

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Data
School name	St Charles' Catholic Primary School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	11% (25 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louise Nealings Head Teacher
Pupil premium lead	Rebecca Thomas TLR post holder
Governor / Trustee lead	Jemma Devine Wilkinson Lead for Disadvantaged

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,140
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£26,315</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At St Charles' Catholic Primary School, we endeavour to deliver a purposeful and ambitious curriculum for all pupils, regardless of their background. Our broad and balanced programme of study is the gateway for all our children, preparing them for the next stages in their education. Our inspiring curriculum is designed to be inclusive, promote independence and resilience, and raise aspirations, with Jesus at the centre of all we do.

Our curriculum has four main drivers: Curious, Ambitious, Inspired and Community. They ensure that our intent inspires children to become life long learners. It provides an education that is rich and challenging regardless of background. By developing curiosity, children become independent and develop resilience. Our ambition for all children motivates everyone to strive for excellence and challenge themselves. Our children are encouraged to take an active part in their community, recognising their uniqueness and to develop a sense of belonging, so that they continue to follow Jesus in their living and learning.

High-quality first teaching is at the heart of our tiered approach, with a focus on areas in which disadvantaged pupils require the most support. Lessons are skilfully planned to ensure that children effectively acquire, rehearse and connect existing knowledge to new knowledge. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Emotional development and mental health are integral to the experiences we offer, such as Team Challenge days and Commando Joe days to develop a growth mindset and build resilience.

St Charles' offers a rich and varied extra-curricular experience for all pupils, broadening horizons and raising aspirations. For examples, STEAM week provides information about scientific careers and makes children aware of the possibilities that are available to them. Funding is made available for out of school visits including residential visits, to ensure all children benefit from the wider experiences our curriculum offers.

Our strategy is also integral to wider school plans for education recovery through focused intervention and tutoring for identified children.

Our approach will be responsive to individual needs, rooted in robust diagnostic assessment. Evidence-based practice has informed how we implement our curriculum, valuing Rosenshine's Principles of Instruction pedagogy to teaching and learning. Teachers are currently developing these principles in their teaching with successful outcomes on learning.

The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged with a curriculum that meets their needs
- intervene at the point of need and ensure effective provision is put in place
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all staff have high quality CPD to enable them to deliver quality provision
- ensure all staff are highly ambitious for all pupils, including those with SEND, so that all pupils can make excellent progress from their starting point.
- ensure disadvantaged pupils have high attendance and good punctuality

We aim for our children to leave here resilient, respectful, skilful, ambitious and with a thirst for life and all it has to offer, regardless of their background.

## Challenges

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

Challenge number	Detail of challenge
1	Cognitive overload hinders some of our disadvantaged pupils acquiring new knowledge. Leaders need to ensure the school curriculum is effectively implemented so that it meets the needs of all disadvantaged pupils, particularly in KS2. Ensuring that teachers implement carefully planned and sequenced lessons to ensure disadvantaged pupils obtain and retain skills and knowledge progressively to improve their outcomes.
2	Many of our disadvantaged pupils do not have the advantage of living in a reading household. We need provision and curriculum across school that overcomes this and enables disadvantaged children to develop fluency, comprehension, confidence and enjoyment in reading to improve reading outcomes. 28% (7/25) of disadvantaged children are in the lowest 20% in reading in our school.
3	Disadvantaged children display disjointed knowledge and gaps in understanding, particularly lower attainers. This has been heightened by recent lockdowns, despite a strong home learning / well-being offer.
4	Disadvantaged children do not have the wealth of experience that provides background knowledge that their peers have. Many children lack self esteem and resilience. They are often below the emotional age that would be expected.
5	Parents / Carers of disadvantaged children are generally not as actively engaged in supporting learning at home. Recent lockdowns and COVID restrictions have exacerbated this.
6	Some disadvantaged pupils have previously been persistent absentees in their school life.
7	Some of the disadvantaged pupils within school enter school with poor language skills. They need support to improve listening and develop their vocabulary skills.

## 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. All pupils experience high quality first teaching across the curriculum that enables them to meet their targets.	<ul style="list-style-type: none"> <li>• Pupils make strong progress from their starting point.</li> <li>• They make strong progress towards their FFT 5 targets by the end of the year.</li> <li>• Pupils acquire new knowledge across all curriculum areas.</li> <li>• Pupils are ready for the next year of their education.</li> <li>• They achieve highly in national tests e.g. Early Learning Goals ELG, phonics screen, KS1 and KS2 SATs and multiplication check.</li> </ul>
2. Pupils enjoy reading and are able to access the full curriculum due to their reading ability.	<ul style="list-style-type: none"> <li>• Pupils read a wide range of texts and use this to acquire new knowledge.</li> <li>• They make progress in reading and are at least attaining Age Related Expectations ARE.</li> <li>• Their reading comprehension enables them to access all curriculum areas and gain new knowledge.</li> <li>• Pupils enjoy reading and read a wide range of texts (school reading spine) and access quality texts from the school library.</li> </ul>
3. Pupils are secure in key concepts from each year group and have grasped the core learning to enable them to access the following year curriculum.	<ul style="list-style-type: none"> <li>• Targeted quality first teaching revisits prior learning to ensure all curriculum gaps and misconceptions are addressed.</li> <li>• Gaps in knowledge are targeted through focus groups, successful deployment of support staff and quality same day and planned interventions.</li> <li>• Robust assessment enables teachers to plan accordingly to meet the needs of all pupils. Planning bespoke curriculums to ensure all pupils make at least expected progress and attain highly.</li> </ul>
4. Pupils have a wide range of experiences and have developed a wide range of skills. They are resilient and know how to look after their mental health.	<ul style="list-style-type: none"> <li>• Pupils access a wide range of extra-curricular experiences including trips and visits that enhance the curriculum offer.</li> <li>• Children are able to express their feelings and know how to communicate appropriately (RHE assessment tool within school).</li> </ul>

<p>5. Parental engagement is high and parents work in partnership with school.</p>	<ul style="list-style-type: none"> <li>• Parents attend curriculum workshops so that they know how to support their child at home.</li> <li>• Parents support with homework and reading.</li> <li>• Parents support pupils by attending school events and celebrating their child's success.</li> </ul>
<p>6. Pupils attend school and are punctual so learning opportunities are not missed.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupil's attendance is in line with peers and school target.</li> <li>• Pupils arrive at school on time so they are ready for the start of the day and access 1:1 reading time with staff.</li> </ul>
<p>7. Pupils early language and communication skills enable them to make progress in all areas of the curriculum.</p>	<ul style="list-style-type: none"> <li>• Children are able to communicate effectively at ARE.</li> <li>• They have listening skills that enables them to access the curriculum.</li> <li>• Improved language skills in children can improve attainment in Literacy. Children are working at ARE in English and achieve the ELG.</li> </ul>

## 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)

Budgeted cost: £ 9,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Teaching and Learning CPD</u></p> <p>Incorporate Rosenshine's Principles of Instruction in the classroom.</p> <p>CPD for school leaders to disseminate to all staff to improve quality first teaching.</p> <p>Release time for staff to team teach and develop strategies used within classroom.</p> <p>£500</p>	<p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	1, 3
<p><u>Maths Hub CPD and Maths consultant CPD</u></p> <p>Enhancement of Maths curriculum. Maths CPD for subject leader and all staff on developing a mastery curriculum including varied fluency, maths meetings and a growth mindset (North Tyneside SIS and Great North Maths Hub).</p> <p>Training for all staff to ensure all pupils are challenged and make strong progress from their starting points.</p> <p>We will fund teacher release time to embed key elements of guidance in school.</p> <p>£3000</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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 3
<p><u>RWInc. Phonics training for whole school staff</u></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	1, 2, 3

<p>Release time for leaders to visit other schools and time to review phonics and reading provision within school.</p> <p>£500</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><u>Leadership time</u></p> <p>Release time for leaders for diagnostic assessment e.g. quizzing, reading fluency scale, pre topic mind maps, RWI assessments, Attendance monitoring, safeguarding questionnaires and 3 houses, pupil and staff interviews.</p> <p>£5000 for leadership time for teachers</p>	<p>Time will be allocated for leaders to gain a secure knowledge of disadvantaged pupils across the school to develop an effective strategy.</p> <p>Pupils will be compared to national benchmarks and take into account their wider challenges e.g. attendance.</p>	1, 3, 4, 6
<p><u>Staff CPD</u></p> <p>No more marking comparative judgements. CPD / writing moderation for all staff to ensure accurate assessment judgements for writing.</p> <p>Purchase pf NFER tests to support teacher assessment judgements.</p> <p>£950</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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 3
<p><u>EYs CPD</u></p> <p>Training from Orgill English Hub for Early Years staff on Language and Interaction Enrichment. Communication comes before a language rich environment.</p> <p>£NA</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:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4, 5

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

Budgeted cost: £13,365



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>RWInc. Phonics intervention</u></p> <p>Additional RWInc. phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Small group phonic interventions and 1:1 phonics intervention.</p> <p>£5000 TA salary</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p><u>NELI intervention</u></p> <p>To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>£3000 TA salary</p>	<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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>
<p><u>English Hub strategies used within Early Years classrooms</u></p> <p>Implementation of strategies to develop speaking, language and communication. Early Years staff have been embedding interventions into targeted practice and interactions through play.</p> <ul style="list-style-type: none"> <li>-Bubble talk</li> <li>-Movement play</li> <li>-Establishing communication</li> <li>-My turn, your turn</li> <li>-Add language</li> <li>-Short narrative comment</li> </ul> <p>These strategies and interventions are now embedded into daily practice in Early Years to support identified children.</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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>

<u>Tutoring</u> School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £NA	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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
<u>Quality reading resources</u> Purchase new books for the children to read across the school. This is to ensure children can develop fluency and have a wide range of challenging texts to access.  £3000 for EYs and KS1 £2365 for KS2	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:  <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4, 5

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attendance and Punctuality</u> Attendance celebrations and 100% attendance weeks across the school year (in line with poverty proofing).  Annual attendance audit by Clennell Education Solutions.  Training for new attendance leader within school.  £500	'Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. ... Research shows that attendance is an important <b>factor in student achievement.</b> '  <a href="https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=20090101">https://nces.ed.gov › pubs2009 › attendancedata</a>	6
<u>House groups</u> Rewards provided for house groups. House time used to improve behaviour across the school instilling	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3

values of each house Saint. £NA		
<u>Miscellaneous</u> Contingency fund for acute issues.  Funding for children to access residential visits. £500	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.	3, 4
<u>Well-being</u> To further enhance the RHE curriculum, as a result of pupil voice. Survival days and team building days using Team Adventure to promote team work and promote wellbeing.  £2000	There is extensive evidence associating 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):  <a href="#">EEF_Social_and_Emotional_Learning.pdf</a>	3
<u>Well-being</u> Pupil well-being group to be led by disadvantaged pupils to ensure these pupils have the opportunity to lead pupil voice and impact on all pupil's well-being.  £NA	There is extensive evidence associating 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):  <a href="#">EEF_Social_and_Emotional_Learning.pdf</a>	3

**Total budgeted cost: £ 26,315**

## 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 2020 to 2021 academic year.

#### Priority 1

The school curriculum was successfully adapted to meet the needs of all pupils including disadvantaged pupils. Teachers used the Gateshead 'Ready to Progress' curriculum / assessment documentation to effectively ensure all pupils were next year groups ready. NFER assessments were used to identify gaps in pupil knowledge combined with teacher assessment. This resulted in amendments to the curriculum plan for all year groups. Some units of work missed during the Spring term lockdown were incorporated into Summer and Autumn term 2021 e.g. Art painting units and History topics. This has ensured that all children have continued to receive a broad curriculum.

During lockdown in Spring 2021, school delivered live lessons for all pupils alongside recordings they could access. School loaned laptops to families of disadvantaged and provided internet access SIM cards. Weekly phone calls ensure all disadvantaged pupils were closely monitored throughout the school closure.

Pupil attainment remained high and all disadvantaged pupils made progress from their starting points.

#### Priority 2

In December 2021, 97% of pupils passed the Year 2 phonics screen (one pupil scored 38/40 marks but is not included in the data due to test administration guidance in the ARA).

#### PP data 2021:

Pupil numbers are small and not significantly comparable to national data.

Year	Reading	Writing	Maths
End of KS1	100% WTS	100% WTS	100% WTS
2 pupils			
End of KS2	100% GDS	100% EXP	100% GDS

1 pupil			
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Teaching priorities

Teaching strategies were adapted to enable staff to deliver live lessons over Teams during school closure.

Gateshead Ready to Progress document was used to assess and plan curriculum adaptations alongside NFER, RWInc. assessments. This enabled staff to accurately identify pupil needs.

Staff CPD continued in all subject areas, however it was focused on recovery curriculum plans across the school.

School engaged in the National Tutoring programme for Year 2 and Year 5. Positive impact in pupil well-being and emotional health.

School used Teams and Tapestry to communicate with families, mark work and allow children to join the virtual classroom.

Forest school provision, Commando Joe and RHE curriculum revisited the emotional wellbeing topics of Ten Ten curriculum to support all pupils return to school.

Extra-curricular clubs resumed during Summer term 2021 and disadvantaged pupils were funded to access clubs.

## 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
Poverty Proofing	Children North East

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Allocated towards teaching support in within two KS2 classes.
What was the impact of that spending on service pupil premium eligible pupils?	<u>2 pupils</u> One pupil achieved GDS in Reading, Writing and Maths (Y3) Second pupil achieved GDS in Writing and Maths and EXP+ in Reading.

## Further information (optional)

Leaders are prioritising quality first teaching across the school, this will improve outcomes for all pupils including disadvantaged pupils.

School loans electronic devices to disadvantaged families to support children with learning at home.

School has invested in £7,635 on additional reading books for all pupils in Key stage 2. To further enhance the reading curriculum.