



St Elizabeth's Catholic Primary School
'Love one another as I have loved you'

Premium Strategy statement

This statement details our school's use of Pupil Premium to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding this academic year and the effect of last year's Pupil Premium spending within our school.

School Overview

At St. Elizabeth's Catholic Primary School, the Pupil Premium Strategy is embedded within the whole school development plan.

St. Elizabeth's Catholic Primary School continues to adapt its spending of the Pupil Premium funding in 2023/24 following analysis of our positive outcomes for disadvantaged students in 2022/23 and using research from a variety of sources including the Education Endowment Foundation EEF.

Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI).

Research has found that the pandemic has compounded this issue (EEF). Research findings suggest that disadvantaged pupils have been the worst affected by school closures due to COVID-19 and the attainment gap has grown as a result of national lockdowns.

This document outlines St. Elizabeth's Catholic Primary School's holistic approach to closing any achievement gap, focussing on the educational impact of disadvantage on children. It outlines how the school plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students.

At St. Elizabeth's Catholic Primary School, we recognise the importance of ensuring all students, whatever their background or circumstances, are provided with a relevant education of the highest quality. This will ensure that all our students are equipped with

the knowledge, skills and self-confidence that they will need to succeed during, and beyond, their time at St. Elizabeth's.

Our strategy highlights our current challenges and identifies actions that we will take to address these. We draw on evidence from secondary research and our own experience to allocate funding to activities that are most likely to maximise achievement.

We do not confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels. Overcoming challenges to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the challenge to learning being addressed.

At St. Elizabeth's we have adopted an individualised approach to addressing challenges to learning and emotional support.

As such, we do not allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the challenge/barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for Pupil Premium.

We have high aspirations of every child in our school and our curriculum is designed to ensure that all children make excellent progress from whatever their starting point and achieve success. We wish to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and to enable all disadvantaged pupils to be confident, independent and resilient learners. This way, they can move on to the next phase of their education without carrying the burden of inequality with them. Where children have additional needs, we ensure that there is provision to enable children to make progress and meet their individual targets.

Detail	Data
School name	St. Elizabeth's Catholic Primary School
Number of pupils in school	208
Proportion (%) of Pupil Premium eligible pupils	8%
Academic year(s) covered by our current Pupil Premium Strategy plan	2021/2022 2022/2023 2023/2024
Date this statement was published	January 2024
Date of review	December 2024

Statement authorised by	Jane Hines Headteacher
Pupil Premium lead	Kerry Diver Deputy Headteacher
Governor lead	Marian Conran

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year	£2,465 TBC
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£25,745

Part A: Pupil Premium Strategy plan

Statement of intent

At St. Elizabeth's we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of challenges which may have an impact on their learning.

Our ultimate objectives in 2023/24 are to:

- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience and self-esteem.
- ✓ Develop confidence in pupils' ability to communicate effectively in a wide range of contexts.

✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

✓ Narrow the attainment gap in Reading and all subject areas within the curriculum between disadvantaged pupils and their non-disadvantaged peers both within school and nationally

✓ Reduce barriers to learning created by poverty, family circumstance and background

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

➤ Provide appropriate emotional support to enable pupils to access learning within and beyond the classroom.

➤ Provide all teachers and teaching assistants with high quality CPD to ensure that they can enable pupils to access effective quality first teaching

➤ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition, pre-teaching, over teaching, keep up sessions

➤ Target funding to ensure that all pupils have access to all educational visits, residential visits and first-hand learning experiences

➤ Provide opportunities for all pupils to participate in enrichment activities including sport and music and before and after school wrap-around care

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults.

We use the research from EEF and 'Addressing Educational Disadvantage in Schools and Colleges' by Marc Rowland and the 'Mayor's School for Success' to inform our strategy.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils in 2022/23

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p>There is an increasing number of disadvantaged pupils with a wide range of emotional needs.</p> <p>Making sure that PPG pupils' emotional well-being is strong so that children are engaged and ready to learn is a priority.</p>
2	<p>Speech, language, and vocabulary and communication</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among a number of disadvantaged pupils. This is evident from Reception through KS2 and in general, is more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Multiple barriers to learning – a higher than average number of disadvantaged pupils also have a SEND need and a number of our disadvantaged pupils have experienced 'adverse childhood experiences'.</p>
4	<p>Reading and Phonics</p> <p>Covid recovery - there are some disadvantaged pupils who need to make accelerated progress in reading to return to pre-pandemic levels and work within age-related expectations.</p> <p>Our assessments and observations indicate that the education of some of our disadvantaged pupils has been impacted by partial school closures in 2020 and 2021 to a greater extent than for other pupils. These findings are supported by national studies.</p>

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Internal assessment and observations indicate lower attainment amongst some disadvantaged pupils in one or more core subject areas when compared to age related national expectations.
6	Based on assessment in Summer 2023, attainment and progress in Maths was identified as weaker for disadvantaged pupils in some year groups.
7	Parental engagement and support Engaging families to participate and support in their child's learning with a focus on encouraging and supporting children to complete homework tasks.
8	Reduced access to wider opportunities Engaging families to participate in enrichment activities offered at St. Elizabeth's
9	Attendance and punctuality Ensuring that all PPG pupils have an excellent level of attendance. Monitoring of attendance has shown that the some children eligible for PPG have attendance <90% and some children eligible for PPG are persistent absentees
10	Technology - ensuring we are aware who requires technology for access to learning at home and in school and can meet this need

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) Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations will indicate improved oral language and increased vocabulary among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2) Improved reading attainment among disadvantaged pupils from their starting points	<p>The gap between the progress of Pupil Premium and Non-Pupil Premium pupils in reading will have reduced. This will be evidenced through internal assessment data and end of Y6 progress measures.</p> <p>End-of-phase reading assessments will evidence disadvantaged pupils who are not SEND attaining at least national expectations over the period of this statement.</p> <p>Accelerated Reader data will show that children are reading for enjoyment and making progress in Star Assessments</p>
3) Improved core subject attainment among disadvantaged pupils in writing and maths from their starting points	Assessments, observations, work scrutiny and pupil voice show improved attainment, engagement and confidence

	<p>in core subjects (writing and Maths) among disadvantaged pupils:</p> <p>The gap between the progress of disadvantaged and non-disadvantaged pupils will narrow in Maths and writing.</p> <p>End-of-phase Maths assessments evidence 100% disadvantaged pupils who are not SEND will attain at least national expectations.</p> <p>End-of-phase writing assessments evidence 100% disadvantaged pupils who are not SEND will attain at least national expectations.</p>
4) Attainment of Higher Level across the curriculum	Increase the number of disadvantaged pupils achieving the higher standard at KS1 and KS2.
<p>5) Phonics</p> <p>Further embedding of the 'Little Wandle Letters and Sound's' programme will show an increase in PPG pupils passing the Phonics Screening Test in Y1.</p>	<p>100% of PP pupils will attain the expected level in phonics.</p> <p>School staff are trained and are using phonics programme effectively to diagnose and meet needs.</p> <p>Staff will receive continued CPD training in phonics.</p>
6) Emotional wellbeing strategies embedded so that PPG pupils are supported to develop resilience to engage with learning in the mainstream. This includes access to ELSA and school counsellor if required	<p>Results of surveys and pupil, parent, staff voice, learning walks and behaviour logs demonstrate effectiveness of these strategies.</p> <p>Half-termly ELSA reports evaluate progress towards targets</p>
7) PPG/ PPG with SEND pupils have needs met through QFT,	PPG/PPG with SEND pupils make good progress from their starting points in all subject areas-core and foundation.

<p>complemented where needed with intervention</p>	
<p>8) The attendance of PPG pupils will improve</p> <p>Rigorous monitoring systems in place to target and follow up non-attendance and lateness</p>	<p>Attendance of disadvantaged pupils will be at least 96%</p> <p>PPG attendance is in line with national average.</p> <p>There is a reduction in the number of PP absences and lateness across the year and from year to year.</p>
<p>9) Cultivation of opportunities for enhancing 'cultural capital' through enrichment and experience.</p>	<p>Opportunities to develop cultural capital embedded in all teaching.</p> <p>All staff know and target PP children and ensure they are given opportunity and enrichment experiences</p> <p>All parents are encouraged to read with their child(ren) at home, evidenced by comments in reading journals.</p> <p>100% of children eligible for PPG attend a suitable, high quality before or after school club.</p> <p>100% of children eligible for PPG attend residential school visits.</p> <p>100% of children eligible for PPG in KS2 participate in at least one competitive supporting event per year throughout their time at St. Elizabeth's Primary School.</p> <p>100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, school council, sports lead, prayer leader or Pupil Parliament representative.</p>

	All upper KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular music tuition.
10)Embed a sense of belonging	PPG children’s sense of belonging within the class and school community will continue to increase and this will have a positive effect on their well-being, mental health, engagement in learning and academic outcomes
11)Access to technology supports learning in class and enables homework to be completed at home	100% of PPG pupils will have access to a device for education at home

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)

Budget £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue Attachment Awareness training for all staff and Attachment Aware Lead training for PPG Lead to obtain ‘Silver’ AASA. This ensures that all staff understand how attachment affects children and a whole school approach is implemented.	School continues its journey to become ‘Attachment Aware’ and all staff will receive further training on: <ul style="list-style-type: none"> • Embedding emotional regulation approaches with a focus on using the ‘CALM’ approach in all areas within school with a particular focus at playtime. • Embedding the relational behaviour policy for all 	1, 2, 3, 7, 9

	<p>stakeholders including teachers, TAs, lunch and office staff etc.</p> <ul style="list-style-type: none"> Continue to develop children's sense of belonging through a focus on teaching and playing games as a class family. <p>LAC, Post-LAC children and children who have experienced 'adverse childhood experiences' feel supported as demonstrated by pupil and parental feedback.</p>	
<p>Consistency in Quality First Teaching and pedagogical approaches across the school.</p> <p>2023-24 focus is on the use of questioning to ensure all children have understood material that is being taught.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Evidence provided by EEF highlights the importance of CPD, as demonstrated in the case studies provided in their guide (EEF 2020)(The Mayor's School of Success)</p>	2,3,4,5,6
<p>Termly, data-driven pupil progress meetings between Headteacher, SEND lead, phase leaders and class teachers to identify the specific needs of each child so staffing, intervention and timetabling can be amended quickly to meet these</p>	<p>Macleod et al (2015): Meeting individual learning needs, with differentiated responses for individuals versus 'one size fits all' is more successful in raising the attainment of disadvantaged pupils.</p> <p>Durrington Research School: It is essential that any intervention starts with identifying the specific problems for individual students before putting potential solutions in place.</p>	1,2,3,4,5,6,7
<p>Developing consistency in the teaching of phonics through staff training and purchase of resources. The Little Wandle, a DfE validated Systematic Synthetic Phonics programme, will be used throughout EYFS and KS1 to secure stronger progress in phonics for all pupils.</p> <p>Phonics intervention will be put in place for children in KS2 who continue to need Phonics reinforcement and</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4,5

those who are new to English.		
Engaging parents	Reminder phone calls before organised school events- parents evening, workshops, school-social events etc.	5,7

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide one to one tutoring and Booster groups. This will be delivered by internal school staff.	One to one tuition EEF (educationendowmentfoundation.org.uk) Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020).	1,2,3,4
Additional phonics/reading sessions 'Keep Ups' targeted at disadvantaged pupils who require further phonics/reading support. Regular monitoring of phonics and AR data and implementation of targeted actions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF The Literacy Trust: The majority of children will have spent less time reading, writing, speaking and listening during lockdown. Children eligible for Free School Meals and Pupil Premium are therefore especially likely to benefit from targeted interventions. Sir Kevan Collins: Making sure all pupils experience the joy of reading and leave primary school with good reading skills is crucial, not just for their academic success later in school, but for building rewarding careers and lives beyond school. Yet a disadvantaged child in England is still much more likely than their classmates to leave	2,4

	primary school without reaching the expected levels in reading	
Provide ELSA support four afternoons a week and access school MHST team to support the emotional wellbeing of children through structured interventions.	<p>Specific interventions to meet needs of pupils (including friendships, self-esteem, managing anger and working with others) encouraging development and increasing access to learning.</p> <p>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) EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1,2,9
<p>Embed a vocabulary rich environment, including the teaching and displaying of key vocabulary in all subjects. This will improve the dialogic skills of pupils and provide them with extended vocabulary.</p> <p>Additionally vocabulary will be used for pre-teaching and planning for a vocabulary-rich pedagogical approach. Curriculum mapping is prioritised, reviewed and implementation checked to ensure well sequenced and progressive learning with good opportunities to build cultural capital and recall previous learning.</p>	<p>Explicit teaching of vocabulary and creating a language rich environment has been shown to be a highly effective way of improving literacy skills and understanding across the curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-rep</p>	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide daily or weekly check in' sessions	<p>Teacher knowledge of children's learning needs and emotional needs</p> <p>High trust relationships with a key adult</p> <p>Having an individualised approach to addressing barriers to emotional and well-being support will have a positive effect on academic outcomes. (EEF 2020)(The Mayor's School of Success)</p>	1
Provide financial support for disadvantaged families to access a range of offsite visits and experiences.	Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might be able to access. The application of non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF 2020).	4,6,7
Provide school uniform for disadvantaged pupils.	Wearing a uniform can develop the school ethos and improvement of behaviour and discipline (EEF 2020).	1,6
Provide Pupil premium with Chrome Book and educational apps in KS2.	<p>Digital technology can add up to four additional months' progress on average (EEF, 2020).</p> <p>Use of digital technology for learning is recognised by the Education Endowment Foundation as a method to increase pupil progress when it supplements traditional teaching.</p>	1,3,4,6
Engage with parents to encourage participation in workshops, stay and play, etc Create links with PP families	Positive parental engagement can support pupil progress and attendance +3 months' progress on average (EEF 2020)	4,6
Provide extracurricular sport provision for disadvantaged pupils before, during and after school and in the school holidays	Ensuring disadvantaged pupils have access to ensure physical wellbeing https://www.nhs.uk/livewell/exercise/exercise-health-benefits/	1,2,4,6,7

<p>Provide weekly homework club for PP children to support children's learning and build self-esteem.</p>	<p>Education Policy Institute (2016): Equality of outcomes matters. We know that poor children are 43 per cent less likely to go to university, three times as likely to claim unemployment-related benefits at age 19 and their earnings are estimated to be 28 per cent lower at age 34.</p> <p>EEF: Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p>	<p>1,2,3,4,6,7</p>
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Total budgeted cost: £25,000

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our Pupil Premium activity has had on pupils in the 2022 to 2023 academic year.

Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff voice, pupil voice, parent voice and attendance data.

We are incredibly proud of the individual achievements of our pupil premium students which is reflected in positive responses from Pupil Voice surveys and progress and attainment data.

1,2,3,4

- **Improved reading attainment among disadvantaged pupils.**
- **Improved core subject attainment among disadvantaged pupils in writing and maths from their starting points**
- **Attainment of Higher Level across the curriculum**

Premium pupils without SEND make at least equal progress in reading, writing and maths compared than non-Pupil Premium pupils from their starting points.

All our PPG students who are not on the SEN register achieved the expected level for reading, writing and maths with the exception of 1 Y1 child who attained WT in writing.

100% of our PP pupils in Y6 who are not SEND achieved greater depth in reading.

Pupils who are experiencing disadvantage and have SEND make excellent progress from their starting points.

5. Implementation of the Little Wandle Letters and Sounds programme shows an increase in PPG pupils passing the Phonics Screening Test in Y1.

The impact of adopting the Little Wandle phonics scheme has been very positive. Teachers' planning, learning walks, an external review and phonics trackers suggest good fidelity to the programme. In the phonics screening, 100% PPG children achieved the expected standard. 100% of Y1 children achieved the expected standard in phonics. As decoding is foundational to children's attainment in all areas, the school will continue to closely support and monitor phonics provision.

5 Emotional wellbeing strategies embedded so that PPG pupils are supported to develop resilience to engage with learning in the mainstream. This includes access to the ELSA and school counsellor if required

Disadvantaged pupils have made significant progress from targeted specific interventions led by the ELSA.

Focus of the interventions include developing friendships, self-esteem and managing anger. This has encouraged personal development and increasing access to learning. In the Autumn term a pupil voice sample (pupils in Y2-6 who receive PPG) showed positive responses towards having friends at school.

Children's perceptions of themselves as learners, their relationships with adults in school and difficulties over homework showed improvement.

The school has created a more effective triage system for identifying and supporting mental health needs, through the appointment of SENCo as well-being lead. Pupils continue to be being prioritised for ELSA and play therapy training.

8)The attendance of PPG pupils will improve

PPG attendance for the academic year 2021/22 was 92.26%. Whole school attendance was 95.44%.

PPG attendance for the academic year 2022/23 was 93.85%. Whole school attendance was 95.93%. National attendance for all pupils was 92.5%.

PP attendance is higher than the national average.

Rigorous monitoring systems have been put in place to target and follow up non-attendance and lateness

We have observed that, in cases of persistent absence, when class teachers/ school admin /PPG lead contact families, this can have a positive impact.

Our attendance data over the last year indicates that attendance among disadvantaged pupils is improving and the gap between disadvantaged pupils and non-disadvantaged pupils has narrowed.

We will continue implementing these strategies to ensure that the gap continues to narrow

9)Cultivation of opportunities for enhancing 'cultural capital' through enrichment and experience

- **Residential:**

100% of children eligible for PPG attended residential school visits.

- All PP pupils attended Sayers Croft with a part-funded place/fully-funded places

- All PP pupils attended Isle of Wight with a part-funded place/fully-funded places

- **After-school clubs:**

100% of children eligible for PPG attend a suitable, high quality before or after school club.

Positions of responsibility

100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, school council, sports lead, pupil chaplain, prayer leader or Pupil Parliament representative.

Parental Engagement

There has been increased parental engagement in supporting children's learning.

- 100% of parents attended parents evening
- There has been an increase in the percentage of parents who have signed children's reading record
- There has been an increase in the percentage of parents attending workshops
- There has been an increase in the percentage of parents who have completed on-line parent questionnaires

11) Access to technology to support learning in class and enable homework to be completed at home

Disadvantaged pupils who do not have access to a device were given one for use in school and at home.

- All disadvantaged pupils who required a chrome book in Key Stage 2 have been given a Chromebook

