

St Ethelbert's Catholic Primary School and Nursery



Pupil premium strategy statement 2023-2024

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	208 (capacity 210)
Proportion (%) of pupil premium eligible pupils	81 (38.9%) including 3 LAC (1.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	Financial year 2021-2022; 2022-2023; 2023-2024
Date this statement was published	11 th December 2023
Date on which it will be reviewed	3 rd July 2024
Statement authorised by	Mr. S Marshall (Head Teacher)
Pupil premium lead	Mr. S Marshall (Head Teacher)
Governor / Trustee lead	Mrs. Maureen Francis (Vice Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,925
Recovery premium funding allocation this academic year	£9,835

<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	(Total allocation: £116,760) Total spend: £117,150

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. Our school value is Inclusion with our school motto being 'High Expectations for all, in the Light of Christ'.

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.

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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	Persistent Absence: Pupils who are eligible for PP attend school less than non-PP pupils
2	Attainment: Less pupils who are eligible for PP are achieving GLD at the end of EYFS compared to non-PP pupils.
3	Attainment: Less pupils who are eligible for PP are achieving the required phonics standard in Year 1 compared to non-PP pupils.
4	Less pupils who are eligible for PP achieved the expected standard combined in Reading, Writing and Maths compared to those who are non-PP at the end of KS1.
5	Fewer pupils who are eligible for PP achieve the expected standard combined in Reading, Writing and Maths compared to those who are non-PP at the end of KS2.
6	Emotional regulation and well-being: The well-being of pupils eligible for PP is lower than those pupils who are non-PP.
7	Parental engagement: Parents of pupils who are eligible for PP engage less in communication with school, school events, reading and homework. Sharing the learning was 38% PP parent attendance compared to 44% Non PP.
8	Impact from COVID-19 lockdown: Pupils who are eligible for PP completed less home schooling compared to pupils who are non-PP. Parents of pupils who are eligible for PP engaged less with home schooling compared to those of pupils who are non-PP.

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
The attendance of PP pupils will improve	The attendance percentage of pupils eligible for PP will be in-line with non-PP pupils' attendance.
To increase the number of PP pupils achieving the expected standard for GLD at the end of reception.	The percentage of pupils who are eligible for PP achieving the expected standard at the end of reception will be broadly in-line with those who are non-PP.
To increase the number of PP pupils achieving expected standard in reading, writing and maths at the end of KS1.	The percentage of pupils who are eligible for PP expected at the end of KS1 will be broadly in-line with those who are non-PP.

To increase the number of PP pupils achieving the expected standard in reading, writing and maths at the end of Key Stage 2.	The end of KS2 attainment of pupils who are eligible for PP will be broadly in-line with the attainment of non-PP pupils.
To increase the well-being of PP pupils	The well-being of pupils who are eligible for PP will be in line with those pupils are non-PP
To improve parental engagement in the education of pupils eligible for PP	The percentage of parents attending workshops/classrooms and parent's evenings will be in line for both those of PP and non-PP pupils
The impact of 'lost learning' will be reduced amongst PP pupils	The percentage of pupils achieving the expected standard will be broadly in-line with those who are non-PP, in all year groups.

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:

Little Wandle Letters & Sounds (includes resources, Little Wandle Programme TAs time – 20 mins daily 33%) - £5,000.00

Accelerated Reader (includes costs of training, resources, licence in Y2 33% - £2,500.00

Maths training - £1,300.00

CPD (includes cover costs) - £5,000.00

DH salary 5% - £3,650.00

SM salary (data analysis) 15% - £5,500.00

LM salary 50 % - 10,200.00

Salaries (SL 50%, TA in Y1, TA in EYFS) - £36,000.00

EYFS/Nursery resources - £5,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics <ul style="list-style-type: none"> Refresher Training for all staff in phonics 	EEF Phonics 5+ months 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading	2 3

<ul style="list-style-type: none"> ● Embed Little Wandle Letters and Sounds ● All staff training to be completed ● Assessments to be carried out in week 1 ● Lessons to be taught from week 2 ● Books matched to phonics by week 3 and sent home ● Termly assessments completed ● Parents workshops ● Tracking and monitoring to be completed for PP children <p>Reading</p> <p>Improve progress and attainment in reading by raising QFT standards and embedding fidelity in reading across the school.</p> <p>Continue with Accelerated Reading programme (3-year license) to motivate and track reading</p> <p>All library books to be linked to the children’s reading age/ability. New forest library being used by children in 2023.</p> <p>Assessment lead to run AR programme producing progress reports when needed, tracking PP children against non-PP.</p> <p>Develop the classroom book areas. An environment, which encourages reading for pleasure in an inspiring environment.</p> <p>TA performance management is</p>	<p>skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>EEF Comprehension strategies 6+ months</p> <p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p>	<p>4</p> <p>6</p> <p>7</p>
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<p>focused on PP children in reading, writing and maths. TA to hear every PP individually read at least once a week.</p> <p>All staff to know who their PP children are in class.</p>		
<p>Mathematics</p> <ul style="list-style-type: none"> • Kent & Medway Maths Hub Mastery programme, embedding phase for 2023-2024. This means that this year we are working towards consistency in our Mastery approach, delivery of lessons and the fidelity to WRM demonstrated within the books. • Maths Leader to attend all networking meetings and to feedback to teachers. • Maths Leader to work with the maths specialist • For the school to work towards maths mastery • Specialist teacher in KS2 <p>Writing</p> <ul style="list-style-type: none"> • Effective verbal and written feedback • To make sure the English marking policy is being followed consistently throughout the school and the children are responding e.g. EGPS codes in margin 	<p>EEF = 5+ MONTHS Mastery Learning</p> <ol style="list-style-type: none"> 1. Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context. 2. A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. 3. Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning. 4. There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics. 	<p>2</p> <p>3</p> <p>4</p> <p>6</p> <p>7</p>

- Implement and embed spelling shed from Years 3-6.
- MD to check planning every Monday for quality first learning objectives and a EGPS focus in English
- Redesign the curriculum and the timetabling in 2023-2024 so we move from topic to discrete lessons.
- Observe EPGS throughout the year – focus on the quality of punctuation, spelling, handwriting and grammar. Create an EPGS policy and have EPGS included in English lessons each day.
- Extend English lessons by 15 minutes each day to incorporate EPGS.
- Review handwriting policy with training.
- To make sure PP have the same exposure as Non-PP through shared writing, language exposure and writing for a purpose.
- Improve progress and attainment in writing by encouraging creative writers.
- Increase the number of hooks, trips and experiences so children have stimulus to write.
- CPD in story telling
- Moderate writing with other schools
- Pupil progress to have a focus on PP writing this academic year.
- Increase the purpose of writing in each genre with a stimulus such as a book.
- Establish small group

writing tutoring for disadvantaged pupils falling behind age-related expectation		
<p>EYFS</p> <ul style="list-style-type: none"> ● To make sure every activity is led by the learning topic/interest of the child and not by the playing – focus on writing in every area ● The learning environment both inside and outside shows a love of reading and writing. ● Embed ‘Little Wandle Letters and Sounds’ with reading books linked to phonics taught. ● Develop open questioning ‘learning through play’ for all staff – blooms taxonomy training for all ● Training for all EYFS staff ● Run parent workshop to introduce materials to parents ● Termly academic achievement reports introduced for parents. ● Staff to fully be aware of PP children in EYFS ● S&L TA to work with and track PP children ● On site Forest school set up and embedded by 2023-2024 	<p>EEF - Unknown at this stage</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>2</p> <p>6</p>

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

Budgeted cost:

LAC Tutoring - £2,500.00

Trips, visits, residential - £4,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work book scrutiny within 'Pupil progress and attainment reviews'</p> <p>1:1 LAC tutor (PP+)</p> <p>Support staff Volunteers (focus LAC pupils and PP children): This provides consistent support to practise 1:1 Reading, writing and maths skills and increase confidence and self- esteem</p> <ul style="list-style-type: none"> • SENCO: Supporting the identification of children with special educational needs, liaising with other providers, outside agencies, educational psychologists and external agencies in order to ensure that learning is correct for all pupils, including pupils eligible for pupil premium 	<p>EEF Tuition = +5 months</p> <p>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	<p>6</p> <p>7</p>
<p>Tutoring - recovery curriculum</p> <p>Tuition will be targeted to disadvantaged pupils and those pupils eligible for PP for phonics, writing and maths. At least the lowest 20% of pupils will be supported through small group intervention. This will ensure these pupils keep up with their peers and narrow the</p>	<p>EEF Tuition = 4+ months</p> <p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One to one tuition and small group tuition are both effective interventions. However,</p>	<p>3</p> <p>4</p> <p>7</p>

<p>disadvantaged gap between them and those pupils who are non-PP. Improving pupils' decoding and comprehension ability opens up the rest of the curriculum to them. Reading intervention will be a priority. Teachers will regularly assess pupils' phonetic ability and reading according to the Little Wandle Phonics programme. PP Pupils not making good progress and those below the expected standard and those who are disadvantaged (at least the lowest 20%) will be allocated tuition and interventions closely matched to their needs. LAC pupils will also be targeted for 1:1 intervention. Research shows that LAC pupils are often more disadvantaged than peers. LAC teacher will continue to timetable and implement support for LAC pupils and liaise with class teacher to ensure targets are met and provision is appropriate in closing attainment gap</p>	<p>the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Cool Milk, Breakfast Club, Uniform Support - £4,700.00

Thrive (training and subscription) - £1,900.00, counselling £0.00

LM salary 50% - £10,000.00

Clubs - SC - £3,600.00

Sign up to Family Thrive 2024 - £0.00

Parent Support - £0.00

SENCO 10% - £3,400

Attendance £500.00

OA salary 33% - £8,200.00

Walking bus - £4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour, Personal Wellbeing</p> <p>Enrichment experiences- to supplement the curriculum to provide additional life experiences.</p> <p>Counselling services – training our learning mentor to be a counsellor and a qualified Thrive practitioner</p> <p>Fully qualified counsellor working for 6 weeks with three of our children</p> <p>Uniform support</p> <p>Free school milk</p> <p>Breakfast club provision</p> <p>Disadvantaged families fund.</p> <p>Financial support for families facing hardship to ensure children receive the same extra-curricular educational opportunities.</p> <p>Contribution of salary for Learning Mentors responsible for SEMH and academic provision</p> <p>Attendance</p> <p>Walking bus for PP children who are persistently late</p> <p>Rewards for PP children</p> <p>Monitoring and intervention of PP children</p>	<p>EEF = +4 Months of social and emotional progress</p> <p>1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	<p>1</p> <p>6</p> <p>7</p>

Homework

Homework policy so it accesses PP children – book vs Google

Weekly Homework club being offered with PP as the priority

Part B: Review of the previous academic year

Measure	Score
Reading	-2.28 All -2.4 PP
Writing	-0.30 All -0.95 PP
Maths	-1.76 All -2.5 PP

Outcomes for disadvantaged pupils

Disadvantaged pupil progress scores for last academic year (2023)

EYFS	Pupil Premium (PP)	Non-Pupil Premium
Good Level of Development (GLD)	43%	70%
Year 1	Pupil Premium (PP)	National (PP)
Phonics Screening	63%	67%
Key Stage 1	Pupil Premium (PP)	National (PP)

Reading	79%	79%
Writing	43%	65%
Maths	64%	75%
Key Stage 2	Pupil Premium (PP)	National (PP)
Reading	25%	78%
Writing	38%	77%
Maths	38%	79%

Combined	25%	66%
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Accelerated Reader	Pupil Premium (PP)	Non-Pupil Premium
Year 4	75% of PP have a reading age above their actual age	79% of non-PP have a reading age above their actual age
	63% of PP have made accelerated progress	79% of non-PP have made accelerated progress
Year 5	58% of PP have a reading age above their actual age	78% of non-PP have a reading age above their actual age
	50% of PP have made accelerated progress	33% of non-PP made accelerated progress
Year 6		

	47% of PP have a reading age above their actual age	67% of Non-PP have a reading age above their actual age
	33% of PP have made accelerated progress	33% of PP have made accelerated progress

Year to date information 2022-23

	Attendance YTD	Pupils 96>	Pupils 90-95.9%	Pupils PA	Pupils Severe PA	Pupil Premium	SEN	EAL	LAC
Whole School	94%	44%	39%	18%	0%	91%	92%	95%	99%
Reception	93%	30%	50%	20%		91%	95%	92%	0%
Year 1	94%	41%	38%	21%	0%	91%	93%	94%	0%
Year 2	94%	60%	17%	23%	0%	92%	87%	96%	0%
Year 3	94%	40%	53%	7%	0%	92%	87%	94%	99%
Year 4	93%	33%	47%	20%	0%	88%	94%	97%	0%
Year 5	94%	40%	40%	20%	0%	92%	94%	95%	0%
Year 6	95%	60%	27%	13%	0%	93%	93%	96%	98%
Number of Pupils Taken Unauthorised Holidays This Academic Year:				38	(This made include the same pupil who has taken more than one holiday)				
Total Number of School Days Lost Due to Unauthorised Holidays:				183					
Number of Minutes Lost Due to Lateness*:				7061	(Approx 127 Hours of Learning Time have been lost due to lateness/Approx 23 Days minus lunch and breaktime)				
Number of Times Pupils Have Been Late Before Registration Closes:				304					
Number of Times Pupils Have Been Late After Registration Closes:				124					
* Time does not include children who are late due to attending appointments.									
Data runs from the 1st September 2022 to 30th June 2023									

Current National Data

This release covers the academic year to date up to 15 June 2023. Due to a data processing issue, Friday 16 June is not included, however we will update the publication and [associated dashboard](#) as soon as data is available for this day.

The data shows that the attendance rate across the **academic year to date** was 92.6%. The absence rate was, therefore, 7.4% across all schools.

By school type, the absence rates across the year to date were:

- 5.9% in state-funded primary schools (4.3% authorised and 1.6% unauthorised)
- 9.2% in state-funded secondary schools (5.8% authorised and 3.4% unauthorised)
- 13.1% in state-funded special schools (10.0% authorised and 3.1% unauthorised)

Across the year to date, 21.8% of pupil enrolments missed 10% or more of their possible sessions and are therefore identified as persistently absent. By school type, the persistent absence rate across the year to date was:

- 17.1% in state-funded primary schools
- 27.4% in state-funded secondary schools
- 38.7% in state-funded special schools

Both overall absence and persistent absence rates have been driven by illness during the 2022/23 academic year. [UK Health Security Authority data](#) shows that a number of illnesses all peaked at around the same time in December. Typically, illnesses are more spread across the season. Although it decreased following the Autumn term, illness absence (which includes positive COVID cases) remained higher than pre-pandemic levels, at 3.7% during Spring term compared with around 2.5% pre-pandemic.

There were national teacher strikes on 1 February, 15 March, 16 March, 27 April, 2 May 5th July and 7th July and regional teacher strikes on 28 February, 1 March and 2 March.

School Figures

- Overall PP attendance was 91%. Last year it was 91%.
- We are on par with national average from year to date (overall attendance and PA). Our school trend in relation to illnesses and holiday requests match the national picture.
- We are currently seeing a high level of holiday requests at the moment. All are being refused and a penalty notice referral sent unless the reason is exceptional circumstances and is approved. I have had two written complaints this term regarding penalty notices. All the reasons for absence were for family holidays.
- HT had meetings for parents whose child's attendance was below 90%. Some of the parents turned up.
- Attendance policy has been reviewed this term, which will include the latest DFE criteria e.g. severe PA (below 50%) Governors will receive a final copy for approval.
- School has now signed up to the National Data so we can check daily trends of attendance on a national and regional scale.
- Certificates in assembly have been revamped and continue to have a positive impact.
- Walking bus is having a significant impact for PA children who were consistently late to school. Five children are currently on the bus; three of those are consistently using it.

Actions for 2023-2024

- Continue the walking bus, targeting pupil premium, PA children. Increase number of children from 5 to 8.
- Send out attendance policy again.
- Penalty notices continue to happen for those going on holiday. More are now being approved than before.
- Home visits will continue by the HT, DHT and SM
- Further letters will be sent out to parents in term 1
- Daily and weekly monitoring will continue

	2022-2023		
	No. Children	Pupil Premium	
After School Clubs	123 (59%)	34	28%
Breakfast Club	26	7	27%
Walking Bus	7	7	100%
Persistent Absence	45	25	56%
	2023-2024		
	No. Children	Pupil Premium	
After School Clubs	113 (54%)	27	24%
Breakfast Club	36	10	28%
Walking Bus	4	4	100%
Persistent Absence	35	22	63%

2022-2023 After School Clubs 14 clubs plus tutoring

1. Sports x 3
2. Cooking Club
3. Bible/Art Club
4. Homework Club
5. Story Club
6. Latin club
7. Choir
8. Piano
9. Guitar
10. Mini Vinnies
11. School Council
12. Phonics catch up for SEND children
13. Cross Country club first thing in the morning
14. Chess Club (Lunchtime)