familiar with school standards and expectations to support pupils at home school to ensure that pupils get the best education giving their children the best start in life.  Attendance figures show new families attendance figures meet school's target of 97%  Assessment indicates pupils make accelerated progress from starting points  Data shows participation in enrichment activities and home learning as an essential part of pupils' on-going learning experience.

## 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)

cost: £108,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF)	1 2 3 4 5 6 7 8

<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	<p>2,3,4,5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>2,3,4,5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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>2,3,4</p>
<p>Enhancement of our maths teaching and curriculum planning inline with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>5</p>
<p>Improve the quality of social and emotional learning. Fund continued training using a planned series of</p>	<p>There is extensive evidence associating (see EEF social and emotional learning) childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	<p>1,6.8</p>

<p>lessons to teach skills in dedicated time.</p> <p>RHSE approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>performance, attitudes, behaviour and relationships with peers):</p> <p>Catholic RHSE policies and approaches in place with 10:10.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

cost: £32,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom Intervention and Targeted Support	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. (EEF)	<ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Language</li> <li>3. Reading</li> <li>4. Writing</li> <li>5. Maths</li> <li>6. Wellbeing</li> <li>7. IT Access</li> <li>8. Mobility</li> </ol>
Teacher assistants deliver oracy programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Speech and language therapy	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: Oral language interventions   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2,3,4,6

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>2,3,4</p>
<p>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. Investigate use of finances to support additional teaching capacity using Teach First student teacher placement. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<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:</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1,2,3,4,5,6</p>
<p>Classroom Intervention and Targeted Support</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. (EEF)</p>	<p>1,2,3,4,5,6,7,8</p>

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

cost: £18,188



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Lead, Office staff and Teaching assistants to monitor, track and intervene where pupils attendance is or in danger of falling below 90%.</p> <p>School breakfast club</p> <p>Develop after-school and curricular enrichment programmes for all year groups.</p>	<p>Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting.</p>	1,2,3,4,5,6,7,8
<p>Developing Nurture provision for children with SEMH difficulties - counselling to support emotional health and wellbeing</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	6
<p>Critically review our aims and current approaches with regard to parental engagement. Focus on evidence of how different approaches are needed for different ages; talk to parents who are less involved about what support they would find helpful; and plan and monitoring progress towards improved engagement.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	1-8

**Total cost: £159,304**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was continues to be impacted upon by their experiences of deprivation in key areas of the curriculum.

Our assessment of the reasons for these outcomes points significantly to the continuing impact of covid 19, which disrupted all our subject area delivery 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, which was aided by use of our online platforms and the distribution and collection of hard copy teaching resource packs, however the legacy of this disruption to our disadvantage children's education remains significant and long lasting.

The national overall absence rate for primary schools for Autumn '21 was 3%. Comparatively, our school overall absence for the same period was double this figure at 6%. For pupils who miss more than 10% of school (persistently absent) the national figure for the Autumn term '21 was 23.5%. Our school figure was 17%. These gaps in our children's attendance and particularly our disadvantaged children continues to have a severe and significant impact upon our children and will remain an area of focus.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues and continue to be affected. 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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.