

Pupil 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 in the next three academic years and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|----------------------------|
| School name | St Felix RC Primary School |
| Proportion (%) of pupil premium eligible pupils | 10.6% |
| Number of pupils in school | 217 2024 |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024-27 |
| Date this statement was published | November 2024 |
| First review | |
| Second review | |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | A Dodds |
| Pupil premium lead | A Dodds |
| Governor / Trustee lead | F Massey |

Funding overview

| Detail | Amount 24-25 | Amount 25-26 | Amount 26-27 |
|---|--------------|--------------|--------------|
| Pupil premium funding allocation this academic year | 37,000 | | |
| Recovery premium funding allocation this academic year | | | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 | | |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | 37,000 | | |

Part A: Pupil premium strategy plan

Statement of intent

Each of us is willed. Each of us is loved. Each of us is necessary – Pope Benedict XVI

The aim of our school is to ensure that children feel loved and willed and have the chance to make good progress and achieve high attainment across all subjects. This applies to all our pupils regardless of whether they are disadvantaged or not. The objectives outlined in this statement aim to ensure that support is available to make this a viable claim for all pupils who face the challenges detailed below, particularly those who face economic disadvantage.

There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Some children in receipt of free school meals do not demonstrate any of the listed challenges.

We adopt a tiered approach to Pupil Premium spending. It is as follows:

Quality First Teaching

High-quality teaching is key to our approach, with a focus on areas in which disadvantaged pupils demonstrate that they require the most support as identified by our regular diagnostic assessments and assessment for learning such as explicit vocabulary instruction. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also 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.

Spending on ensuring high quality teaching might, but not exclusively, include

- professional development, training and support
- access to diagnostic assessment materials in core subjects
- access to systems to support the analysis of data and identification of a pupil’s specific academic strengths and weaknesses.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Teaching assistants provide focused interventions where needs have been identified as well as classroom-based support. All teaching staff work to develop reading skills in all pupils to ensure all pupils read fluently at the earliest possible stage. An embedded systematic synthetic phonics programme across KS1 rapidly identifies those in need of additional support

and targeted groups address this need. Reading fluency groups and spelling interventions across KS2 are responsive to those who need additional learning opportunities.

Wider strategies

Our Wraparound provision is free to pupil premium pupils and improves attendance, punctuality and access to after school activities. Effective pastoral support increases pupil motivation to attend school and those children who need additional pastoral support can access the school ELSA provision. This is intertwined with our offer for SEND wellbeing and Young Carers. Access to 1:1 music instruction is subsidised to widen access and promote playing for pleasure. All staff have a collective responsibility for disadvantaged pupil outcomes and maintaining high expectations. Pupil Leader activities enable pupils to experience the benefits of supporting others. Studies have shown that giving is beneficial for combating stress, depression and anxiety and also serves to improve self-confidence and provide a sense of purpose.

Our strategy will be reviewed annually and adapted to respond to changes in academic priorities but the overall aim to provide high quality teaching, support for specific need and protective factors for mental health to equip children with the tools and resources for life, learning and wellbeing will be consistent over the next three years.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | <p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils are less likely to be secure on their times tables and achieve 25/25 on their Multiplication Tables Check which undermines their overall attainment in maths at Y6.</p> <p>Non-disadvantaged Mean Score 22-23:21 23-24: 22</p> <p>Disadvantaged Mean Score: 22-23: 13 23-24:16</p> <p>Maths Y6 outcomes:</p> <p>2022-23 Non-disadvantaged 76% Disadvantaged 33%</p> <p>2023-24 Non-disadvantaged 83% Disadvantaged 50%</p> |
| 2 | <p>Assessments, observations, and discussions with pupils and parents indicate less access to reading support at home to develop fluency from an early age.</p> |
| 3 | <p>Observations, incident recording and discussions with pupils and parents indicate higher levels of adverse childhood experiences (ACE) in disadvantaged pupils (73% of PP pupils have known ACEs) These have been linked to social and emotional issues for many disadvantaged pupils.</p> |

| | |
|---|---|
| 4 | Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 67%:77% in 2024 Y6. 50%:82% Y2 |
| 5 | <p>Our attendance data for 2022-23 and 2023-24 indicates that attendance among disadvantaged pupils has been between 1-3% lower than for non-disadvantaged pupils.</p> <p>The number of persistently absent children was the same in 22-23 for disadvantaged and non-disadvantaged pupils (5 pupils). In 23-24 there were 9 disadvantaged pupils and 5 non-disadvantaged.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 |
|---|--|
| Disadvantaged pupils have secure understanding of their times tables to support their understanding in maths. | Disadvantaged pupils increase their mean score from 16 to 20. |
| Gap between reading outcomes for disadvantaged and non-disadvantaged narrows at EYFS, KS1 and KS2 | <p>EYFS Reading outcomes are the same for disadvantaged pupils as the wider cohort</p> <p>KS2 Reading outcomes for disadvantaged pupils are in line with national (National 2024 74%)</p> <p>KS1 Reading outcomes for disadvantaged pupils are in line with national (National 2024 71%)</p> <p>(Small cohort size can create anomalies)</p> |
| Disadvantaged pupils are resilient. They have access to emotional support, character building resources and are facilitated to take an active part in the wider life of the school in equal measure to their peers. | All extra-curricular activities include the same proportion of the disadvantaged cohort as the non-disadvantaged cohort including attendance at music lessons and ELSA provision. (10.6% School 2024) |
| Writing provision within school ensures disadvantaged pupils can achieve in line with their non-disadvantaged peers | <p>KS2 Writing outcomes for disadvantaged pupils are in line with national (National 2024 72%)</p> <p>KS1 Writing outcomes for disadvantaged pupils are in line with national (National 2024 62%)</p> <p>(Small cohort size can create anomalies)</p> |
| Disadvantaged pupils attend regularly to access their full entitlement to education | Attendance rates for disadvantaged pupils are within 1% of their non-disadvantaged peers in Y1-6 |

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: £ 5968

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Deliver a systematic phonics and reading fluency programme (Little Wandle Letters and Sounds)</i> | <p>The use of a systematic phonics programme is supported by very extensive evidence. Seven meta-analyses which include studies of 5-7-year-old pupils have consistently demonstrated the impact of phonics on early reading¹.</p> <p>There is a notable pattern where limited oral language skills lead to disengagement from students at an early age.²</p> | 2 |
| <i>PiXL and Insight used for diagnostic testing and analysis - Target teaching and support by accurately assessing pupil needs</i> | <p>Three studies have shown that prompt identification of a pupil's specific literacy needs and provision of appropriate support are critical to ensuring sustained progress. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions.³</p> <p>Assessment in maths should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support. Teachers not only have to address misconceptions but also understand why pupils</p> | 1, 2 and 4 |

¹ EEF Improving Literacy at KS1

² Education Policy Institute 2021

³ EEF Improving Literacy at KS2

| | | |
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| | may persist with errors. Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise. ⁴ | |
| <i>High quality CPD in the pedagogy of reading and writing– Ensure that professional development effectively builds knowledge, motivates, develops techniques, and embeds practice.</i> | A systematic review concluded the more mechanisms professional development includes and effectively implements, the larger its likely impact on pupil attainment. Our current CPD to support the teaching of reading, writing and maths includes some mechanisms from all of the four groups <ul style="list-style-type: none"> • Build Knowledge, • Motivate teachers, • Develop teacher techniques • Embed practice.⁵ | 1, 2 and 4 |
| <i>Times Table Rock Stars – home access and school led clubs</i> | The programme is based on research carried out by Dr David Pritchard, Head of Mathematics Education at University College London. He found that students who practiced their times tables regularly had better recall of them than those who did not. Dr Jenny Field (NCETM) found that a structured whole school approach to the teaching of times tables leads to better pupil outcomes ⁶ | 1 |

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

Budgeted cost: £16643

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Teaching Assistants – deliver intervention for Little Wandle phonics keep up, catch up, reading fluency and spelling, and Catch Up Numeracy</i> | There is good evidence pupils make progress in literacy and numeracy as a result of structured interventions delivered by TAs when they have been properly trained to deliver those programmes ⁷ | 1, 2 and 4 |

⁴ EEF *Improving Mathematics in Key Stages 2 and 3*

⁵ *Effective Professional Development Guidance EEF*

⁶ <https://www.ncetm.org.uk/features/whole-school-approach-to-learning-times-tables/>

⁷ *Maximising the Impact of Teaching Assistants (2021) Chapter 8*

| | | |
|--|---|---------------|
| <i>Provision Map - allows educational settings to identify the needs of pupils strategically, including an inclusive education for vulnerable learners and to identify the needs and strengths of these learners. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i> | Pupil outcomes improve when schools develop and record an ongoing, holistic understanding of pupils and their needs Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. ⁸ | 1, 2, 3 and 4 |
| <i>Self-regulated Strategy Development – KS2 writing and Metacognition Skills</i> | On average pupils made 48 months progress in essay theme development, 40 months progress in reading comprehension and 12 months progress in spelling. Delivering Better Value for Suffolk ⁹ | 4 |

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

Budgeted cost: £14389

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <i>Free access to Wraparound Provision - Reinforce Social and Emotional Learning skills through whole-school ethos and activities</i> | When messages, routines and strategies are aligned across the classroom and whole-school setting, students learn and apply social and emotional skills more rapidly and more effectively. The extended day enables our pupils to work with a wider range of peers and experience the same values in a less structured setting. ¹⁰ | 3 and 5 |
| <i>ELSA and Thrive training and supervision - Improvements appear more likely when social and emotional learning approaches are embedded</i> | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes | 3 |

⁸ EEF Special Educational Needs in Mainstream Schools

⁹ Harris et al. 2006; Graham et al. 2011; McQuitty, 2014; Koster et al. 2015; Sun et al. 2022 accessed <https://writing4pleasure.com/2022/04/29/getting-writing-instruction-right/> 24.10.24

¹⁰ EEF Improving Social and Emotional Learning in Primary Schools

| | | |
|---|---|---------|
| <i>into routine educational practices and supported by professional development and training for staff.</i> | over the course of an academic year.. ¹¹ Thrive's approach to understanding and working with children and young people's social and emotional development has evolved in accordance with current findings in neuroscience. ¹² | |
| <i>Support of Educational Welfare Officer - Offer more sustained and intensive support where needed</i> | Reviews of the evidence identify why families can be perceived as 'hard to reach' and what services can do to address this. Parents' isolation from services may be involuntary or voluntary. Immediate barriers commonly relate to: <ul style="list-style-type: none"> • where and when support is delivered • how an offer is communicated Having a positive relationship through the Education Welfare Officer enables us to respond to these barriers and provide flexible location and timing of services and make services welcoming and less intimidating ¹³ | 5 |
| <i>Supporting costs for disadvantaged pupils, including school visits funding and music tuition.</i> | A large review of evidence related to social and emotional learning concludes that going beyond the curriculum to consider the whole school is needed for maximising positive impacts. ¹⁴ | 3 and 5 |
| <i>Skillsbuilder</i> | Successful character development depends on a clear vision and whole school approach that is embedded across the curriculum. It needs to be delivered and modelled by staff with the appropriate skills, time and access to activities that can be tailored appropriately to the needs of students. ¹⁵ | 3 and 5 |

Total budgeted cost: £ 37,000

¹¹ EEF Improving Social and Emotional Learning in Primary Schools

¹² <https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/neuroscience> accessed 24.10.24

¹³ EEF working with parents to support learning

¹⁴ EEF Improving Social and Emotional Learning in Primary Schools

¹⁵ Developing Character Skills in Schools DfE 2017

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Disadvantaged pupils increase their mean score from 16 to 20.

The mean score for this group was 22.

EYFS Reading outcomes are the same for disadvantaged pupils as the wider cohort (3 pupils)

EYSP: 100% Disadvantaged, 84% Non-disadvantaged, 82% Cohort

KS2 Reading outcomes for disadvantaged pupils are in line with national (National 2024 74%) (3 pupils)

SATs Scaled Scores: 67% Disadvantaged, 78% Non-disadvantaged, 76% Cohort

KS1 Reading outcomes for disadvantaged pupils are in line with national (National 2024 71%) (3 pupils)

SAT Teacher Assessments: 100% Disadvantaged, 92% Non-disadvantaged, 93% Cohort

(Small cohort size can create anomalies)

All extra-curricular activities include the same proportion of the disadvantaged cohort as the non-disadvantaged cohort including attendance at music lessons and ELSA provision. (10.6% School 2024)

Wraparound has 10 regular pupils and has a rolling cohort of 66 pupils. Wraparound 15%

Music pupils has 6 pupils with PP from a total group of 39 15%

Earth Cubs has 21% pupils in receipt of PP (this is the whole cohort of PP)

House Captains are 50% PP

Junior Chaplains 20%

In ELSA there are 9 pupils which is approximately 30%

Football Club 7%

KS2 Writing outcomes for disadvantaged pupils are in line with national (National 2024 72%) (3 pupils)

SATS Teacher Assessments: 66% Disadvantaged 56% Non-disadvantaged 57% Cohort

KS1 Writing outcomes for disadvantaged pupils are in line with national (National 2024 62%) (3 pupils)

SATS Teacher Assessments :66% Disadvantaged 85% Non-disadvantaged 83% Cohort

(Small cohort size can create anomalies)

Attendance rates for disadvantaged pupils are within 1% of their non-disadvantaged peers in Y1-6

26th June Whole School 95.4% Disadvantaged 94.8% Non-Disadvantaged 95.5%

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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 |
|-------------------------|----------------------|
| PiXL Primary | PiXL org.uk |
| Insight Tracking | Insight Tracking.Com |
| Times Tables Rock Stars | Ttrockstars.com |
| Provision Map | TES |
| Skillsbuilder | Skillsbuilder.org |