

Pupil Premium Strategy Statement 2023-2024

St Brendan's RC 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	18.32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Board
Pupil premium/Finance lead	Mrs F Brindley
Governor / Trustee lead	Mrs J Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023/24 financial budget (Sep 23 to Mar 24 - 7/12): £31,520.00 2024/25 financial budget (Apr 24 to Aug 24 - 5/12): £22,896.00	£54,416.00
Recovery premium funding allocation this academic year	£5183.50
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>).	£0
Total budget for this academic year	£59,201.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, 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 all disadvantaged children to achieve these outcomes. We also want our high attainer children to make good progress and remain high. We want our children to know more and remember more

High-quality catholic teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the attainment gap for disadvantaged. At the same time, our approach will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate objectives are to:

- Remove barriers to learning created by family circumstance and background
- Narrow the attainment gaps between disadvantaged children and their non-disadvantaged counterparts both within school and nationally
- Ensure all children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable children to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our aspirational and challenging curriculum is designed to create educated citizens, who place Christ and the teachings of the Catholic faith at the centre of their lives.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children, mostly boys, are not achieving the expected standard in Reading, Writing and Maths (Data from July 22)
2	Some Pupil Premium children are making below expected progress in Reading, Writing and Maths (Data from July 22)
3	The majority of Pupil Premium children are not achieving Greater Depth standard in Reading, Writing and Maths (Data from July 22)
4	Attendance for a small number of children eligible for Pupil Premium is just below national. This reduces their school hours and impacts on their achievement
5	Emotional well-being of children is increasing throughout the school.

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
An increase in Pupil Premium children achieving the expected standard in Reading, Writing and Maths, through rigorous monitoring in school	All children will have access to a wide range of curricular and extracurricular support.
An increase in Pupil Premium children making expected progress in Reading, Writing and Maths, through rigorous monitoring in school	All children will have access to a wide range of curricular and extracurricular support.
Closely monitor Greater Depth and ensure Pupil Premium children are achieving Greater Depth in Reading, Writing & Maths	All children will have access to a wide range of curricular and extracurricular activities.
Improve attendance of Pupil Premium children	Review school policy for attendance and put measures in place to support the child and their family.
Children are emotionally ready to learn and meet the demands of school	Continue to support children with social and emotional barriers to learning

	throughout school, also working with families that require support
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to receive high quality CPD to support curriculum planning to ensure gaps in knowledge are addressed	The quality of teaching is the most important focus in making a difference to children's learning.	1, 2, 3
Continue to supply quality Reading resources and reading areas around school	DfE encourages high quality reading material and that school teach phonics using a synthetic phonics programme	1, 2, 3
Computing resources to improve personalised learning	The EEF have stated that online intervention is a positive strategy to close any gaps	1, 2, 3, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted English (inc Phonics) and Maths interventions across all year groups	The EEF supports the effectiveness of Teaching Assistants providing support and delivery of high quality interventions.	1, 2, 3
Use of Teaching Assistants to deliver support for Maths and English including small phonics interventions		1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on the small number of children who have a persistent attendance/punctuality issue	Increased parental engagement with school. Provide wellbeing support to parents via Bloom Wellbeing.	4, 5
Curriculum Enhancement Subsidising educational visits in the wider curriculum	Giving children experiences in life that are not dependant on family incomes.	5
Breakfast Club	Support to parents	5
Wellbeing Dog, Maple	Academic research has shown that dogs working and helping in the school environment can achieve the following:- 1) Improve academic achievement. 2) Calming behaviours. 3) Increase social skills and self-esteem. 4) Increase confidence. 5) Motivate children who are often less attentive	4, 5

Part B: Review of the previous academic year

Outcomes for disadvantaged children for 2022-2023

Current Attainment		
2023 SATs KS2	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium (National Average)
% achieving expected standard or above in reading, writing and maths	50%	67%
% achieving expected standard or above in reading	75%	78%
% achieving expected standard or above in writing	50%	81%
% achieving expected standard or above in maths	75%	85%
2023 SATs KS2 attainment above expectations		
% achieving above expected standard in reading, writing and maths	0%	15%
% achieving above expected standard in reading	0%	44%
% achieving above expected standard in writing	0%	22%
% achieving above expected standard in maths	25%	33%

Externally Provided Programmes

Please include the names of any non-DFE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
LBQ	Learning by questions
Spelling Shed	Ed Shed
Testbase	Testbase
Classroom Secrets	Classroom Secrets
Mini Minds	Mini Minds Matter
Grammarsaurus	Grammarsaurus
Letterjoin	Letterjoin