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## St Polycarp's Catholic Primary School Pupil Premium Strategy Statement 2024-25



### School overview

Detail	Data
School name	St Polycarp's Catholic Primary School
Number of pupils in school	415 at Census 2023 422 Census 2024
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers	2023-24 to 2026-27 Reviewed and updated annually
Date this statement was published	Nov 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	Paula Best (Headteacher) and Martin Parr (Chair of Governors)
Pupil premium lead	Paula Best Headteacher
Governor / Trustee lead	Martin Parr Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,240
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,240

## Part A: Pupil premium strategy plan

### Statement of intent

At St Polycarp's, our intention is that all pupils regardless of background and challenges make good progress and achieve at least expected at progress in all areas. The focus of this Pupil Premium Strategy is to realign the life chances for these children in order that they achieve as well as their non Pupil Premium peers and enjoy the same breadth of experiences. We recognise the importance of attendance at school in order to achieve this. The strategy reflects our commitment to work with our parents to support the children's attendance, emotional health and wellbeing and learning outcomes.

We recognise that high quality teaching is the best lever to improve outcomes for pupils and this strategy is designed with it at the centre. Additionally, it recognises the need for key targeted academic strategies implemented rigorously to improve outcomes for all. The implementation of wider strategies aimed at supporting pupils eligible for Pupil Premium funding are identified in the strategy. We recognise that Quality First Teaching has the greatest impact on closing the disadvantaged attainment gap and will benefit all pupils. The use of robust diagnostic assessments, qualitative assessments and careful monitoring of progress is central to this strategy.

### Challenges

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

Challenge number	Detail of challenge
1	The impact of underdeveloped speech, language and communication in EYFS.
2	Ensure disadvantaged children make rapid progress against end of year expectations and reach year group milestones.
3	Supporting poor social, emotional development and regulation which in turn prevents children maximising progress.
4	Ensuring all children have access to a broad curricular and extra-curricular offer to maximise school engagement and enhance life opportunities.
5	Supporting families to minimise the financial impact of school.
6	Maximising parental engagement to support children's rapid progress.
7	Securing attendance above 90% for disadvantaged pupils.

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## 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
That all disadvantaged pupils in EYFS meet GLD at the end of the school year	Observations and formative assessments demonstrate progress and indicate where adaptations to planning should be made. Progress across all areas is reviewed at weekly planning meeting, informal reviews and provision adapted.
That all disadvantaged pupils make at least expected progress in writing, reading and Maths	Progress monitored by class teachers and leaders and adaptations made to planning. Targeted interventions and Quality First Teaching meet needs and result in progress. Progress for pupils tracked in every subject.
To achieve and sustain improved social and emotional confidence for disadvantaged pupils	That disadvantaged pupils can demonstrate confidence and strategies to help them learn. Use qualitative data via pupil voice and observations to demonstrate progress.
That all disadvantaged pupils have at least 93% attendance	That HT, phase leaders and class teachers monitor attendance and engage families in the significance of full attendance.
That disadvantaged pupils are emotionally supported and ready to learn	That disadvantaged pupils are offered pastoral care provision, enrichment opportunities and family support when needed.
That parents are engaged in their children's reading and are able to support their children	The parents of disadvantaged children know how to support their children at home and the positive impact this will make on their children's progress.
Children have access to extra-curricular clubs and equipment	All children experience more than National Curriculum requirements and take up opportunities for enrichment activities.
Parents are supported with payments for trips and resources	Financial barriers for families are removed.

## 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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching in every year group providing Quality First Teaching approach for all	Strategic Lead School delivering ITT and delivering ECF programme supports recruitment, retention and ongoing professional development. Targeted CPD for teachers and LSAs supports to meeting needs of all EEF Early Years Toolkit EEF Teaching and Learning Toolkit EEF SEN in Mainstream schools Toolkit	1,2
Teachers and LSAs to work with small groups targeting identified gaps in knowledge and skills	Increased pupil confidence when tested indicates good impact of this approach. Planning to be adapted in line with need. Class teachers are working collaboratively with staff delivering interventions to ensure maximum impact <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1, 2
Pre teach sessions in English 3 x weekly	To provide key vocabulary enabling access to key learning. Evidence of pre-teaching 2020-24 demonstrates positive impact on children's progress EEF SEND Toolkit	1, 2
Maths pre teach sessions 3 x weekly	To enable children to access key vocabulary, practice key strategies and embed knowledge. Use planning, strategies from Maths Hub, DfE non-statutory guidance and NCTEM	2

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	EEF Teacher Toolkit	
Revisit prior learning via 'flashback' sessions in lessons (Core and Foundation subjects)	Evidence of positive impact on securing knowledge 2020-22 Centre for Educational Statistics and Evaluation 'Cognitive Load Theory: Research that teachers really need to understand' 2017 Teaching for mastery – Mark McCourt Effects of pre-teaching on Maths Achievement - Lally and Miller 2006	1, 2
Use metacognition strategies through use of the 'Learning Line' and use of metacognitive language	Evidence of impact of the use of metacognition strategies to improve outcomes for pupils 2019-21 and EEF evidence <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 2, 3
Enable all children to be confident, fluent, accurate readers'	Read, Write Inc' to support early phonics and reading Interventions to support individualised learning needs Evidence of significant impact on early phonics and reading. Systematic Synthetic Phonics programmes have a strong evidence base and demonstrate a positive impact on word reading EEF OFSTED subject reviews Eng 2022 DfE Reading Framework 2023	1, 2
Focused PD for teachers and LSAs to improve knowledge, motivate staff, develop teaching techniques and embed practice.	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1666267858">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1666267858</a>	1,2,3
Introduce the key principles of Trauma Informed Practice to enable children to be ready to learn.		

## Targeted academic support

Budgeted cost: £16,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist dyslexia teacher to work one to one with children	Previous success with this approach demonstrated children able to apply strategies when leaning enabling increased access to learning. Targeted 1-1 support evidenced in EEF	2
Small group teacher led Maths support for years 3-6	Opportunity to address gaps in learning using DfE resources <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	2
Implement NELI in EYFS and Year 1. 3 x 30 mins week plus a 1:1 of 30 mins weekly LSA  Personalised Speech and Language support	Evidence of positive impact in previous years on early language development. Previous engagement in programme based on EEF research <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  Use of CELF 5 assessments to provide targeted approach	1, 2
1-1 support for children to edit writing to raise standard.	Opportunity to address gaps in learning using DfE resources <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	
Increase opportunities for disadvantaged pupils to read with an adult in school eg reading to the Therapy Dog. Inclusion in Read Write Inc groups as necessary.	Reading progress regarded as the key to access all areas of learning <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	2,3

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LSAs to lead a high impact intervention based on evidence and need	Impact evidenced using EEF MITA Report and internal data	1,2,3
Teacher led small group intervention to support Year 6 comprehension skills.	Data evidence from EEF impact of 1-1 tuition targeted at specific needs and data resulting from when approach was used 2022-23	2
Challenge Clubs for years 4-6 before school	Small group tuition aimed at supporting high attainers Member of NACE <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	2
Book group for disadvantaged children. Children to work cross phase and create information for parents and share their love of reading. Parents of disadvantaged children invited to the 'launch' and engage in the process	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	6

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

Budgeted cost: £20,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two Emotional Literacy Support Assistants (ELSAs) to run individual and group sessions to emotional resilience and develop social skills.	Previous experience indicates that those with low self-esteem, lack of confidence or social difficulties benefit, and the impact is seen in their overall academic progress.	3
Transition programme to run from May to October to support children with transitions. EYFS-Year 7	Children were emotionally regulated and were supported with the transition to new year groups. Use of SEL tool <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	3,4
Using Zones of Regulation across school to support development of emotional literacy. Targeted intervention in addition.	EEF: Improving Social and Emotional Learning in primary Schools identifies positive impact <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	3
Ongoing monitoring of attendance and follow up actions. Phases leaders and HT to monitor attendance. Increased profile on communications with parents – weekly updates on importance of attendance. Implementation of EBSA Programme and supportive document for parents.	Excellent level of attendance ensures maximum learning opportunities. Engagement improves outcomes DfE guidance ‘Improving Schools attendance’ <a href="https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna">https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/ebsna</a>	6
Home School Link Worker (HSLW) provides weekly sessions to support children with barriers to happiness and progress.	The HSLW has a strong record of high impact on children who are in emotionally difficult places. Evidence: NFER Recovery during a pandemic: the ongoing impacts of Covid-19 on schools serving deprived communities 2022.	3



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Play therapist to provide targeted interventions for children with specific emotional needs. Play therapist to run individual and small group sessions as required	Prior experience shows that this enables children to develop emotional resilience and feel more confident with learning.	3, 5
Provide a broad support offer to support emotional wellbeing eg Resilience Donut, Physi Fun, Zones of Regulation	Children who are emotionally regulated are ready to learn. These intervention strategies have demonstrated impact for pupils previously. EEF Social and Emotional Learning demonstrates evidence of improved outcomes for learners.	3
Support HSLW with Therapeutic Play training	Positive emotional wellbeing support children's academic learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	3
Provide targeted speech and language support	Evidence that the SALT targets effectively	1, 2
School to provide technology if required	Enable all children to continue to learn at home. Engage parents and support progress EEF evidence	4
Support families when parental literacy is a barrier to learning	Previous experience indicates to us these experiences build confidence, improve social skills and have an impact on pupil engagement and overall academic success.	4, 5
Children are provided with enrichment opportunities to broaden their educational experiences and develop confidence  PP children prioritised for after school clubs.	Children have a richer educational experience and the opportunity to nurture talent. The impact of relieving the financial pressure felt by parents is apparent. The ability to respond quickly to need has been highly valued by families.	5, 6
Free spaces at wrap around care provided when required.	To support attendance and emotional wellbeing.	
A percentage of costs for the residential trips in years 4 and 6, and support for payments for all other educational visits.	That all children benefit from a broad curriculum designed to help children know more, remember more and prepare them for their lives.	

**Total budgeted cost: £ 56,240**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2023-24

85.7% of disadvantaged EYFS pupils achieved GLD compared with 77% overall. Whilst progress was evident, communication and language continued to be barrier for one child. Targeted NELI support demonstrated rapid progress for disadvantaged children and language support will continue into Year 1. A Nurture Curriculum is in place for 2024-25 and uses the Boxall Profile to identify specific areas of need. This will be introduced initially for specific Year 1 children.

83% of disadvantaged children passed the Year 1 phonics screening compared to 97% overall. 1-1 targeted support via Read Write Inc interventions will support continued progress in relation to reading in Year 2. In KS2 100% of disadvantaged pupils achieved the expected standard in SPaG (against 93% overall) and in Reading 78% (against 81% overall) while 78% achieved expected standard in Maths (in line with non-disadvantaged pupils). Our focus for 2024-25 will be to maximise progress for all, with particular focus on rapid progress for Maths and reading. Tracking and support plans will be reviewed every half term to maximise progress. Maths support demonstrated impact on outcomes 2023-24. For 2024-25 a daily Maths focus group will enable disadvantaged children in Year 6 to benefit when required. All year groups will implement pre teaches and same day interventions to support Maths progress. Targeted small group and 1-1 support for Maths and Master Reader will continue for upper KS2 pupils.

Attendance for disadvantaged pupils was above national but below the school's overall attendance. A wide range of provision including funding for breakfast and after school clubs and transport supported attendance for disadvantaged pupils. The whole school attendance strategy will enable tracking at 95% and ensure early support and interventions for families. EBSA support strategies and promotion of strong family links will continue to form part of the strategy.

A wide range of provision including 1-1 and small group teacher/LSA support, challenge clubs, enrichment opportunities, and individualised support for children to engage children. This support also had a positive impact on children's emotional wellbeing and learning as evidenced in our pupil tracking data and pupil voice surveys. These strategies had a positive impact on attendance for some of our pupils as well as building cultural capital.

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Our observations and assessments indicated that many of our children were less emotionally resilient. The Pupil Premium budget was used to extend provision including increased ELSA hours and consideration was given to all those entitled to Pupil Premium funding and provision as part of our Pastoral Care provision. For 2024-25 Play Therapy and ELSA support groups have been extended to enable targeted support. The transition plan for identified children ran from May to October for children EYFS to Year 7. Review of the programme demonstrated a smooth transition for the children enabling children to move year groups and be ready to learn.

We considered that the residential visits for Year 4 and Year 6 children for 2023-24 had a positive impact on the emotional development and wellbeing for all children. Funding was used to support families to ensure financial barriers were mitigated. Educational visits and enrichment activities were also highly valued and families were supported financially with these. Families were supported to enable their children to attend free wrap around care and clubs. For 2024-25 disadvantaged pupils will be prioritised for attendance at clubs and enrichment opportunities. Our observations and the feedback from both pupils and parents strongly indicated the positive impact of the visits, clubs and wider school activities on children's wellbeing, confidence and this supported their engagement with learning and transition to secondary school. The transition programme introduced for targeted children YR to Y7 supported positive mental health and wellbeing.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The service pupil premium was used to support the challenges identified and intended outcomes. Small group support and access to wider strategies including ELSA were seen as having impact on children's wellbeing and outcomes.

**The impact of that spending on service pupil premium eligible pupils**

Service children achieved at least expected progress and in KS2 made more than expected progress in all areas.