

Pupil premium strategy statement – St Aloysius 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	215 (185 minus nursery)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2024
Statement authorised by	Hannah Tebb, Headteacher
Pupil premium lead	Karen Black, Deputy headteacher
Governor / Trustee lead	Sophie Kempton, Link governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24930
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£24930

Part A: Pupil premium strategy plan

Statement of intent

At St Aloysius, 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 also, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged and in receipt of the pupil premium or not.

High-quality teaching which caters for the needs of all learners is at the heart of our school 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 as well. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	We have welcomed many Ukrainian families into our school community in the last 2 years. Many of our Ukrainian children have significant gaps in their learning and find it challenging to follow the curriculum in a new

	language. In some cases, these children have SEMH (Social, Emotional and Mental Health) needs.
2	On entry to Reception class in the last 3 years, 100% of our disadvantaged pupils have arrived working below age-related expectations. A particular weakness is oral language with significant vocabulary gaps.
3	The national average for PP school population is 23.8% (DFE 2023/24). 9% of our school population is in receipt of the pupil premium funding. Therefore, a significant challenge for us is ensuring that we do not further widen the cultural capital gap.
4	Our disadvantaged learners have a wide range of strengths and talents alongside a varying and wide range of barriers to learning. This is a challenge for teaching staff who have to ensure that they have a full and detailed knowledge of the learning profile for each disadvantage learner.
5	Our attendance data shows that 58% of our disadvantaged pupils have attendance which is less than 96%. This is data taken from September 2023 until November 2023.

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 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <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

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1% the percentage of all pupils who are persistently absent being below 10%
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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: **£9500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embedding dialogic activities (back and forth dialogue) across the school curriculum, with a particular focus on pupil teacher interaction in the Early Years using the ShREC approach and the development of vocabulary in other year groups. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>This has been delivered through training for support staff and teachers.</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>EEF - Promoting High Quality Interactions using the ShREc Approach</p>	1,2
<p>Continued development of our English teaching and planning in line with DfE and EEF guidance; with a strong focus on reading for pleasure and vocabulary development.</p>	<p>‘Pupils who fail to learn to read early on start to dislike reading.’ <i>DFE framework July 2023</i></p> <p>The Reading Framework - DFE</p>	1,2,3
<p>Support Staff training to develop and support their practice in the classroom.</p>	<p>Support staff are one of our most valuable resources in school – when they are well trained they are able to accelerate children’s’ learning.</p>	1,2,4

Continue to implement a professional development programme to support the development of quality first teaching and meeting the needs of all learners.	Professional development should have a focus on improving and evaluating pupil outcomes and should be underpinned by evidence and expertise and sustained over time. DFE Teacher Standards Effective Professional Development - EEF	1,2,3,4
Senior Leadership and Leading Learning Team to continue to support the development of high quality inclusive teaching which meets the needs of all learners.	Evidence is strong that high quality teaching has the biggest impact on pupil outcomes. EEF - High Quality Teaching	1,2,3
Implement and train support staff in the use of diagnostic and standardised assessments to assist in identifying barriers to learning.	In the guide linked below the first step in catering for pupil premium learners is to benchmark them using standardised assessments. The EEF Guide to Pupil Premium	1,4

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

Budgeted cost: **£5500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years teacher to undertake 'Language Leader Training' requiring release time.	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. Development Matters EEF - Communication and Interaction Approaches in the Early Years	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics/reading support.	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:	1,2

	Read Write Inc. Phonics Effectiveness - EEF	
Same day interventions targeted at pupils at risk of not meeting age related expectations (ARE)	Same day interventions have been evidenced to be more successful than weekly interventions	2,3
Tailored intervention and support for Ukrainian children to support with catch up learning.	EEF - Teaching Assistant Interventions	1

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

Budgeted cost: **£9500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's advice. Attendance officers to meet fortnightly to review.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE - Working Together to Improve School Attendance EEF - Attendance Interventions	5
Contingency fund for acute issues	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; this has become particularly significant with increase in cost of living.	All
Continue to increase parental engagement within school by inviting them in for work sharing afternoons.	Evidence from the EEF shows the vital part that parental engagement has on children's learning and outcomes https://educationendowmentfoundation.org.uk/evidence-summaries/evidencereviews/parental-engagement/ .	All
Providing funding for disadvantaged pupils to attend residential trips,	EEF evidence links lack of opportunity and socio-economic	3,5

<p>extra curricular clubs and After School Club and Breakfast Club.</p>	<p>disadvantage to poorer outcomes for disadvantaged pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1674664325</p>	
<p>Staff training on the AOT (Alert, Organise, Calm) approach to using the sensory room; a useful space for children to use when they require sensory regulation.</p>		<p>5</p>

Total budgeted cost: £24500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances, the children in receipt of Pupil Premium from Year 1 to 6 are not yet performing in line with their peers. However, in the Early Years 100% of children in receipt of pupil premium achieved the Early Learning goals.

Absence among PP pupils was lower than their peers in 2022/23 however unauthorised absence rate was slightly higher. Attendance remains of utmost priority to us.

Our observations and records demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain higher especially amongst our Ukranian children.

Externally provided programmes

Programme	Provider
Synthetic Phonics Programme	Read, Write, Inc.
Music Education Programme	Charanga
Assessment Programme	NFER
Maths Fluency	Timestable Rockstars
EYFS Assessment Tool	Tapestry
SEND Support	Edukey Provision Mapping B Squared

