

# Pupil premium strategy statement St Pius X Catholic 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	88
Proportion (%) of pupil premium eligible pupils	21.59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	J Cruise
Pupil premium lead	J Cruise
Governor / Trustee lead	P Parker 9 (COG)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,052
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <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>	£20,052

# Part A: Pupil premium strategy plan

## Statement of intent

At St Pius X RCVA Primary School we do not have a high proportion of pupils eligible for Pupil Premium funding ( 19 out of 88 pupils). However, we do have a higher percentage of children who may come from families who are on the cusp of the benchmark for claiming benefits and tax credits. We are very mindful of this when we use our pupil premium funding. National Tutoring Programme funding is also used to support pupils in reaching their potential and to remove barriers to learning. Cohorts have various needs and funding is focused year on year where it is most need to raise attainment in English and Maths.

## Challenges

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

Challenge number	Detail of challenge
1	Outcomes for Disadvantaged pupils at the end of EYFS are lower than national averages. Some pupils arrive in school with challenges including communication and language difficulties and some with social and emotional needs. Our challenge is to ensure these youngest pupils access higher levels of adult support to keep up with curriculum expectations
2	Some disadvantaged pupils have lower attendance than their non-disadvantaged peers and this impacts on their learning.
3	Disadvantaged pupils in our school made less progress than their peers in the Year 1 phonic test 2022-23 . The challenge is that these children have a great gap to fill as they enter Year 2 if they are to reach ARE by the end of Key Stage 1 and Key Stage 2
4	Disadvantaged pupils scored lower than their non-disadvantaged peers in the multiplication test at the end of Year 4. , The average score was 18.3 compared to a score of 19.4 average for non- disadvantaged pupils. The challenge is that these pupils need swift catch up to meet the expectations of the Upper KS 2 curriculum.

5	KS1 and KS2 Potential barrier for pupils accessing clubs / trips / extended provision/ music tuition / wrap around clubs.

## 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
Improve the outcomes for disadvantaged pupils so they reach a GLD by the end of EYFS	Pupils reach GLD by the end of the reception year in line with their peers
Improve attendance for some disadvantaged pupils	Attendance of disadvantaged pupils is in line with peers. Persistent absentees show improved attendance through robust systems within school to support both child and family.
Improve the outcomes of disadvantaged pupils in Year 1 phonics and , in turn, improve Key Stage 1 and Key Stage 2 reading outcomes.	The gap between disadvantaged pupils and their peers is narrowed significantly
Narrow the gap between disadvantaged pupils and their peers in the Year 4 multiplication test.	Disadvantaged pupils attain in line with their peers in multiplication test.
Ensure equal access to clubs, trip, music tuition and extra curricular activities for our disadvantaged pupils so school offer is 'poverty proofed'	Pupils have equal access to enrichment activities irrespective of financial barriers.

## 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: £ 16,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
To retain a 0.5 TA in Class 1 to support delivery of curriculum to mixed age class and target PP children for keep up not catch up approach. 12,367	Additional adult to facilitate vocabulary enrichment and engagement in continuous provision.  Daily phonics to support keep up , same day intervention	1, 3
Delivery of breakfast Club using TA hours to ensure continuity of care, promotion of good attendance and access to food and free childcare for those who need it. 2 x TAs daily @ 45mins each = 1.5 hours per day. £3710	Pupils will be well fed, early / on time for school and well supported at transition times arriving and leaving by familiar support staff	2, 5

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

Budgeted cost: £1,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new intervention to Reading Plus to accelerate reading speed, fluency and comprehension for all vulnerable pupils. £4,914 over 3 years ( £1638)	School based pilot supports success of the programme to raise attainment in reading for targeted pupils. Increased word speed, access to personalised learning at home and school.	3
To engage in TT Rockstars in school and home to support quick recall of Multiplication	Pupils will improve instant recall of multiplication facts through regular practice.	4

Tables alongside a well planned, robust Maths Curriculum		
£105.85		

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

Budgeted cost: £ 2,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate access to violin tuition to PP children's who opt to pursue	Access to wellbeing and extended opportunities to improve mental health and wider opportunities.	5
To ensure all pupils access trips and visits alongside their peer, including residential to Emmaus Village for Year 6	That all pupils have equal access to extra curricular and curricular opportunities.	5
To provide uniform items / coats / shoes to pupils where there is a need.	Pupils who have uniform , warm coat, shoes, PE kit are more likely to attend school regularly.	5

**Total budgeted cost: £ 20,052**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Use of Pupil premium successfully ensured that all pupils had equal access to trip, theatre visits, treat days, wellbeing activities, music tuition opportunities.*

*School staff ensured that our most vulnerable pupils had access to appropriate warm clothing, coats, jumpers, PE kits and swimming kits where required.*

*Parents of PP children have accessed free access to wrap around care / clubs to support low income families and promote good attendance. Pupils have access to fruit and milk as needed. Cereals, hot soup, hot chocolate and snacks are provided at key times in the year or in response to need.*

**25% of pupils in EYFS were Disadvantaged. ( 3 pupils) 17% of Disadvantaged pupils achieved GLD. Those who didn't have additional areas of need .**

**PP outcomes end of KS 1 –**

**PP outcomes end of KS 2 -**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*