



St Pius X Primary school

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Pius x Primary School |
| Number of pupils in school | 223 |
| Proportion (%) of pupil premium eligible pupils | 47.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | <ul style="list-style-type: none">- 2022/23- 2023/2024- 2024/25 |
| Date this statement was published | December 2023 |
| Dates on which it will be reviewed | December 2024 |
| Statement authorised by | A McClurey & N Bennett |



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|-------------------------|------------------------|
| Pupil premium lead | A McClurey & N Bennett |
| Governor / Trustee lead | V White |

Funding overview

| Detail | Amount |
|--|------------------|
| Pupil premium funding allocation this academic year | £164,665 |
| Recovery premium funding allocation this academic year | £15660 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £ 180,325 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |



Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives



The range of provision that we make for children in receipt of Pupil Premium funding will include and would not be limited to:

- reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support
- additional teaching and learning opportunities provided through trained TAs or external agencies
- accelerating progress, moving children to age-related expectations.
- transition from primary to secondary and transition internally and into EYFS.
- offering subsidised activities, educational visits and residential: ensuring children have first-hand experiences to use in their learning in the classroom.
- the provision of a dedicated PSA to work with families and children to improve school attendance to 97%.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require it.

Context:

- 47.9% of children are eligible within school compared to the national figure of 22.5%
- 95% of pupils live in a ward in the 10% most deprived in England and 84% of pupils live in a ward in the 5% most deprived in England. The school is in quintile 5, meaning it serves one of the most deprived areas nationally.



Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Enrichment - Cultural Capital</p> <p>Children have limited experiences beyond their home life and immediate community: 98% of children live in the top 10% of most deprived electoral wards Nationally & 89% of children live in the top 5% most deprived electoral words Nationally. Significantly low levels of income and debt often do not allow quality enrichment opportunities to be accessed at home. The true potential of the skills, talents and interests of our children are therefore at risk of not being truly fulfilled. This can have a negative impact on SEMH, resilience and opportunities for further education or employment</p> |
| 2 | <p>Attainment of reading, writing, maths and phonics</p> <p>Children have limited or non-existent opportunities to access age appropriate reading, writing and maths materials beyond those provided by school. Assessments, observations and discussions with children clearly demonstrate the greater level of difficulty our disadvantaged children have with reading , writing and maths in comparison to their peers. This is magnified when it comes to the acquisition and application of phonic knowledge, where our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> |
| 3 | <p>Oracy, speech, language and communication</p> <p>A significant number of children in EYFS lack fundamental skills and this is reflected in the low number of children achieving expected standard in Literacy and Maths which is a growing concern. The pandemic has further inhibited progress being made in such areas, which is proving difficult to recover from as children progress through our school. Previous interventions have had a positive effect on GLD, continued intervention is needed to maintain this.</p> <p>Throughout Key Stage 1 & 2 assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, which are more prevalent among our disadvantaged pupils than their peers</p> |
| 4 | <p>Attendance and punctuality</p> |



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| | <p>There was an improvement in whole school statutory attendance during 2022/23 (93.3%) compared to 2021/22 (92.7%) . Nonetheless, attendance and punctuality data for some of our disadvantaged pupils shows they are missing more learning than necessary. During 2022/23 there was a reduction in the number of children identified as Persistently absent (21.3%) when compared to 2021/22 (30.1%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 5 | <p>Social, emotional and mental health</p> <p>Children and their families have social and emotional difficulties often exacerbated further by medical, wellbeing and mental health needs. The pandemic contributed to heightening these further still - as proven in the Oxwell Survey. In addition children and their families are burdened with additional stresses: inadequate housing, inconsistent access to fuel and energy, significant lack of food, inability to access benefits, debt, addiction and domestic violence. All of which were heightened throughout the pandemic and impacted significantly on our children who are taking time to recover. Concerns raised through professional dialogue and the implementation of timely intervention have increased significantly in order to support our children with anxiety, bereavement, loss, trauma and ACEs.</p> |
| 6 | <p>Parental engagement</p> <p>Over the course of the pandemic while parents were generally supportive with pupils' home learning, it is apparent that parental engagement with school and community links have weakened. In addition, many of our families have complex home lives, which results in the focus of parents shifting from education towards caring for other dependents, parental physical and mental wellbeing, financial vulnerability, food poverty and family trauma. All of which are barriers to parental engagement.</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 |
|--|---|
| Accelerate progress in Reading, Writing, Maths and Phonics | Diminished difference in attainment between children at St. Pius X and the National averages for GLD, Phonics Screening Checker and end of Key Stage assessments. Tailored intervention to target pupils at risk of underachievement resulting in accelerated progress. |
| Improve attendance of all pupils to 97% or above | Improvements in attendance will be evident for all groups of children by July 2023. Reduction in the number of children identified as PA and improvements on the YtD for whole school attendance. |
| Confident and resilient pupils who can share views and feelings in an articulate way | <p>Children will feel happy and safe, can leave worries behind and focus on learning. Throughout the year children will make progress due to not being inhibited by personal experiences.</p> <p>Children will continue to be encouraged to embrace extensive roles and responsibilities reflecting the importance of pupil autonomy, relationships, sense of role modelling, and appreciation for each other.</p> <ul style="list-style-type: none"> ● Digital Leaders ● House Captains ● Eco Warriors ● School Councillors ● Prayer Leaders ● Peer Mediators ● Sports Crew ● Mini Vinnies |
| To continue to provide enrichment opportunities for all pupils. | <p>Sustained high levels of engagement in educational and enrichment activities demonstrated by:</p> <ul style="list-style-type: none"> ● Significant increase in the number of disadvantaged pupils accessing enrichment opportunities and educational experiences that they may not have otherwise accessed: Trips, visits, excursions and extra curricular clubs |



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| | <ul style="list-style-type: none"> • Cultural capital experiences are planned for and embedded across the curriculum. • An extensive range of extra curricular activities are available for all pupils without cost. |
| To raise the standards of oracy, language development and vocabulary. | <p>Modelling children's language allows staff to correct any grammatical errors that children may make in a positive way.</p> <p>Quality running commentary that accompanies a child's play.</p> <p>Staff provide children with vocabulary within a meaningful context.</p> <p>To develop more articulate and confident speakers with a widened, appropriate and rich vocabulary base. Staff will deliver explicit vocabulary teaching within the CUSP curriculum to develop pupils' vocabulary across the wider curriculum, focusing on Tier 2 and Tier 3 vocabulary.</p> |

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: £43,061.40

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Additional Y 1 class, utilising smaller class size to meet needs of pupils</i> | Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. EEF reducing-class-size | Challenge 2 |
| <i>Ensure all relevant staff (including new staff) have received official DfE endorsed training to deliver the</i> | High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET & ongoing school improvement work. We are part of the | Challenge number 2 |



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| <p><i>Little Wandle Revised Letters and Sounds phonics scheme effectively to improve knowledge of GPC and reading attainment.</i></p> | <p>Westgarth English Hub and the English Lead is released to work effectively with these school improvement partners.</p> <p>EEF Toolkit Phonics suggests +5 months progress.</p> <p>EEF Professional Development</p> | |
| <p><i>Professional develop prog: Walkthrus, mastery teaching, CUSP, adaptive/responsive teaching</i></p> | <p>EEF Toolkit Maximising Learning “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>EEF Toolkit Mastery suggests +5 months progress.</p> <p>EEF Mastery learning</p> | <p>Challenge numbers 1, 2 & 3</p> |
| <p><i>Further develop and refine our curriculum offer so that is sequenced, connected and ambitious for all children: allowing them to know and remember more</i></p> | <p>CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson.</p> <p>EEF High-quality teaching</p> | <p>Challenge numbers 2 & 3</p> |
| <p><i>Ensure all relevant staff (including new staff) have received official DFE endorsed training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve knowledge of GPC and reading attainment.</i></p> | <p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET & ongoing school improvement work. We are part of the Westgarth English Hub and the English Lead is released to work effectively with these school improvement partners.</p> <p>EEF Toolkit Phonics suggests +5 months progress.</p> <p>EEF Professional Development</p> | <p>Challenge numbers 2 & 3</p> |



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

Budgeted cost: £77,612.84

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Effective deployment of Teaching Assistants | <p>EEF Toolkit Teaching Assistants suggests +4 months progress.</p> <p>EEF Teaching Assistant Interventions</p> | Challenge 2,3 & 5 |
| Structured interventions - Small group tuition | <p>“well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils “</p> <p>EEF Small group tuition</p> | Challenge 2, 3 & 5 |
| Rapid Catch up Reading Intervention | <p>EEF Toolkit Reading comprehension strategies state that “Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.”</p> <p>EEF Toolkit Reading suggests +6 months progress.</p> <p>EEF Phonics</p> | Challenge 2 |



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

Budgeted cost: £59,650.76

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provision of Rainbows Bereavement support for children | Whole staff training on identifying and supporting pupils who are suffering trauma from loss. EEF Toolkit Maximising Learning "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." EEF social-and-emotional-learning | Challenge number 2 & 5 |
| Provision of ELSA support for pupils | The ELSA programme is proven to have positive outcomes for both individual pupils and school systems. Data indicates a reduction in a range of emotional, conduct, hyperactive and peer problems and an increase in prosocial behaviours. An evaluation of the Emotional Literacy Support Assistant Programme 2021: An evaluation of the Emotional Literacy Support Assistant (ELSA) Programme | Challenge number 2 & 5 |
| PSA role ensures support to families and well being of pupils. | Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF: Working with parents to Support Children's learning | Challenge number 4, 5 & 6 |
| Ensure all identified children in receipt of Pupil Premium with poor attendance and their | The Department for Education (DfE) published research in 2016 which found that: "The higher the overall absence | Challenge number 4 & 6 |



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| <p>families have access to PSA and uniform .</p> <p>Barriers to attending school are identified and actions planned at fortnightly pastoral meetings</p> <p>Reward programme for children with good attendance</p> | <p>rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2.”</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>EEF: Working with parents to Support Children's learning</p> | |
| <p><i>Breakfast Club</i></p> | <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) 2016</p> <p>EEF Breakfast Clubs</p> | <p>Challenge number 4, 5 & 6</p> |
| <p>Bespoke Mental Health support to deal with the after effects of Covid 19 lockdowns & ongoing mental health difficulties.</p> <p>Tracking of children in receipt of Pupil Premium who engage with MHR.</p> <p>Interventions managed and efficacy monitored by SENCo & class teachers</p> <p>Focused interventions allow for next steps to be clearly highlighted.</p> <p>Strong relationships with external provider</p> | <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact.</p> <p>EEF Toolkit Social and Emotional learning suggests +4 months progress.</p> <p>EEF social-and-emotional-learning</p> | <p>Challenge number 4 & 5</p> |



Total budgeted cost: £ 180,325

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 2021-2022 academic year.

| Intended outcome | Impact |
|--|---|
| Accelerate progress in Reading, Writing, Maths and Phonics | <p>Pupils receive a good education. Leaders have paid meticulous attention to setting out the precise knowledge, skills and key vocabulary that pupils need to learn to achieve ambitious end points. Resulting in pupils who have the knowledge and skills and are well prepared for their next phase in education: every pupil, regardless of background or barrier to learning, reaches their full potential at St Pius.</p> <p>Leaders, managers at all levels and governors take full responsibility for their roles and the impact they have on pupils' achievements.</p> <p>Please note: COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.</p> |
| Improve attendance of all pupils to 97% or above | <p>Improvements in whole school attendance (statutory age) can be seen, with school showing an improving trajectory. Improvements can be seen in the following demographic groups: children in receipt of Pupil Premium funding , SEN Support, EHCP, EAL and children in the care of the local authority.</p> <p>However, school is mindful that post pandemic many of our vulnerable families continue to have heightened anxiety around allowing their children to interact with others due to fear of illness.</p> |



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|---|---|
| | <p>Improvements can be seen in the percentage of children identified as Persistent Absentees during 2022-23 when compared to 2021-22. Nevertheless school is aware that Persistent absenteeism is higher amongst disadvantaged pupils. Therefore, our funding targeted at wider strategies is essential in addressing the gaps in pupils' readiness to learn.</p> |
| <p>Overcome external barriers to learning</p> | <p>As a result of carefully targeting intervention and support children are better able to manage their emotions & social interactions. Children's behaviour & attitudes in school are excellent.</p> <p>Children are proud to belong to the school and know what it is to be resilient. Children feel safe in school and know that they are listened to and helped.</p> <p>As a result of therapeutic and/or diagnostic work some children have been signposted to other agencies and onward referrals have been made to ensure that the needs of these children are effectively met.</p> <p>On average 35-40 children attend Breakfast Club each morning. Of that, 60 Pupil premium children have benefited from the service. Resulting in children who are fed, hydrated and ready to learn at the start of the school day. Staff reports that children with lower self-confidence enjoy coming to breakfast club as it provides a space for children to learn to be more confident.</p> |
| <p>Curriculum enrichment – trips, visits and visitors</p> | <p>The curriculum provided by the school ensures children are met with a wide , memorable range of experiences and provides opportunities for children' broader development.</p> <p>"Pupils say they enjoy the clubs and experiences on offer. Visits to Blue Reef Aquarium, Guisborough Woods, Robinwood residential visit, the local cenotaph, Forbidden Corner and a visit from a geologist help to broaden their interests." (OFSTED 2023)</p> |

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 | The PIXL Club Ltd |
| Rainbows | Rainbows Bereavement Support GB |
| InsideOut | The Junction Foundation |
| CUSP Curriculum | Curriculum with Unity Partnership |
| X Tables Rockstars | TT Rockstars |

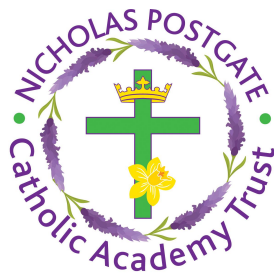
Service pupil premium funding (optional)

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? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |

Further information (optional)

Leaders are ambitious for all pupils at St Pius X Catholic Primary School. Therefore, during 2022-23 we prioritised our efforts on accelerating progress in learning and in the majority of year groups progress was good or better for all children. Leaders adopted a new curriculum. The curriculum sets out the core knowledge and vocabulary leaders want pupils to learn as they move through school.



CLL identified the biggest barrier in EY, on entry. Undertake Phonics Research Programme: What Comes Before Phonics with Dr Sally Neaum (Senior Lecturer: Early Childhood Development) Project fully funded by Teesside University.