

St George's Catholic Primary Voluntary Academy



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St George's Catholic Primary Voluntary Academy
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2024- 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Deirdre Monaghan
Pupil premium lead	Sarah Pitkeathly
Governor lead	Stefan Scicinski

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,750.00
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	£41,750.00

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 and have equal access to opportunities that enhance well-being and education. The focus of our pupil premium strategy is to close the gap between these pupils and their peers.

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.

We use the Education Endowment Foundation guide to pupil premium, based on a tiered approach of high-quality teaching, targeted academic support and wider strategies to develop social and emotional skills. 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 is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Disadvantaged pupils are a regular key focus in leadership team discussions and in termly pupil progress meetings. We keep detailed provision maps to ensure that teaching and additional opportunities meet the needs of these pupils.

We implement our strategy by ensuring that targeted support is effective and we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Strategy plan for all disadvantaged children:

- ✚ Ensure that more able disadvantaged pupils are supported to reach the higher standard.
- ✚ Ensure pupils who lack confidence or self-esteem have a variety of support in place to build up resilience, therefore improving their access to learning.
- ✚ Enable pupils to have access to a broad offer of academic and enriching opportunities to ensure they develop high aspirations.
- ✚ Ensure pupils have good attendance and punctuality so that gaps in learning are not widened.
- ✚ Ensure that parents are supported to engage and confidently support their children to achieve their full potential.
- ✚ Ensure that pupils' social and emotional needs are met.

Challenges

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

Challenge number	Detail of challenge
1	Targeted academic support for pupils who have fallen behind to achieve expected in maths at the end of KS2.
2	Targeted oracy skills building support
3	Support for families with child care and educational trips and experiences.
4	Emotional Support for all our disadvantaged pupils, including Looked After Children and Post-Looked after children.
5	Teacher assessments indicate that attainment in reading, writing and maths amongst disadvantaged pupils is below that of non-disadvantaged pupils.

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
Identify pupils in yr6 who require to catch-up in maths based on prior attainment and gaps in their learning. Most pupils to reach age related expectations or better during 2024-25.	<ul style="list-style-type: none"> ✚ Summative and formative diagnostic assessments in maths to set teaching groups. ✚ Pupils have additional sessions with a HLTA. ✚ HLTA liaising with teachers to ensure progression of skills to continue into the classroom. ✚ Termly assessments & pupil progress meetings will track progress ✚ End KS2 maths results will be higher than national.
To achieve improved attainment in reading, writing and maths for disadvantaged pupils	<ul style="list-style-type: none"> ✚ Attainment targets across the school indicate a diminishing of the differences between disadvantaged and non-disadvantaged pupils in the following areas: Early Learning Goals, Phonics Screening, Reading, Writing, Maths, Multiplication Tables Checks and Grammar Punctuation and Spelling
Identify UKS2 pupils who require confidence and oracy skills building	<ul style="list-style-type: none"> ✚ Pupils will have access to drama lessons 1 x per week. ✚ Confidence and oracy skills are improved. ✚ Pupils are able to approach transition with confidence
To work with children and the parents/ guardians of LAC, post LAC and DA pupils recognising their individual emotional needs and how we can support. Provide support for families with child care.	<ul style="list-style-type: none"> ✚ Pupils & parents will have access to School Counselling Services - Play Therapist. ✚ Pupils & parents will have access to the school learning mentor. ✚ The DA families and pupils will be better equipped and have raised self-esteem through therapeutic services and enrichment activities during and after school. ✚ Pupils will access and experience residential trips and educational visits through funding. ✚ Wrap around care will be provided for pupils so some single parents can access work.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use a balanced approach to the teaching of basic mathematics skills</i> £500.00</p>	<p>The use of the White Rose intervention programme alongside daily maths lessons helps to develop pupils understanding of number and number skills.</p> <p>NCT for maths lead to deliver training for support staff in White Rose intervention programme and to monitor implementation and effectiveness.</p> <p>The approach is in line with the following recommendations from the EEF Guidance Report - Early Maths EEF</p> <ul style="list-style-type: none"> • Develop practitioners' understanding of how children learn mathematics • Use manipulatives and representations. 	1 & 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional maths booster lessons yr 6 outside of the school day for 14 weeks.</i></p>	<p>Year 6 staff will teach additional lessons to pupils outside of the school day. Evidence suggests that if additional teaching is carried out by personnel who know the children</p>	1 & 5

<i>Additional reading booster lessons target group yr 6 - 14 weeks. £1,050.00</i>	that pupils will benefit more. Accurate identification of pupils in need of support and early intervention with a strong emphasis on developing early reading skills are crucial for all pupils, particularly those who are disadvantaged. Year 6 pupils have the opportunity to catch up with gaps in their learning.	5
<i>Small group teaching in year 6 maths £4,461.60</i>	Teaching assistant to teach year 6 maths lessons so that year 6 can be streamed 3 ways and receive smaller group focused teaching.	1 & 5
<i>Drama teacher for UKS2 pupils – weekly lessons March – July £1,827.50</i>	Oral language interventions emphasise the importance of spoken language & verbal interaction. Drama lessons benefit a wide range of social, emotional and interpersonal skills, including self-confidence, self-awareness and speaking skills.	2
<i>Dyslexia screening £485.00 Laptops for home use £250</i>		5

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

Budgeted cost: £26,699.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wrap around care facilities for targeted families Support for families to enable pupils to attend breakfast club and after school club £5,320.00</i>	The benefits of quality care for children and living with working parents is proven to enhance life chances and opportunities. Provision of care enables parents to work and have consistent employment. Wrap around care safeguards children. Provide space in After school club for children to undertake homework tasks. A study carried out by the Education Endowment Fund identified the positive impact that ensuring that pupils receive a healthy breakfast has. https://ifs.org.uk/publications/8714 EEF Breakfast Club	3

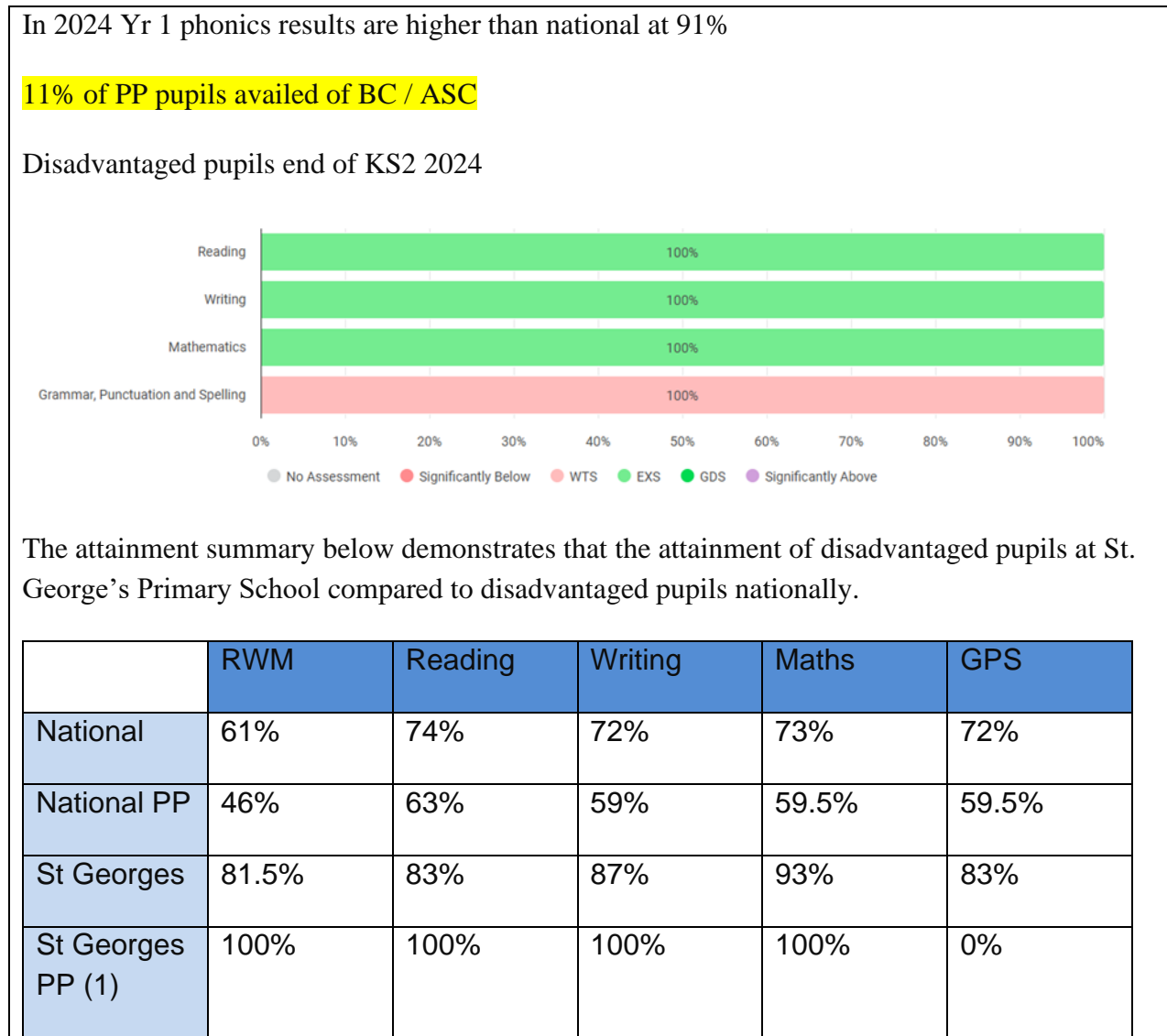
<p><i>Pastoral and therapeutic support. To work with parents of children who are LAC, post LAC and DA pupils, recognising their individual emotional needs.</i></p> <p><i>Play therapist & learning mentor support children who are having difficulty accessing learning due to emotional issues.</i></p> <p>£21,379.00</p>	<p>It is proven that if families of Looked After Children and Post-Looked after children have effective emotional and therapeutic support, then they will thrive.</p> <p>Learning Mentor access in school for pupils and families</p> <p>Access to School Counselling Services – weekly play therapy sessions.</p> <p>Social and emotional learning can play a central role in helping children to develop the skills for educational success and lifelong wellbeing. As well as supporting pupil re-engagement after school closures, social and emotional learning can contribute to reducing the long-standing attainment gap between disadvantaged children and their peers.</p>	<p>4</p>
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Total budgeted cost: £

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.



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable

