

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium for the 2024 to 2025 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 | Information |
|--|------------------------------------|
| School name | St Elizabeth's, Foleshill Coventry |
| Number of pupils in school | 234 |
| Proportion (%) of pupil premium eligible pupils | 37% (87 Pupils) |
| Academic year the current pupil premium strategy plan covers (strategic plan coverage) | September 24 December 2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | Autumn Term 2024 |
| Statement authorised by | Michael Doyle |
| Pupil Premium lead | Michael Doyle |
| Governor / Trustee lead | Ann Harkin |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil Premium funding allocation this academic year | £111,009 |
| 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 | £111,009 |

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. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.

When making decisions about using Pupil Premium funding at St Elizabeth's it is important to consider the context of the school and the challenges faced. We have adopted an evidence informed approach to spending, in particular reflecting on advice and evidence from the Education Endowment Foundation (EEF). 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

The aim of our school and Holy Cross MAC mission is to create a school community united as the family of God, providing an outstanding Catholic education for all our pupils with Christ at the centre of all that we do. We thrive to inspire every child to be the best person they can be by developing their God given talents and prepare them for life as citizens of the future.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their full potential at school and often do not perform as well as their peers. Common barriers to learning for disadvantaged children at St Elizabeth's can include ways to support at home, language and communication skills, lack of confidence and resilience, attendance and punctuality difficulties. In addition, there may be complex family situations which may prevent the children from flourishing.

Through effective use of additional funding, sharing of best practice, careful consideration of research and application of our wider calling, our aim is for all disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.

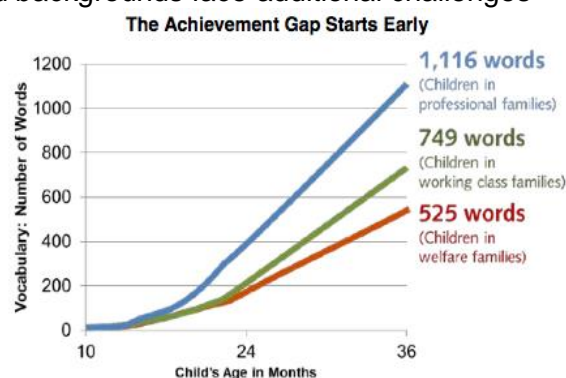
“For I know the plans I have for you declares the Lord. Plans to prosper you and not to harm you, to give you a future and hope.”

Jeremiah 29:11

We aim to do this through:

- Ensuring teaching and learning opportunities provide high expectations and challenge for all.
- Ensure all children have access to a broad and balanced curriculum.
- Providing high quality feedback and support on a regular basis.
- Providing targeted interventions based on termly diagnostic assessments

Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential and that this starts from a very early age. Even more worrying, is the sustained impact that COVID has had on making disadvantaged children even more disadvantaged. Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:



For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.

Implementation Statement

The structure for aligning our action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment Fund's Guide to Pupil Premium. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach.



[Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Pupil-Premium-Guidance)

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations:

Teaching, Targeted support and Wider Strategies/Enrichment.

High-quality teaching continues to be at the heart of our approach, with ensuring that our disadvantage children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. We are finding a growing number of children with both Pupil Premium and SEN barriers to their development. We are mindful of this overlap and place increased emphasis on supporting this in teaching and learning. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past five years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the Academy Improvement Plan

| 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 has 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/ Following the completion of our new school library in summer 23 we are able to further embed in pupils a love for reading. |
| 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 children leaving our school and pupils starting, often at varying points throughout the school year, often from many different countries pose a wide number of challenges at every level at class and school management. |

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

| 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 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 show an increase in the percentage of disadvantaged pupils meeting the expected standard in line with national expectations. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes show that that the percentage of disadvantaged pupils meeting the expected standard is in line with national expectations. |

| | |
|---|--|
| <p>To achieve and sustain improved wellbeing for all pupils in our school.</p> | <p>Sustained high levels of wellbeing 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.</p> |
| <p>To achieve and sustain improved attitudes to home learning for all pupils. Improved access to technology and curricular materials.</p> | <p>Increased percentage of pupils using online platforms to complete set tasks and enrich their education through independent study and research evidenced through data to indicate a significant increase in use of online platforms such as: Times Tables Rock Stars, Spelling Shed, Literacy Shed and teacher feedback on pupils' levels of engagement and participation.</p> |
| <p>Improved transition arrangements to support the whole family</p> | <p>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.</p> <p>Attendance figures show new families attendance figures meet school's target of 97%</p> <p>Assessment indicates pupils make accelerated progress from starting points</p> <p>Data shows participation in enrichment activities and home learning as an essential part of pupils' on-going learning experience.</p> |

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: £50,866

| 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 |
| Learning mentor/HLTA and TA's to offer 1:1 or group support in lessons for targeted PP children with barriers to learning. Deliver CPD to teachers on the effective use of support staff within class. | EEF recommends that interventions that support behaviour seek to improve attainment by reducing challenging behaviours. This may vary from addressing low level disruption to aggression and violence. The impact is +3 months progress. EEF recommends that use of TAs can have a positive impact on education achievement – 1 months progress EEF guidance report on Making Best use of Teaching Assistants | |
| 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 2,3,4,5 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | 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 im-pacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 2,3,4,5 |
| Ongoing phonics training | 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: | 2,3,4 |

| | | |
|--|---|-------|
| | Phonics Toolkit Strand Education Endowment Foundation EEF | |
| <p>Enhancement of our maths teaching and curriculum planning inline with DfE and EEF guidance.</p> <p>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>Evidence shows the importance of developing practitioners' understanding of how children learn mathematics Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>(Improving Mathematics in Key Stages 2 and 3 EEF) educationendowmentfoundation.org.uk</p> <p>Worked examples, research groups, ongoing support and direct CPD from the Origin Maths Hub add a further research basis to this.</p> <p>nctm_primary_teachingformastery_report_july2019.pdf</p> | 5 |
| <p>Developing writing from Early Years through to Year 6 and secondary transition preparation</p> | <p>Evidence shows importance of the link between reading and writing, the key foundations for milestones, the importance of modelling, meta-cognition and planning at all levels.</p> <p>Guidance reports EEF educationendowmentfoundation.org.uk</p> <p>With focus on 'Preparing for Literacy', 'Improving Literacy at KS1' and 'Improving Literacy at KS2'</p> <p>Training for all staff on Talk 4 Writing</p> | |
| <p>Improve the quality of social and emotional learning.</p> <p>Fund continued training using a planned series of lessons to teach skills in dedicated time.</p> <p>RHSE approaches will be embedded into routine educational practices and</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 performance, attitudes, behaviour and relationships with peers):</p> <p>Catholic RHSE policies and approaches in place with 10:10.</p> | 1,6.8 |

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| supported by professional development and training for staff. | | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

cost: £46,880

| 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) | 1. Attendance 2. Language 3. Reading 4. Writing 5. Maths 6. Wellbeing 7. IT Access 8. Mobility |
| 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 (educationendowmentfoundation.org.uk) | 2,3,4,6 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 2,3,4 |

| | | |
|--|--|------------------------|
| <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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: 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: £13,263

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance Lead, Office staff and Teaching assistants to monitor, track and | Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they | 1,2,3,4,5,6,7,8 |

| | | |
|---|---|-----|
| <p>intervene where pupils attendance is or in danger of falling below 90%.</p> <p>School breakfast club Develop after-school and curricular enrichment programmes for all year groups.</p> | <p>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> | |
| <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: £111,009

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2023-24 suggested that the performance of disadvantaged pupils continues to be impacted by their experiences of deprivation in key areas of the curriculum, particularly writing.

Our assessment of the reasons for these outcomes points significantly to the continuing impact of covid 19, which disrupted 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.

Outcomes at Key Stage 2 in 2024 for disadvantaged pupils show good attainment and progress for reading and maths. Writing continues to be a focus for this academic year and the development of writing will be supported by Talk 4 Writing which is a whole school focus for all year groups

Our work on attendance has resulted in a significant improvement in the attendance of pupils resulting in significantly lower absence rates for all pupils but particularly for disadvantaged pupils.

| Period/Group | Autumn Term 2022 | Autumn Term 2023 | Autumn Term 2024 |
|---------------------|-------------------------|-------------------------|-------------------------|
| All Pupils | 6.73% | 3.97% | 4.4% |
| National – Primary | 6 | 5.3% | TBC |
| Disadvantaged | 7.37% | 4.19% | TBC |

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)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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.