



### Pupil Premium Strategy Statement – Reviewed December 2024

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 – December 2024

Detail	Data 2023-24 Data
Number of pupils in school	212 Rec to Y6 / 29 Nursery
Proportion (%) of pupil premium eligible pupils	10% (23 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	L Nealings
Pupil premium lead	L Nealings
Governor / Trustee lead	M Block

#### Funding overview – December 2024

Detail	Amount
Pupil premium funding allocation this academic year	<b>24-25 £42,090</b> 25-26 26-27
Recovery premium funding allocation this academic year	<b>24-25 £0</b> 25-26 26-27
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>24-25 £42,090</b> 25-26 26-27

## Part A: Pupil premium strategy plan

### Statement of intent

*At St Charles' Catholic Primary School, we have high expectations for all our pupils. Our intention is that all pupils, irrespective of their background or the challenges that they face, meet their full potential, and achieve highly across all subject areas. Pupil Premium (PP) spend is planned based on the context of our school, the subsequent challenges we face, alongside research conducted by Education Endowment Fund (EEF) and information from other reputable research. Our strategy is driven by pupil need and our aim is that our pupil premium grant is used to create equity for all our pupils where everyone can succeed.*

*We recognise that high quality teaching and learning is fundamental to raising the attainment of disadvantaged pupils, therefore this is the focus of our school development plan and at the heart of our pupil premium strategy. Our approach follows the EEF tiered approach to school improvement – High quality teaching, targeted academic support, and wider strategies. Our Professional Development offer has focused on Roshenshine Principles of Instruction and the EEF five-a-day approach. A focus of this plan, is looking at adaptations of tasks, task design and scaffolding within lessons.*

*Relationships across school are crucial and underpin everything that we do, this includes pupil to teacher, pupil to pupil, teacher to teacher and teacher to parent. Relationships are fundamental to success. Emotional development and mental health are key to our school approach. Without a strong emotional foundation, pupils will find it difficult to access learning opportunities. We have support from RISE through the Children's Society, offer a number of nurture groups in school, Emotional Based School Non Attendance groups and also provide enhancements to our curriculum to support the social, emotional, and mental health of our pupils or extra-curricular opportunities. Our behaviour policy also focuses on a restorative and positive approach, underpinned by gospel values with clearly identified statements of behaviour. This is based on the Paul Dix research 'When the adults change, the children change.'*

*One key features of our strategy plan is a focus on attendance, adhering to the recommendations in 'Securing good attendance' 2022 document, a focus on engagement with pupils and families and early support for families and individuals. Our aim is to raise the attainment of disadvantaged pupils so that they have the same opportunities to succeed. We are constantly reviewing what our whole school offer is, focusing on providing opportunities for all. Our intent is not exhaustive and will adapt according to the needs of our pupils and the bespoke support that they and their families require.*

*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	<p><b>Development of speaking and listening skills on entry to EYFS.</b></p> <p>Attainment of pupils in receipt of PP is overall lower than those pupils not eligible for PP. Basic skills for pupils entering Nursery or Reception are generally lower for PP pupils, especially in communication and language.</p>
2	<p><b>Curriculum is carefully planned to meet the needs of all pupils.</b></p> <p>Cognitive overload hinders some of our pupils acquiring new knowledge. Leaders need to ensure the school curriculum is effectively implemented so that it meets the needs of all pupils, particularly in KS2. Ensuring that teachers implement carefully planned and sequenced lessons to ensure pupils obtain and retain skills and knowledge progressively to improve their outcomes</p>
3	<p><b>All pupils have a positive approach to learning.</b></p> <p>We want all pupils to have high-levels of self-esteem, confidence and resilience so that they are able to develop good behaviour for learning.</p>
4	<p><b>Increase the attendance of all pupils.</b></p> <p>Attendance is not always prioritised by all. We wish to increase everyone's attendance, so that all pupils have the best opportunity to learn and succeed.</p>
5	<p><b>Raise expectations, aspirations and widen opportunities.</b></p> <p>Some children have limited opportunity outside of school for a variety of reasons. We wish to ensure that all pupils have the opportunity to widen their experiences and aspirations through a carefully curated offer of curriculum and extra-curricular opportunities such as residential visits, extra-curricular activities and opportunities to nurture gifts, talents and interests.</p>
6	<p><b>Enhance Parental Engagement</b></p> <p>We wish to build successful relationships with all our families as these will help us to better meet the needs of all our pupils.</p>

## 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
<p>All pupils experience high-quality first teaching across the curriculum that enables them to attain highly.</p>	<ul style="list-style-type: none"> <li>- Quality first teaching in all classes which is focused on a 'keep up not catch up' approach.</li> <li>- All staff follow Rosenshine and EEF 'five-a-day' principles.</li> <li>- Early intervention used in Early Years and Key Stage 1 to address issues early, particularly with Read, Write Inc so that pupils keep up rather than catch up.</li> <li>- Rigorous support for less fluent readers across KS2.</li> <li>- Robust tracking systems are in place. This ensures that appropriate support and enhanced provision is directed to those children that are identified as falling behind.</li> <li>- Early Year's curriculum is focused on developing language, vocabulary, and oracy.</li> <li>- RWI sessions in Early Years follow a consistent approach, with fidelity to the RWI scheme.</li> <li>- High-quality interventions are used to accelerate progress in basic skills, with a focus on reading.</li> <li>- Pupils achieve highly in National tests in line with their peers.</li> </ul>
<p>Pupils are secure in key concepts from each year group and have grasped the core learning to enable them to access the following years curriculum.</p>	<ul style="list-style-type: none"> <li>- Curriculum design uses themes and research to inform what substantive and disciplinary knowledge is taught and when.</li> <li>- Targeted quality first teaching revisits prior learning to ensure all curriculum gaps and misconceptions are addressed. Using the EEF '5-a-day' approach and Rosenshine Principles.</li> <li>- Gaps in knowledge are targeted through focus groups, successful deployment of support staff and quality same day and planned interventions.</li> <li>- Constructive feedback is provided to pupils that supports progress. This is underpinned by positive relationships between teachers and pupils so that pupils are able to take on board the feedback to improve.</li> <li>- Robust assessment enables teachers to plan accordingly to meet the needs of all pupils.</li> </ul>

	<p>Planning bespoke curriculums to ensure all pupils make at least expected progress and attain highly.</p>
<p>Improved wellbeing in all children, resulting in improved self-esteem, behaviour, improved attendance and therefore improved academic achievement.</p>	<ul style="list-style-type: none"> <li>- Pupils feel safe and happy in school and know who they can speak to if they need support.</li> <li>- Clear systems in school that support pupil well-being – RISE, Social and emotional health team, Nurture groups, EBSNA, Emotional Zones of Regulation, external support where required.</li> <li>- Pupil surveys reflect their positive well-being.</li> <li>- Relationships are strong and positive across school.</li> </ul>
<p>Educational visits, visitors and experiences enhance learning, understanding and increase aspiration for PP pupils across school.</p>	<ul style="list-style-type: none"> <li>- Pupils experience a wide variety of activities within their school career.</li> <li>- Pupils have been exposed to a range of activities and opportunities.</li> <li>- Potential talents are identified. Aspirations are raised.</li> <li>- Specific activities are identified for PP pupils to access.</li> <li>- Self-esteem is raised.</li> <li>- Horizons are broadened and aspiration among pupils is raised.</li> </ul>
<p>Attendance for all pupils is in line or above National. All pupils will attend school regularly.</p>	<ul style="list-style-type: none"> <li>- Pupils want to be in school.</li> <li>- Staff work hard to build relationships with all parents and trust is built so that staff can support with any barriers.</li> <li>- Sustained high attendance by 2024/25 demonstrated by internal and external data. PP children in line with National Averages for attendance and PA.</li> <li>- Attendance of all pupils is carefully monitored.</li> <li>- Attendance and persistent absence for PP pupils will be in line with other pupils across school.</li> <li>- Early intervention is taken where attendance is a cause for concern.</li> <li>- Attendance monitoring begins in Early Years.</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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensuring an effective teacher is in front of every class – Focus on High quality first teaching following Roshenshine and EEF five-a-day approach, supporting all teachers through a carefully planned programme of PD.</i></p>	<p>EEF states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The tiered approach from EEF states that ensuring an effective teacher is in each class and is being supported is a key ingredient of a successful school. DHT to be non-class based to support teaching and learning across the school so that every pupil receives good teaching or better. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Feedback also forms a key part of the EEF Five-a-day approach. Effective feedback has been found by EEF to have a positive impact of +7 months on primary pupils' attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>
<p><i>Purchase of NFER diagnostic assessments.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support.</p> <p>Tuition is most likely effective if it is targeted at pupils' specific needs. Diagnostic assessments allow staff to identify and address</p>	<p>1</p>

	gaps in knowledge. Training for staff to ensure assessments are interpreted and administered correctly.	
Read Write Inc programme	<p>Research shows that disadvantaged pupils may not develop phonological awareness at the same rate as their peers due to their exposure to words and books at home.</p> <p>EEF states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics is explicit and systematic throughout school. It is matched to children's current level of skill in terms of their phonetic awareness. There has been and continues to be significant investment within the RWI programme and PD related to this.</p> <p>A focus for 2024-25 in Reception is ensuring that intervention is sharp, robust and daily so that pupils keep up rather than catch up.</p>	1

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 and small group tuition in Maths and Literacy</i>	The EEF Teaching and Learning Toolkit indicates that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one-to-one tuition and up to four months	1, 2, 4

<p><i>Purchase of structured interventions to use for 1:1 support</i></p>	<p>additional progress with small group tuition. <a href="#">Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>The EEF Toolkit finds that frequent sessions (three times a week or so), that last up to an hour and take place over a period of six to twelve weeks, typically show the greatest impact.</p> <p>A range of tutoring and interventions is used in school as part of the core curriculum and in addition to this. For example, RWI interventions, early Talk boost, speech link, language link, 1<sup>st</sup> Class at Number and Success at Arithmetic.</p> <p>In school evidence shows that interventions have had a positive impact upon pupil’s basic skills and progress. The structured and regular assessment ensures that staff delivering are clear about the target.</p>	
<p><i>TA support deployment</i></p>	<p>The EEF research found that teaching assistants can impact +4 months on progress over a year period. Support must be deployed effectively.</p> <p>Interventions are well planned out, monitored for high-quality teaching and diagnostic assessments utilised to ensure impact.</p> <p>Leaders and support staff are working on a MITA project based on the effective use of teaching assistants. Action plans, CPD and deployment of support staff will be closely monitored as a result of the project.</p> <p><a href="#">Maximising the Impact of Teaching Assistants - trial   EEF</a></p>	<p>1, 2, 4</p>



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

Budgeted cost: £ 7,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b> Rigorous attendance tracking, working in partnership with families (A Star Attendance).</p>	<p>If children are not in school, then they cannot learn, and the academic gaps widen. If children do not feel secure and develop resilience through regular attendance, then there are implications for academic attainment.</p> <p>DfE guidance ‘Working together to improve school attendance’ 2022, suggests successfully treating the root causes, removing barriers, and working with families is essential to improving attendance. At St Charles’, staff work hard to carefully identify any barriers to attendance, rigorously track attendance and facilitate support which is usually bespoke to individuals. Mrs Bertenshaw takes a lead role on this but in line with the guidance, attendance is ‘everyone’s responsibility’.</p>	<p>1, 2, 3, 4</p>
<p><b>Behaviour</b> <i>Implementation of positive behaviour policy, support from SLT for staff.</i></p>	<p>EEF states that both developing a positive school ethos and more specialised programmes which are targeted at specific pupils can improve attainment by +4 months.</p> <p>In more challenging cases of behaviour, staff need to feel well armed and well supported. Purchase of the Educational psychology support provides external and professional specific support to target individual pupils who may be causing a disruption to their own and others’ learning.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>

<p><b>Personal Development / SEMH:</b> <i>Nurture programmes / emotional regulation</i></p> <p><i>The Hive</i></p> <p><i>Lunchtime and after-school clubs</i></p> <p><i>Extra-curricular clubs</i></p>	<p>Wellbeing underpins everything that staff and children do, and it is essential for learning that pupils feel safe and secure. EEF research states that social and emotional approaches can have a positive impact of +4 months on pupil attainment. EEF also states that interventions which focus on improving social interaction tend to be more successful at +6 months. At St Charles', there is a well embedded programme in place that addresses a variety of social, emotional, and mental health issues. Support is also gained from specialised colleagues such as RISE through the Children's Society and the Newcastle SEMH team. In house nurture groups include Lego Therapy, The Hive and Forest School. Orienteering has been incorporated into this year's RSHE curriculum.</p> <p>Breakfast club also provides an opportunity for pupils to self-regulate prior to beginning structured learning activities. Many spaces are funded for PP pupils.</p>	<p>1, 2, 3, 4</p>
<p><b>Cultural Capital</b></p> <p><i>Educational visits out, visitors in, residential and experiences will enhance the learning and understanding for PP pupils in school.</i></p>	<p>Evidence from EEF, state that interventions which focus on arts participation can have a positive impact of +3 months.</p> <p>At St Charles', the curriculum is enhanced from Nursery to Year 6 to ensure that pupils have a range of opportunities. There is intrinsic value in ensuring that PP pupils access a rich and stimulating curriculum, this is delivered as part of the core curriculum, extra-curricular or cultural visits or residential. All pupils have the opportunity to attend all opportunities regardless of their financial situation.</p>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £ 42,090**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Data for 2023/24

100% of disadvantaged children achieved GLD in Early Years, in comparison to 83% overall. This compares favourably to the National Average of 52%.

100% of disadvantaged achieved the Year 1 Phonic screen, in comparison to the National figure of 68%. All pupils that required it, received additional intervention and this figure demonstrates good progress from the end of Reception attainment.

0% of disadvantaged pupils achieved full marks on the MTC Year 4 check in comparison to 20% of the overall cohort.

*\*Red figures show what was achieved by the cohort overall.*

At KS2 disadvantaged pupils achieved 80% in Reading (87%), 80% in Writing (87%), 80% in Math (93%) and % (100%) in GPAS.

At greater depth standard, disadvantaged pupils achieved % in Reading (60%), % in Writing (40%), % in Math (80%) and % in GPAS (60%).

### 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
N/A	

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A