

Pupil premium strategy statement – St Wulstan’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 – 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Mrs Emma Brocklesby
Pupil premium lead	Mrs Liz Warnett
Governor / Trustee lead	Mr Bob Horton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,152.50
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4350.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£48,502.50

Part A: Pupil premium strategy plan

Statement of intent

At St Wulstan's Catholic Primary School, we provide an inclusive education which equips all learners for future success. Our curriculum is designed to overcome the barriers to learning that disadvantaged students face, promote cultural capital by providing enrichment opportunities throughout the curriculum and via involvement in the wider school community whilst bridging the academic gaps in learning and raising attainment.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our Pupil Premium Strategy Plan, including our Recovery Premium, outlines the additional support that disadvantaged pupils receive to ensure that they meet the same aspirational objectives as their non-disadvantaged peers. Our strategy is also integral to our plans for education recovery (including through the National Tutoring Programme), for pupils whose education has been worst affected by the Covid-19 pandemic, including non-disadvantaged pupils. Our intention to ensure non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The key principles of our plan are:

- To identify pupil needs, intervene early and provide pupils with small group booster/tuition sessions, to help overcome any gaps in education brought on by a variety of factors.
- To adopt an approach where all staff take responsibility for pupil outcomes and raise expectations for all (including disadvantaged pupils).
- To help towards activity costs, to enable us to provide a rich diverse experience for our pupils.
- To ensure disadvantaged pupils are challenged in the work that they're set.
- To ensure that disadvantaged pupils attend school at least as regularly as their non-disadvantaged peers.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates in Reading, Writing and maths.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level and developing their cultural capital

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged gap in Writing and maths, particularly in Years 3 and 6:</p> <ul style="list-style-type: none">• 44% of disadvantaged pupils across the school achieved the expected standard in Writing compared to 70% of their non-disadvantaged peers.• 52% of disadvantaged pupils across the school achieved the expected standard in maths compared to 74% of their non-disadvantaged peers. <p>We are aiming for this gap to be narrowed and to bring the attainment and therefore progress of disadvantaged pupils more in line with their peers.</p>

2	Additional needs: 16% of our pupils have additional needs with 33% of these pupils also being disadvantaged. Furthermore, 33% (50% of which are disadvantaged) of pupils with additional needs difficulties with speech and language skills which further impacts on their progress.
3	Disadvantaged pupil achievement in the Year 4 Multiplication Check: 0% of disadvantaged pupils scored 25/25 in the Multiplication Check compared to 20% of their peers.
4	Disadvantaged pupil attendance: Our attendance data over the last academic year indicates that attendance among disadvantaged pupils was 89.45% compared with 94.04% for pupils who are not disadvantaged. 44.83% of disadvantaged pupils have been 'persistently absent' compared to 12% of their peers during the last academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Emotional well-being and Mental Health: Observations and discussions with pupils and families have identified social and emotional issues for a number pupils, due to a range of reasons. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Disadvantaged pupils (particularly those in in Years 3 and 6) to make accelerated progress in Writing and maths to narrow the attainment gap between these pupils and their non-disadvantaged peers, including additional challenge for more able.	Disadvantaged pupils achieve age related expectation and expected progress in Writing and maths. Progress evident in pupils' work and in end of phase/key stage attainment
Disadvantaged pupils to reach the same standard as non-disadvantaged pupils in the Year 4 Multiplication Check.	23/24 cohort - 67% to pass Multiplication Check at the end of Year 4 (based on current cohort of 3 disadvantaged pupils) 24/25 cohort - 70% to pass Multiplication Check at the end of Year 4 (based on current cohort of 10 disadvantaged pupils) 25/26 cohort - 67% to pass Multiplication Check at the end of Year 4 (based on current cohort of 3 disadvantaged pupils)
Improved attendance of disadvantaged pupils and a decrease in number of persistently absent disadvantaged pupils	Difference between attendance rates for disadvantaged and non- disadvantaged pupils will be less than 4 percentage points. Persistent absence in disadvantaged pupils will decrease from 44.83% to a target figure of 30%.
Provide nurture support in a carefully designed environment to support the emotional well-being and mental health of all pupils, including those who are disadvantaged	Pupils report an improvement in their emotional well-being and mental health. Evidence of a positive impact seen upon their work

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: £26901

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for whole school and further CPD sessions for identified year groups in the I Am A Clever Writer approach Whole school CPD - £375 Further CPD - £1020 Cost of cover – £700	Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1
Maths CPD in order to improve and strengthen the use of visual representations used to develop the understanding of multiplicative concepts for disadvantaged pupils and other identified learners CPD cost - £1200 Cost of cover – £1000	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: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1
Appointment of temporary higher level teaching assistant to provide small group phonic and maths teaching in order to support vulnerable learners. Staffing cost - £22606	DFE recommended approach and use of funding. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £18575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Resources cost - £1800	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1

Language Links identification and intervention – EYFS/identified learners. Resource cost - £275	Use of research backed intervention programme. This has been used in previous years in school with demonstrable progress made by targeted pupils.	2
Use of National Tutoring Programme funding to provide tutoring sessions to disadvantaged pupils and other identified learners in order to support writing, reading and maths skills in Year 6 Staffing cost - £9,000	DFE recommended approach and use of funding. Small group tuition EEF (educationendowmentfoundation.org.uk)	1
Writing intervention group three times per week for disadvantaged pupils and other identified learners in Year 3. Staffing cost - £2500		
Purchase of a programme to improve multiplication skills for disadvantaged pupils and other identified learners Resource cost - £190 Staffing cost - £2500	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: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	3
Targeted speech and language interventions based on specialist recommendations to disadvantaged and other identified learners. Staffing cost - £2500	Specialist recommendations made by Speech and Language team. Evidence backed interventions have been identified and have been used previously in school – progress demonstrated by SALT reviews EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes. Communication and language approaches typically have a very high impact and increase young children's learning by seven months. They involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. Communication and language approaches EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £5647

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Alternative Provision settings in order to support challenging behaviour Cost - £3000	Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside in order to provide alternative provision for disadvantaged pupils who face significant behavioural challenges.	5

<p>Staff members trained in Positive Behaviour strategies which are then implemented across the school</p> <p>Cost of CPD - £125</p> <p>Cost of cover - £120</p>	<p>Approaches to developing a positive school ethos and improving discipline across the whole school supports greater engagement in learning</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4, 5
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4, 5
<p>Pastoral lead dedicated time for targeted emotional, Mental Health and wellbeing sessions with children</p> <p>Staffing cost - £1902</p>	<p>Research shows that Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and well-being (for example, difficulty regulating emotions, concentrating, and interacting with peers).</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	4, 5
<p>Attendance support for children and families comprising of:</p> <ul style="list-style-type: none"> • Staff CPD on attendance support • Dedicated pastoral support for identified learners • Attendance and behaviour incentives • Targeted parental engagement 	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Enrichment opportunities for disadvantaged pupils</p> <p>Resource cost - £500</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside in order to provide enrichment opportunities for disadvantaged pupils such as residential trips and extra-curricular clubs.</p>	

Total budgeted cost: £51,123

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching (for example, CPD, recruitment and retention)

Activity	Impact/Overview of Year
Appointment of temporary teacher for Year 1 to provide small group phonic and maths teaching in order to support vulnerable learners.	90% of Y1 children passed their phonics check in June 2023. 90% of children in Y1 were at age related expectations in Maths in July 2023.

Targeted academic support (e.g, tutoring, 1:1 support structured interventions)

Activity	Impact/Overview of Year																																																
Appointment of temporary teacher to provide speech and language interventions based on specialist recommendations to disadvantaged and other identified learners. £9,600	100% targeted children made expected or better than expected progress when reassessed using the Language for Thinking programme. SALT reports for targeted children confirmed progress made and objectives relating to SALT have been marked as achieved with new objectives provided.																																																
Delivering research backed interventions that ensure targeted teaching and measurable progress through use of Shine Reading and Mathematics interventions £2400	Ofsted Report November 2022: <ul style="list-style-type: none"> Leaders... use a variety of specific programmes to target areas such as language and communication, and reading. These programmes are having a positive impact on the learning of pupils with SEND. Staff use assessment to identify pupils who need additional support to catch up. This helps these pupils to read with increased fluency and confidence 89% of targeted pupils made expected or better than expected progress in Reading on NTS Reading Assessments 83% of targeted pupils made expected or better than expected progress in Maths on NTS Maths Assessments																																																
Use of National Tutoring Programme funding to provide tutoring sessions to disadvantaged pupils and other identified learners in order to support maths and Reading skills £22,464	<p style="text-align: center;">KS2 Results</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Non PP (24 children)</th> </tr> <tr> <th style="text-align: center;">Subject</th> <th style="text-align: center;">% At or Above</th> <th style="text-align: center;">% Above</th> <th style="text-align: center;">Progress Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">2.7</td> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">4.4</td> </tr> <tr> <td style="text-align: center;">Maths</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">2.7</td> </tr> <tr> <td style="text-align: center;">Combined</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">13%</td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">PP (2 children)</th> </tr> <tr> <th style="text-align: center;">Subject</th> <th style="text-align: center;">% At or Above</th> <th style="text-align: center;">% Above</th> <th style="text-align: center;">Progress Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">2.2</td> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">3.0</td> </tr> <tr> <td style="text-align: center;">Maths</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">4.1</td> </tr> <tr> <td style="text-align: center;">Combined</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">50%</td> <td></td> </tr> </tbody> </table>	Non PP (24 children)				Subject	% At or Above	% Above	Progress Score	Reading	83%	46%	2.7	Writing	92%	29%	4.4	Maths	83%	50%	2.7	Combined	92%	13%		PP (2 children)				Subject	% At or Above	% Above	Progress Score	Reading	100%	100%	2.2	Writing	100%	50%	3.0	Maths	100%	100%	4.1	Combined	100%	50%	
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Delivering research backed interventions that ensure targeted teaching and measurable progress of phonic and reading skills for disadvantaged pupils and other identified learners. £2405	75% of pupils targeted for RWI Fresh Start input progressed on to the next set of sounds, with one pupil successfully completing all modules. 100% of children targeted successfully progressed through at least 8 modules. TBC% of targeted pupils now passing their phonics check compared to 50% in September 2022. Ofsted Report November 2022: Leaders work with a range of agencies to accurately identify the needs of pupils with SEND. This starts from the early years. They use a variety of specific programmes to target areas such as language and communication, and reading. These programmes are having a positive impact on the learning of pupils with SEND.
Language Links interventions – EYFS/identified learners. £275	Pupils identified early and referred to SALT in order to provide specialist support. Targeted interventions put in place. Ofsted Report November 2022: Leaders work with a range of agencies to accurately identify the needs of pupils with SEND. This starts from the early years.

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

Activity	Impact/Overview of Year
Employment of EWO to support attendance and punctuality £514	Half termly meetings with EWO taken place. Attendance tracker shows improved attendance for pupils targeted by EWO. Attendance data showed improvements over course of academic year as reported to Governors – Principal's Reports
Nurture room provision - £500	Positive feedback from parents and pupils. Decrease in incidents of dysregulations in targeted pupils and quicker reintegration to class.

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
Language Links	Speech Link Multimedia
Shine Interventions	Hodder Education
Times table Rockstars	Maths Circle

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:

- Continuing to embed more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- A senior mental health lead has been identified and an action plan will be created and implemented. The training we have selected has supported staff to identify the need to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- PE funding is also being used to support disadvantaged pupils. Pupils that attract Pupil Premium funding are prioritised for extra-curricular sporting events and clubs. These include participating in competitive sporting events (such as football, netball, cross country) and events specifically designed to add enrichment