



St. Andrew the Apostle Catholic Primary School

Pupil premium strategy statement – St Andrew the Apostle Catholic Primary School

This statement details our school's use of pupil 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	230
Proportion (%) of pupil premium eligible pupils	39 (17%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Jennifer Webster Head Teacher
Pupil premium lead	Mr Lee Russell Assistant Head Teacher
Governor / Trustee lead	Mr John Lydiat Disadvantaged Pupils Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69,342
Recovery premium funding allocation this academic year	£ 1,559
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
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>	£ 70,901



Part A: Pupil premium strategy plan

Statement of intent

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. The activity we have outlined in this statement is also intended to support all their needs. 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. 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. We seek to educate the whole pupil beyond the national curriculum and provide opportunities for the pupils to experience an enhanced curriculum and gain deeper understanding. We hope that this will raise the aspirations of the pupils and give them the skills and knowledge needed to succeed. 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 are 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	Language and communication



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	A percentage of pupils enter our EYFS with low Communication, Language & Literacy skills which leads to them attaining below the national expectations in subsequent years.
2	Phonics Through assessments and observations, we have noted that disadvantaged pupils have greater difficulties in phonics which hinders their ability to become a fluent reader.
3	Bridging the gap Through analysing school data, we have noted that there are significant gaps between the disadvantaged pupils and their peers in attainment and/or progress in reading and mathematics. These can be cohort specific but generally there is a gap between our disadvantaged pupils and their peers.
4	Attendance Some of our disadvantaged pupils are considered as persistent absentees and have issues that prevent them coming to school.
5	Social disadvantages Disadvantaged pupils having low aspirations and experiences.

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
Language and communication A percentage of pupils enter our EYFS with low Communication, Language & Literacy skills which leads to them attaining below the national expectations in subsequent years.	WellComm 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.
Phonics Through assessments and observations, we have noted that disadvantaged pupils have greater difficulties in phonics which hinders their ability to become a fluent reader.	Read, Write Inc. assessments show an increased number of disadvantaged pupils achieving the expected standard in the Year 1 Phonics check.
Bridging the gap Through analysing school data we have noted that there are significant gaps between the disadvantaged pupils and their peers in attainment and/or progress in reading and mathematics. These can be cohort specific but generally there is a	End of KS1 and KS2 assessments show a decrease in the gap between disadvantaged and their peers in reading and mathematics.



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gap between our disadvantaged pupils and their peers.	
Attendance Many of our disadvantaged pupils are considered as persistent absentees and have issues that prevent them coming to school.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • overall absence of pupil premium pupils being reduced from previous year • overall pupil premium pupils classed as persistent absentees reduced
Social disadvantages Disadvantaged pupils having low aspirations and experiences.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • higher aspirations of pupil premium pupils

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: £ 54,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional resources to support our implement phonics teaching (Read, Write Inc.). Provide CPD to support members of staff new to the programme.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2



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Improved Communication & Language skills in EYFS	WellComm and Baseline assessments show that a percentage of pupils entering Nursery and Reception are working below national expectations. EEF toolkit • EYFS interventions have on average 5 months additional pupil progress	1
Improved progress for PP Pupils in R & Y1 phonics check and reading KS1 & 2	PP pupils making less progress than similar pupils across Key Stages 1 & 2 in phonics and reading.	2/3

Targeted academic support (for example: one-to-one support and structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 Toolkit Strand Education Endowment Foundation EEF	2
		Review from previous year: Pupils who are eligible are known to all staff during the session and follow up sessions to take place in the afternoon.
Provide small group sessions for pupil premium pupils led by staff. These sessions should be focused on the last term's summative assessment and pre-teaching content for future lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	3
		Review from previous year: Pupils who are frequently late have been offered places in breakfast club to ensure that they arrive at the correct time and can take part in lessons

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

Budgeted cost: £6000



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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide enrichment activities to show pupils different opportunities in the local area and provide a deeper understanding of the curriculum.</p> <ul style="list-style-type: none"> Educational visits linked to National Curriculum 	<p>The latest DfE guidance recognises the significant benefits of school trips on pupils' educational development, health and wellbeing.</p> <p>Feedback from pupils following the Children's University trip.</p>	5
<p>Embedding principles of good practice such as:</p> <ul style="list-style-type: none"> Raising the profile of attendance First day response to absences Targeted support for families of persistent absentees 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Provide subsidised/free Breakfast Club places to support pupils in meeting attendance expectations</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

Total budgeted cost: £ 70,901



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge	Progress up to 2024
Language and communication A percentage of pupils enter our EYFS with low Communication, Language & Literacy skills which leads to them attaining below the national expectations in subsequent years.	Pupils in Reception are now involved in Read Write Inc and are making good progress.
Phonics Through assessments and observations, we have noted that disadvantaged pupils have greater difficulties in phonics which has a negative impact on them as a reader.	We have invested in significant CPD for all staff and more focussed support for staff who are new to the programme.
Bridging the gap Through analysing school data we have noted that there are significant gaps between the disadvantaged pupils and their peers in attainment and/or progress in reading and mathematics. These can be cohort specific but generally there is a gap between our disadvantaged pupils and their peers.	Termly pupil progress meetings are held and a focus group will be identified for additional support and tracking. In the following termly meeting their progress is reviewed and monitored.
Attendance Many of our disadvantaged pupils are considered as persistent absentees and have issues that prevent them coming to school.	There has been a reduction the number of persistent absentees and a smaller proportion of those consider PA are disadvantaged pupils. Whole school display and regular updates in assembly has raised the profile of attendance across the school.
Social disadvantages Disadvantaged pupils having low aspirations and experiences.	A full programme of educational trips linked to the curriculum has been provided and all pupils have been able to access the trips by costs be subsidised by the pupil premium funding. This year this included a



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	whole school pantomime trip or Santa's Grotto.
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