

Here in the St. Polycarp's family we follow in the footsteps of Jesus through playing, praying, loving and learning together.



St Polycarp's Catholic Primary School Pupil Premium Strategy Statement 2023-24



School overview

Detail	Data
School name	St Polycarp's Catholic primary School
Number of pupils in school	415 at Census
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers	2023-24 to 2026-27 Reviewed and updated annually
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Paula Best (Headteacher) and Martin Parr (Chair of Governors)
Pupil premium lead	Paula Best Headteacher
Governor / Trustee lead	Martin Parr Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,195
Recovery premium funding allocation this academic year	£4,205
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	£46,400

Part A: Pupil premium strategy plan

Statement of intent

At St Polycarp's, our intention is that all pupils regardless of background and challenges make good progress and achieve at least expected at progress in all areas. The focus of this Pupil Premium Strategy is to realign the life chances for these children in order that they achieve as well as their non Pupil Premium peers and enjoy the same breadth of experiences. We recognise the importance of attendance at school in order to achieve this. The strategy reflects our commitment to work with our parents to support the children's emotional health and wellbeing and learning outcomes.

We recognise that high quality teaching is the best lever to improve outcomes for pupils and this strategy is designed with it at the centre. Additionally, it recognises the need for key targeted academic strategies implemented rigorously to improve outcomes for all. The implementation of wider strategies aimed at supporting pupils eligible for Pupil Premium funding are identified in the strategy. We recognise that Quality First Teaching has the greatest impact on closing the disadvantaged attainment gap and will benefit all pupils. The use of robust diagnostic assessments, qualitative assessments and careful monitoring of progress is central to this strategy.

Challenges

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

Challenge number	Detail of challenge
1	The impact of underdeveloped early language and vocabulary gaps on reaching age related expectations
2	Ensuring all children make at least expected progress in reading, writing and Maths
3	Supporting poor social and emotional development and regulation which in turn prevents children maximising progress
4	Ensuring all children have access to a broad curricular and extra-curricular offer to maximise school engagement
5	Supporting families to minimise the financial impact of school
6	Maximising parental engagement
7	Securing attendance above 90% for disadvantaged pupils

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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
That all disadvantaged pupils in EYFS meet GLD at the end of the school year	Observations and formative assessments demonstrate progress and indicate where adaptations to planning should be made. Progress across all areas is reviewed at weekly planning meeting, informal reviews and provision adapted.
That all disadvantaged pupils make at least expected progress in writing, reading and Maths	Progress monitored by class teachers and leaders and adaptations made to planning. Targeted interventions and Quality First Teaching meet needs and result in progress. Progress for pupils tracked in every subject.
To achieve and sustain improved social and emotional confidence for disadvantaged pupils	That disadvantaged pupils can demonstrate confidence and strategies to help them learn. Use qualitative data via pupil voice and observations to demonstrate progress.
That all disadvantaged pupils have at least 95% attendance	That HT, phase leaders and class teachers monitor attendance and engage families in the significance of full attendance.
That disadvantaged pupils are emotionally supported and ready to learn	That disadvantaged pupils are offered pastoral care provision, enrichment opportunities and family support when needed.
That parents are engaged in their children's reading and are able to support their children	The parents of disadvantaged children know how to support their children at home and the positive impact this will make on their children's progress.
Children have access to extra-curricular clubs and equipment	All children experience more than National Curriculum requirements and take up opportunities for enrichment activities.
Parents are supported with payments for trips and resources	Financial barriers for families are removed.

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

Budgeted cost: £13,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching in every year group providing Quality First Teaching approach for all	Strategic Lead School delivering ITT and delivering ECF programme supports recruitment, retention and ongoing professional development. Targeted CPD for teachers and LSAs supports to meeting needs of all EEF Early Years Toolkit EEF Teaching and Learning Toolkit EEF SEN in Mainstream schools Toolkit	1,2
Teachers and LSAs to work with small groups targeting identified gaps in knowledge and skills	Increased pupil confidence when tested indicates good impact of this approach. Planning to be adapted in line with need. Class teachers are working collaboratively with staff delivering interventions to ensure maximum impact https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2
Pre teach sessions in English 3 x week	To provide key vocabulary enabling access to key learning. Evidence of pre-teaching 2020-22 demonstrates positive impact on children's progress EEF SEND Toolkit	1, 2
Maths arithmetic pre teach sessions weekly	To enable children to access key vocabulary, practice key strategies and embed knowledge. Use planning, strategies from Maths Hub, DfE non-statutory guidance and NCTEM	2

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	EEF Teacher Toolkit	
Revisit prior learning via 'flashback' sessions in lessons (Core and Foundation subjects)	Evidence of positive impact on securing knowledge 2020-22 Centre for Educational Statistics and Evaluation 'Cognitive Load Theory: Research that teachers really need to understand' 2017 Teaching for mastery – Mark McCourt Effects of pre-teaching on Maths Achievement - Lally and Miller 2006	1, 2
Use metacognition strategies through use of the 'Learning Line' and use of metacognitive language	Evidence of impact of the use of metacognition strategies to improve outcomes for pupils 2019-21 and EEF evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3
Enable all children to be confident, fluent, accurate readers'	Read, Write Inc' to support early phonics and reading Interventions to support individualised learning needs Evidence of significant impact on early phonics and reading. Systematic Synthetic Phonics programmes have a strong evidence base and demonstrate a positive impact on word reading EEF OFSTED subject reviews Eng 2022 DfE Reading Framework 2023	1, 2
Focused PD for teachers and LSAs to improve knowledge, motivate staff, develop teaching techniques and embed practice.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1666267858	1,2,3

Targeted academic support

Budgeted cost: £ 12,446 +£4809

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist dyslexia teacher to work one to one with children	Previous success with this approach demonstrated children able to apply strategies when leaning enabling increased access to learning. Targeted 1-1 support evidenced in EEF	2
Small group teacher led Maths support for years 3-6	Opportunity to address gaps in learning using DfE resources https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2
Implement NELI in EYFS and Year 1. 3 x 30 mins week plus a 1:1 of 30 mins weekly LSA Personalised Speech and Language support	Evidence of positive impact in previous years on early language development. Previous engagement in programme based on EEF research https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Use of CELF 5 assessments to provide targeted approach	1, 2
1-1 support for children to edit writing to raise standard.	Opportunity to address gaps in learning using DfE resources https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	
Increase opportunities for disadvantaged pupils to read with an adult in school eg Rapid Reading or reading to the Therapy dog. Inclusion in Read Write Inc groups as necessary.	Reading progress regarded as the key to access all areas of learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2,3

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LSAs to lead a high impact intervention based on evidence and need	Impact evidenced using EEF MITA Report and internal data	1,2,3
Teacher led small group intervention to support Year 6 comprehension skills.	Data evidence from EEF impact of 1-1 tuition targeted at specific needs and data resulting from when approach was used 2022-23	2
Challenge Clubs for years 4-6 before school	Small group tuition aimed at supporting high attainers Member of NACE https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2
Book group for disadvantaged children. Children to work cross phase and create information for parents and share their love of reading. Parents of disadvantaged children invited to the 'launch' and engage in the process	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6

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

Budgeted cost: £ 15,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two Emotional Literacy Support Assistants (ELSAs) to run individual and group sessions to emotional resilience and develop social skills.	Previous experience indicates that those with low self-esteem, lack of confidence or social difficulties benefit, and the impact is seen in their overall academic progress.	3
Transition programme to run from May to October to support children with transitions. EYFS-Year 7	Children were emotionally regulated and were supported with the transition to new year groups. Use of SEL tool https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3,4
Using Zones of Regulation across school to support development of emotional literacy. Targeted intervention in addition.	EEF: Improving Social and Emotional Learning in primary Schools identifies positive impact https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3
Ongoing monitoring of attendance and follow up actions. Phases leaders and HT to monitor attendance. Increased profile on communications with parents – weekly updates on importance of attendance. Implementation of EBSA Programme and supportive document for parents.	Excellent level of attendance ensures maximum learning opportunities. Engagement improves outcomes DfE guidance ‘Improving Schools attendance’ https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna	6
The Home School Link Worker (HSLW) provides weekly sessions to support children with barriers to happiness and progress.	The HSLW has a strong record of high impact on children who are in emotionally difficult places. Evidence: NFER Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities 2022.	3

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Play therapist to provide targeted interventions for children with specific emotional needs. Play therapist to run individual and small group sessions as required	Prior experience shows that this enables children to develop emotional resilience and feel more confident with learning.	3, 5
Provide a broad support offer to support emotional wellbeing eg Resilience Donut, Physi Fun, Zones of Regulation	Children who are emotionally regulated are ready to learn. These intervention strategies have demonstrated impact for pupils previously. EEF Social and Emotional Learning demonstrates evidence of improved outcomes for learners.	3
Support HSLW with Therapeutic Play training	Positive emotional wellbeing support children's academic learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3
Provide targeted speech and language support	Evidence that the SALT targets effectively	1, 2
School to provide technology if required	Enable all children to continue to learn at home. Engage parents and support progress EEF evidence	4
Support families when parental literacy is a barrier to learning	Previous experience indicates to us these experiences build confidence, improve social skills and have an impact on pupil engagement and overall academic success.	4, 5
Children are provided with enrichment opportunities to broaden their educational experiences and develop confidence PP children prioritised for after school clubs.	Children have a richer educational experience and the opportunity to nurture talent. The impact of relieving the financial pressure felt by parents is apparent. The ability to respond quickly to need has been highly valued by families.	5, 6
Free spaces at wrap around care provided when required.		
A percentage of costs for the residential trips in years 4 and 6, and all the cost for other trips are paid for.		

Total budgeted cost: £ 46,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

66% of disadvantaged pupils achieved GLD compared with 77% overall. Communication and language proved to be the most significant barrier to achieving GLD. Targeted NELI support demonstrated rapid progress for these children and language support will continue in Year 1. 80% disadvantaged pupils passed the Year 1 phonics screening compared to 95% overall. Acquisition of English proved a barrier for some and targeted small group support and 1-1 support will continue into year 1 to maximise reading progress. In KS2 63% achieved the expected standard in SPaG (against 93% overall) and Reading (against 86% overall) while 50% achieved expected standard in Maths (against 95% overall). Proficiency in English was seen as a significant barrier for the children new to English. Of the disadvantaged children in Year 6, 38% started the school within the previous 12 months without English. Our focus for 2023-24 will be to maximise progress for all, with particular focus on the development of communication and language, wellbeing and emotional resilience. Tracking and support plans will be reviewed every half term to maximise progress. Targeted small group and 1-1 support for Maths will continue.

Attendance for disadvantaged children increased significantly in comparison with the previous year. In 2022-23 attendance for disadvantaged pupils was 93% in comparison with 96% overall for the school. Strategies to support improved attendance for these pupils will continue and develop further to ensure maximum possible attendance. Individual programmes, EBSA support strategies and promotion of strong family links will be used to support this.

Additional support was put in place including 1-1 and small group teacher/LSA support, challenge clubs, enrichment opportunities, and individualised support for children to engage children. This support also had a positive impact on children's emotional wellbeing and learning as evidenced in our pupil tracking data and pupil voice surveys.

Our observations and assessments indicated that many of our children were less emotionally resilient. The Pupil Premium budget was used to extend provision including increased ELSA hours and consideration was given to all those entitled to Pupil Premium funding and provision as part of our Pastoral Care provision. This continues to be an area of need and is therefore a focus on the current plan. The high impact observed led to a further increase in provision for 2023-24 extensive provision to support emotional wellbeing and resilience. The transition plan for identified children ran from May to October for children EYFS to Year 7. Review of the programme demonstrated a smooth transition for the children enabling children to move year groups and be ready to learn. The further development of 'sensory circuits' also helped some of our disadvantaged children to regulate and be ready for their learning at the beginning of the day. This will continue to be part of the strategy.

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We considered that the residential visits for Year 4 and Year 6 children for 2022-23 had a positive impact on the emotional development and wellbeing for all children. Funding was used to support families to ensure financial barriers were mitigated. Educational visits and enrichment activities were also highly valued and families were supported financially with these. Families were supported to enable their children to attend free wrap around care and clubs. For 2023-24 disadvantaged pupils will be prioritised for attendance at clubs and enrichment opportunities. Our observations and the feedback from both pupils and parents strongly indicated the positive impact of the visits, clubs and wider school activities on children's wellbeing, confidence and this supported their engagement with learning and transition to secondary school. The transition programme introduced for targeted children YR to Y7 supported positive mental health and wellbeing.

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 service pupil premium was used to support the challenges identified and intended outcomes. Small group support and access to wider strategies including ELSA were seen as having impact on children's wellbeing and outcomes.

The impact of that spending on service pupil premium eligible pupils

Service children achieved at least expected progress and in KS2 made more than expected progress in all areas.