

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	133
Proportion (%) of pupil premium eligible pupils	24.81%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 – 2025/2026
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Emma Brocklesby
Pupil premium lead	Mrs Liz Warnett
Governor / Trustee lead	Mike Jones/Damon Gariff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,937.96
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>	£0
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>	£42,937.96

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 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 children to attend school.
- 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	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 6 - 9% lower than for non-disadvantaged pupils. 54 - 63% of disadvantaged pupils have been 'persistently absent' compared to 17 - 19% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. There has been an increase in number of pupils who need to access additional support for mental health and well-being.
3	External assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Engagement in wider curriculum activities of disadvantaged pupils

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
Improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained higher attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8%. the percentage of all pupils who are persistently absent being below 16% and the figure among disadvantaged pupils being no lower than their peers.
Improved reading, writing and maths attainment amongst disadvantaged pupils.	<ul style="list-style-type: none"> Progress measure and data indicate that pupils make at least expected progress in reading, writing and maths Gap will be narrowed between disadvantaged and non-disadvantaged

	<p>pupils in KS1 and 2 outcomes, Multiplication Check and Y1 Phonics Check</p> <ul style="list-style-type: none"> Internal data indicates that attainment and progress of disadvantaged pupils is in line with or better than that of non-disadvantaged pupils
Improved pupils' emotional health and well-being	<p>Pupils feel happy, supported and safe. They are able to articulate a love of learning and can identify what they do well.</p> <p>Demonstrated by qualitative data – pupil voice, parent voice, staff observations</p>
Improved engagement in the wider curriculum	<p>All pupils engage well in the wider curriculum opportunities that are planned, especially disadvantaged pupils.</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)

Budgeted cost: £7,338.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments – Testbase £197.50</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	3, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupil.</p> <p>Training for relevant staff to ensure a fidelity to the chosen approach £3,200 plus £565 online subscription</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	3, 4
<p>Engage with an English Hub to strengthen provision and teaching for reading and writing £376.48</p> <p>We will fund teacher release time to embed key elements of guidance received in school</p>	<p>DFE recommended approach with the support provided designed to develop expertise in a teaching a specific subject or discipline and complements the early career framework and national professional qualifications.</p> <p>Subject hubs - GOV.UK</p>	3,4

<p>Trauma informed training £3000</p> <p>We will fund teacher release time to receive appropriate training and embed key elements of guidance received in school</p>	<p>Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils.</p> <p>Mental health and behaviour in schools</p>	<p>1, 2</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23,112.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. £11,212.50</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: Phonics EEF</p>	<p>3, 4</p>
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Third Space Learning £9,600</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>3, 4</p>
<p>Purchased hours with Learning Support Team in order to provide targeted support to disadvantaged pupils £2300</p>	<p>A number of our disadvantaged pupils also have Special Educational needs. We have identified the need for professional support and recommendations in order to adapt teaching strategies accordingly.</p>	<p>3,4</p>

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

Budgeted cost: £12,621.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE guidance to attendance. £6,957.31</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance including tracking and analysis</p>	<p>Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p>	1
<p>Awards/incentives provided to pupils as recognition for attendance. £500</p>	<p>Wayne Harris – Inclusive Attendance</p> <p>Recognition of good/improved attendance can have greater impact than simply rewarding pupils with 100% attendance</p> <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. Attendance interventions rapid evidence assessment EEF</p>	1
<p>Purchase of a programme to improve multiplication skills for disadvantaged pupils and other identified learners – TTRS £205</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>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	3, 4
<p>We will fund dedicated time for targeted emotional, Mental Health and wellbeing sessions with children with a member of staff. £2,459.20</p>	<p>A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</p> <p>what is a trauma informed school?</p>	2
<p>Contingency fund to remove barriers to inclusion and equity e.g. transport to school, uniform, trips, enrichment opportunities £2,500</p>	<p>Based on our experiences, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 5

Total budgeted cost: £43,072.99

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching (for example, CPD, recruitment and retention)

Activity	Impact/Overview of Year
<p>CPD for whole school and further CPD sessions for identified year groups in the I Am A Clever Writer approach</p> <p>Whole school CPD - £375</p> <p>Further CPD - £1020</p> <p>Cost of cover – £700</p>	<p>Teaching strengthened in writing through continuous CPD throughout the year.</p> <p>English Lead has secure understanding of the approach allowing further support for staff across the school and anticipated improved outcomes for pupils in 2024/2025.</p>
<p>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</p> <p>CPD cost - £1200</p> <p>Cost of cover – £1000</p>	<p>Teaching strengthened in use of manipulatives to support children’s understanding through continuous CPD throughout the year.</p>
<p>Appointment of temporary higher level teaching assistant to provide small group phonic and maths teaching in order to support vulnerable learners.</p> <p>Staffing cost - £22606</p>	<p>Pupils supported in small group made progress in phonics and maths. Pupils received bespoke curriculum to support them to receive</p> <p>Percentage of pupils passing Year 1 Phonics Check = 89.5%</p>

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

Activity	Impact/Overview of Year																																							
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Resources cost - £1800</p>	<p>Small steps of progress identified for vulnerable learners which enabled leaders to track their progress more finely during Pupil Progress Meetings.</p>																																							
<p>Language Links identification and intervention – EYFS/identified learners.</p> <p>Resource cost - £275</p>	<p>Pupils identified early and referred to SALT in order to provide specialist support.</p> <p>Targeted interventions put in place.</p>																																							
<p>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</p> <p>Staffing cost - £9,000</p>	<table border="1"> <thead> <tr> <th colspan="3">KS2 Results</th> </tr> <tr> <th colspan="3">PP (10 children)</th> </tr> <tr> <th>Subject</th> <th>% At EXS + GDS</th> <th>% At GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>72.7%</td> <td>30%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>40%</td> </tr> <tr> <td>Combined</td> <td>70%</td> <td>10%</td> </tr> <tr> <th colspan="3">Non PP (14 children)</th> </tr> <tr> <th>Subject</th> <th>% At or Above</th> <th>% Above</th> </tr> <tr> <td>Reading</td> <td>78.6%</td> <td>21.4%</td> </tr> <tr> <td>Writing</td> <td>85.7%</td> <td>28.6%</td> </tr> <tr> <td>Maths</td> <td>92.9%</td> <td>42.6%</td> </tr> <tr> <td>Combined</td> <td>78.6%</td> <td>21.4%</td> </tr> </tbody> </table>	KS2 Results			PP (10 children)			Subject	% At EXS + GDS	% At GDS	Reading	70%	40%	Writing	72.7%	30%	Maths	70%	40%	Combined	70%	10%	Non PP (14 children)			Subject	% At or Above	% Above	Reading	78.6%	21.4%	Writing	85.7%	28.6%	Maths	92.9%	42.6%	Combined	78.6%	21.4%
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Writing intervention group three times per week for disadvantaged pupils and other identified learners in Year 3. Staffing cost - £2500	Increase in percentage of PP children achieving ARE in Writing.
Purchase of a programme to improve multiplication skills for disadvantaged pupils and other identified learners Resource cost - £190 Staffing cost - £2500	Pupils are able to access a dedicated programme for multiplication practise. Adult support to access this at school will continue to be embedded in 2024/2025.
Targeted speech and language interventions based on specialist recommendations to disadvantaged and other identified learners. Staffing cost - £2500	Pupils make progress in assessments made by Speech and Language therapists as evidenced in reports.

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

Activity	Impact/Overview of Year
Access to Alternative Provision settings in order to support challenging behaviour Cost - £3000	Pupils supported to access alternative provision in order to improve attendance and behaviour in school. Successful transitions made to next educational placements.
Staff members trained in Positive Behaviour strategies which are then implemented across the school Cost of CPD - £125 Cost of cover - £120	Pupils targeted with behaviour support did not incur further suspensions. Targeted pupils were facilitated to engage in their curriculums and remain in school.
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Pupils targeted with behaviour support did not incur further suspensions. Targeted pupils were facilitated to engage in their curriculums and remain in school. Leaders clear on how to create a whole school behaviour ethos and this will be further embedded in 2024/2025.
Pastoral lead dedicated time for targeted emotional, Mental Health and wellbeing sessions with children Staffing cost - £1902	School has a trained Senior Mental Health Lead and an action plan for improving mental health and well-being across the school. Children supported with their mental health through dedicated 1:1 time across the week – fewer incidences of staff concerns raised. Pupils targeted with behaviour support did not incur further suspensions. Targeted pupils were facilitated to engage in their curriculums and remain in school.
Attendance support for children and families comprising of: <ul style="list-style-type: none"> • Staff CPD on attendance support • Dedicated pastoral support for identified learners • Attendance and behaviour incentives Targeted parental engagement	Leaders have a clear vision for creating a school wide culture for attendance. Clear processes and procedures put in place with a tiered support system put in place for September 2024 in line with new DFE guidance from 19 August. Parental engagement will be a focus of this.
Enrichment opportunities for disadvantaged pupils Resource cost - £500	Pupils supported to attend e.g. residential trips/clubs which allows them to experience the wider curriculum in line with their peers.

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
Times table Rockstars	Maths Circle

Other information (optional)

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.
- Provide holiday clubs for disadvantaged and vulnerable pupils through to provide activities and meals through holiday periods.
- Develop teacher understanding and expertise in cognition and learning so that pupils are supported effectively to commit learning to long term memory
- Offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

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