



St Charles RC Pupil Premium Strategy Statement

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 Charles RC Primary
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021 - 2024
Date this statement was published	6/11/2023
Date on which it will be reviewed	7/09/2024
Statement authorised by	Nicola Drake Headteacher
Pupil premium lead	Nicola Drake Headteacher
Governor / Trustee lead	?

Funding overview	
Detail	Amount
Pupil premium funding allocation this academic year	£65,435
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	£65,435
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Part A: 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 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.

We recognise the importance of considering the context of the school and the subsequent challenges made. We will use the three-tiered approach recommended by the EEF which is: high quality teaching, targeted support and wider strategies.

Although there are common barriers to learning for disadvantaged pupils such as lack of confidence, resilience and attendance issues, we recognise that the challenges are varied and there is no 'one size fits all'. As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students'. We will further develop our First Quality Teaching through focused CPD for our Teaching Team.

The key principles of our strategy:

- Mental health and Well-being are improved for all pupils
- High quality teaching
- Disadvantaged pupils are provided with opportunities for enrichment

Whilst our strategy adopts the recommended EEF tiered approach we recognise that it will, inevitably, vary from year to year as the school's and children's priorities change. We will focus on a small number of strategies that commensurate with our school development plan.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that the standards in Maths have dramatically declined. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Our assessments (including wellbeing survey) observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly those whose parents suffer from mental health problems. These challenges particularly affected disadvantaged pupils, including their attainment due to lack of parent support.
4	For many pupils there has been a lack of enrichment opportunities during school closure and recovery years. This has had an impact on the mental health and wellbeing of disadvantaged pupils.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 6% lower than for non-disadvantaged pupils. 12% of disadvantaged pupils have been 'persistently absent' compared to 3% of their peers during that period. 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
1. 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.
2. Improved Maths attainment among disadvantaged pupils.	KS2 Maths outcomes in 2024-25 show that more than 80% of disadvantaged pupils met the expected standard.

<p>3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Support for children and families provided from professionals by early identification of mental health needs from school practitioners and making referrals to the Early Help team in a timely manner. Mental health support through art psychotherapy for our disadvantaged pupils
<p>4. Accessible extracurricular activities are available for all children to access, regardless of their background</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>5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10% • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more that 10% lower than their peers.

9 children, 6 of whom are disadvantaged, receive weekly art therapy with a specialist art psychotherapist to support their social and emotional needs.

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.

High quality teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Staff attend OUP RfP to improve reading for pleasure across the whole school. Development of whole school library, whole school texts, book blankets, staff reading for pleasure display</p>	<p>There is a strong evidence base that suggests oral language interventions including dialogic activities such as highquality classroom discussion, are inexpensive to implement with high impact on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oral-language-interventions</p> <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professional-development</p> <p>OUP RfP https://ourfp.org/ https://ourfp.org/finding/reading-teachersteachers-who-read-and-readers-whoteach/</p>	<p>1,2,3</p> <p>1,2</p>
<p>Ensure staff use evidencebased whole-class teaching interventions</p>	<p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategiespupils-with-special-educational-needs-send</p>	

<p>Deliver regular phonics provision in EYFS, KS1 and to those who will benefit in KS2 using 'Supersonic Phonic friends' and other appropriate resources</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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school</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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/maths-ks-2-3</p> <p>Turing maths hub https://www.ncetm.org.uk/maths-hubs/</p>	<p>3</p>
<p>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.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionalllearning</p>	<p>3</p>

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

Budgeted cost: £27,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged background. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Engaging with the National Tutoring Programmer to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring with be disadvantaged, including those who are high attainers.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 5

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

Budgeted cost: £17,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The mental health and wellbeing of our pupils who have been bereaved due to Covid-19 are given priority and learn coping strategies through art therapy that they can use back in their mainstream class.</p> <p>Art therapy for pupils who have been bereaved with an art psychotherapist who specialises in bereavement</p>	<p>https://www.ataloss.org/Pages/FAQs/Categor/coronavirus-pandemic?gclid=EA1aIQobChMlrNvx8eI9AIVsIBQBh0FpQCPEAAYASAAEgKkv_D_BwE</p> <p>https://www.baat.org/About-BAAT/Blog/236/PrimarySchoolBased-ArtTherapy-Exploratory-Study-of-Changes-in-Childrens-Social-Emotional-and-MentalHealth</p>	<p>4, 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving school attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securingfull-attendance-actions-for-schools-andlocal-authorities</p>	<p>5</p>

<p>Pupils with social, emotional and mental health difficulties are supported by the 2 SENDCOs, the SEND TAs, the pastoral team and referrals are made to art therapy or external services where needed. Mindfulness and meditation used regularly in whole school, group and one to one where necessary. Outdoor learning and forest schools and access to high quality PE support SEMH</p>	<p>https://freedomtoteach.collins.co.uk/effective-pastoral-care/</p> <p>https://www.afpe.org.uk/physicaleducation/advice-on-sport-premium/</p>	<p>3, 4, 5</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 65,435

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 2022 to 2023 academic year.

Our internal assessments during 2020-21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year 2018-19, the outcomes we aimed to achieve in our previous strategy by the end of 2021-21 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, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2022-23 showed a decline in trends due to poor mental health from disadvantaged families. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6% higher than their peers and persistent absence 9% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. We have identified that persistent absence is greater for children in families whose parents did not return to work as planned after maternity leave due to COVID lockdowns (current Y2). A piece of targeted analysis is being completed with the LA. This continues to be a priority.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health issues were significantly impacted last year, primarily due to Covid-19 related issues and children have struggled to develop lasting friendships and play alongside each other in group games. 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 continuing to build 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
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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 also used the EEF's families of schools database to view the performance of disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/379205/The_20pupil_20premium_20-20an_20update.pdf the impact of disadvantage on education outcomes <https://epi.org.uk/publications-andresearch/education-in-england-annual-report-2020/> and how to address challenges to learning presented by socio-economic disadvantage.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/735453/Barriers_to_learning_-_Qualitative_report.pdf

<https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf>

We looked at studies about the impact of the pandemic on disadvantaged pupils.

<https://www.oecd.org/coronavirus/policy-responses/the-impact-of-covid-19-on-studentequity-and-inclusion-supporting-vulnerable-students-during-school-closures-and-school-re-openings-d593b5c8/>

<https://ifs.org.uk/inequality/wp-content/uploads/2021/03/BN-Inequalities-in-educationskills-and-incomes-in-the-UK-the-implications-of-the-COVID-19-pandemic.pdf>

<https://www.southampton.ac.uk/publicpolicy/covid19/learning-inequalities-covid-19.page>

We used the EEF's implementation guidance

[https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation?gclid=EAlalQobChMI5trM2dak9AIVj-](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation?gclid=EAlalQobChMI5trM2dak9AIVj-R3Ch2UDA0NEAAYASAAEgJpa_D_BwE)

[R3Ch2UDA0NEAAYASAAEgJpa_D_BwE](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation?gclid=EAlalQobChMI5trM2dak9AIVj-R3Ch2UDA0NEAAYASAAEgJpa_D_BwE) 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.