



ST.VINCENT DE PAUL CATHOLIC SCHOOL
MANOR PARK SOUTH, KNUTSFORD, CHESHIRE WA16 8AL

Believe, Trust and Be Ready

*“That they may have life, and
to the full” John 10:10*

Pupil premium strategy statement 2024 - 2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027 (3 year)
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Miss Groarke – Head Teacher
Pupil premium lead	Miss Groarke & Mrs Dowler
Governor lead	Mrs Williams

Funding overview 2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year (R9657)	£31,250
Recovery premium funding allocation this academic year (R9001)	0
School – led tutoring grant allocation 24 -25 (R9001)	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 24-25 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,250

Part A: Pupil premium strategy plan

Statement of intent

At St. Vincent de Paul Catholic Primary School, 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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our current pupil premium strategy plan has been written following a comprehensive analysis of our pupil premium children's needs. This process includes analysis of attainment data, discussions with class teachers during pupil progress meetings, internal monitoring and observations, as well as considering the voices of pupils. Their progress is evaluated at regular intervals and adjustments are made to provision where necessary.

Our pupil premium children face barriers in a wide range of areas, including core curriculum areas of reading and writing. Many also require support with speech and language skills, self-confidence, concentration, mental health, social skills and fine motor skills. They typically make similar or better progress than non-pupil premium children in these areas but there can be a gap in attainment as their starting point was a lot lower. Our key objectives are therefore focussed on diminishing the difference between these groups of children, both within our school and against national standards.

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.

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.

- Provide additional, specialist pastoral support for children with social, emotional and mental health needs, as well as for behavioural needs.
- Be reactive to the needs of children, allowing for a change of approach where the support provided to pupil premium children is not having an impact.

Challenges

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

Challenge number	Detail of challenge
1	<p>Some of our pupil premium children are not making the same amount of progress in their phonics, reading and writing.</p> <p>Some of our pupil premium children do not have the rich and varied experiences as non-pupil premium children resulting in knowledge of the world and vocabulary acquisition being limited. Some life experiences and skills are limited.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and maths than their peers.</p> <p>Some of our disadvantaged pupils also fit into another vulnerable group such as having additional special educational needs.</p>
3	<p>Some of our pupil premium children have social, emotional and mental health additional needs including behaviour and fit into another vulnerable group such as having additional special educational needs.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues and behaviour challenges for some pupils.</p>
4	<p>Attendance of some of our pupil premium children is lower than the attendance for the school and national attendance benchmarks.</p>
5	<p>Parental and Carer engagement for some pupil premium children to be improved – attendance at parents evenings, stay and learn sessions, reading sessions.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Participation in ARTIS and Forest School sessions. More confidence speaking in front of an audience.</p> <p>Assessments and observations show 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.</p>
Improved reading and writing attainment among disadvantaged pupils at the end of KS2.	Increase in KS2 reading and writing outcomes show that more disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Increase in KS2 maths outcomes show that more disadvantaged pupils met the expected standard
Pupil premium children who also have an additional special educational need will be the focus of a strong dialogue between professionals within school and agencies where appropriate.	<p>Termly SEN review meetings will take place between staff and parents/carers.</p> <p>We will continue to use the SAM (FSM) system to identify any new additions to the pupil premium register throughout the year and notify class teachers.</p>
For pupil premium children to enjoy the wide range of enrichment activities we have on offer at our school.	<p>A range of extra-curricular activities will be offered to tap into our children's passions and interests.</p> <p>Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms.</p> <p>Discounts/ completely paid will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, residential etc.</p> <p>Children are able to learn a new skill or continue playing an instrument they had been learning.</p>

Children feel happy and safe at school and engage with their learning.	Children will be given opportunities for extra RSHE/ELSA time to address specific need as identified by class teacher and parents/carers.
For attendance of our pupil premium children to be no lower than the attendance for all children in the school. For attendance to be 'good' compared to local and national attendance. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Lateness for pupil premium children is minimised through effective tracking and parental engagement. Office staff will promptly call families who have an absent child without reason. Historical attendance concerns will be monitored and reviewed by Head Teacher. A discussion with the governors will take place about introducing fines for non-attendance if necessary. Extremely poor attendance (below 90%) will be challenged with communication and follow up action from the Head Teacher.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3,
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas,	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality	1

<p>consolidate understanding and extend vocabulary. We will purchase resources</p>	<p>classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	
<p>Continue with little Wandle Letters and Sounds a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	1 & 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Purchase 'Ready Steady Write' – a writing Scheme for the teaching and planning in line with DfE and EEF guidance for writing</p>	<p>'Ready Steady Write' from Literacy Counts is an accredited scheme and has a strong evidence base that indicates a positive impact on writing results.</p>	1 & 2
<p>Improve the quality of social and emotional learning. Emotion Coaching approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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): Improving Social and Emotional Learning in Primary Schools EEF</p>	3

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
One to one and small group work for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Children who have displayed dyslexic tendencies to receive support – TA interventions – Precision Teaching.	Children will transfer taught skills to their class work and so make good progress when assessed. Quality first teaching evidenced as highest impact approach by EEF.	1 & 2
Pupil progress meetings with teachers as outlined above.	Time for ongoing professional dialogues regarding further support for PP children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 & 2
Early Years interventions put in place for pupil premium children to ensure they make the GLD (Good Level of Development)	High quality provision with well-qualified staff is essential to ensure success of interventions such as Squiggle while you wiggle, Dough disco etc. all of which have a big impact on children's readiness to learn. (Communication and language approaches – EEF) NELI and Little Wandle – Letters and Sounds	1
Passion for Learning One to one and small group work for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils and children with emotional needs	3

<p>Preparing most vulnerable children for transition to high school</p> <p>Class teacher and Teaching Assistant to support children who need enhanced transition preparation to high school.</p>	<p>Class teacher will liaise with high school to ensure all needs are known about. Children will be given 1:1 time to discuss any worries or concerns and ensure a smooth transition.</p> <p>Help will be given to parents/carers to fill out forms if needed and any particular handover or continuity arrangements.</p>	3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£5,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Exciting trips and visits will be planned to enhance the curriculum including residential for KS2 children.	Children who are exposed to these have an enhanced knowledge and understanding of the world.	1, 3
Additional Peripatetic instrumental lessons – such as Love Music Trust in Year 5 and Rock Steady bands.	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem and competencies.	1, 3
Access to Forest schools' enrichment sessions where all children will have the opportunity to experience a range of activities.	Children to see and experience learning outside of the classroom to improve self-esteem, confidence and well-being of each child.	1, 3

To encourage engagement of parents at parents' evenings, sacramental programme, SEN reviews, EHA and subject specific workshops.	Working in partnership with parents ensures best outcomes for the child.	4, 5
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Total budgeted cost: £31,250

Part B: Review of the previous academic year 2023 -2024

Outcomes for disadvantaged pupils

Following the return of statutory assessments, performance measures have been received for 2023 to 2024.

KS2 In reading, 81% of children were expected+. 60 %of pupil premium children achieved the expected standard or above.

In writing, 77% of children were expected+. 60% of pupil premium children achieved the expected standard or above.

In maths, 85% of children were expected+ 60% of pupil premium children achieved the expected standard or above.

Combine RWM, 77% of children were expected+ 60% of pupil premium children achieved the combined expected standard or above

In Grammar, 77% of children were expected+, 60% of pupil premium children achieved the expected standard or above.

KS1 In reading, 70% of children were expected+. 100% of pupil premium children achieved the expected standard or above.

In writing, 66% of children were expected+. 100% of pupil premium children achieved the expected standard or above.

In maths, 74% of children were expected+. 100% of pupil premium children achieved the expected standard or above.

Y1 Phonics screening, 90% of children passed, 67% of pupil premium children passed.

Due to very small group sizes and high proportion of disadvantaged children also having Special Educational Needs, the data above does not always reflect individual's progress throughout school.

Our assessments and observations indicate that the behaviour, well-being and mental health continue to be significant challenges for many of our disadvantaged pupils. We continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Following the continued development of Artis and Forest Schools, we have seen an increase in confidence, social skills, teamwork and resilience. Our Artis and Forest School offer will continue to be built on and invested in throughout the 2024/2025 academic year.

Pupil premium numbers in each class are low. Children on pupil premium make up approximately 11% of school population. Therefore, progress and attainment is very much dependant on each individual child.

Out of our 22 pupil premium children 8 are on the SEN register and 6 are on First Concerns total 14 out of 22 = 64%:

In Maths, the pupil premium internal data shows that in most classes children are making similar progress to their peers.

In Reading the pupil premium internal data shows that generally the pupil premium children are making similar progress to their peers.

In writing, the pupil premium internal data is similar to that of their peers.

All pupil premium children have specific interventions to narrow the gap and remove barriers to learning.

Externally provided programmes

Programme	Provider
Dymno Maths	Jelly James
ED Shed - Spelling Shed & Literacy Shed Plus	ED Shed
Nessy	Nessy.com
IDL	IDLS Group
Language Link and Speech Link	Language Link and Speech Link
My Maths	My Maths
Learning Village	info@axcultures.com