



## Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Louis Catholic Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	6.9% (29pupils) funding as per latest census Actual PP 9.5% (40pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Catherine Machin Headteacher
Pupil premium lead	Christine Woodward Deputy Headteacher
Governor / Trustee lead	David Payne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920
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	£42,920



## Part A: Pupil premium strategy plan

### Statement of intent

Our school mission statement, '*We work together, we pray together, we grow together*', lies at the heart of all the decisions we make as a school. As such, it is also the basis of our strategy for improving the outcomes for our disadvantaged and most vulnerable children.

Together, we make effective use of evidence and research, accurate assessments, dialogue with teachers and parents, and frequent pupil conferencing to ensure that the combined and individual needs of our disadvantaged pupils are being met in order for them to succeed. This ensures that all disadvantaged children, regardless of their starting points or challenges, are supported to succeed. Key to the success of our strategy is the understanding that the success of our approach is everyone's responsibility – it is only through our school community working together that our pupils will reach their potential.

Our aim is for all children to achieve academically and develop a broad set of skills to support their future success, and our Pupil Premium Strategy outlines the approaches we have in place that will enhance this success.

At the core of our approach is a focus on high-quality teaching and learning. There is compelling evidence to show that good teaching is the most important lever that schools have to improve outcomes for disadvantaged children (The EEF Guide to the Pupil Premium, 2021). It is for this reason that our Pupil Premium Strategy has an emphasis on improving the quality of teaching for all, with a particular focus on developing excellent teaching and learning that will most benefit our disadvantaged children.

Alongside our broad, balanced and rich curriculum offer for pupils, disadvantaged pupils are given access to a wide range of interventions to support their individual needs. Evidence consistently shows the positive impact that targeted academic support can have and, as such, this forms key part of our offer for our disadvantaged pupils. Our approach is responsive to the common challenges faced by our disadvantaged pupils as well as supporting their individual needs. Our approach is rooted in well-established diagnostic assessments, rather than assumptions, of the impact of their disadvantage. Our aim is to ensure that support for our disadvantaged pupils is targeted, timely and effective.

Further to this, we will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will further support their academic achievement and develop their wellbeing. This includes our aim of ensuring that disadvantaged children have attendance in line with their peers, enabling them to fully experience life and learning at St Louis Catholic Primary School.



These form the key principles of our Pupil Premium Strategy:

**A collective responsibility** – all stakeholders are responsible for ensuring that all pupils, including our disadvantaged pupils, succeed. *‘We work together, we pray together, we grow together’.*

**A robust, evidence-led individualised approach** - our approach to improve outcomes for disadvantaged pupils will be responsive to common challenges but will primarily focus on their individual needs.

**High-quality teaching for all, targeted intervention and wider support** – these will provide the tools and framework to base the delivery of our Pupil Premium strategy.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments from our previous strategy indicate that there is an average of a 7% gap of <b>Maths attainment</b> between disadvantaged pupils and non-disadvantaged pupils (21-22: 6%; 22-23: 11%; 23-24: 4%) A recent survey detailed that 40% of Pupil premium pupils feel they need extra support in Maths and find it difficult.
2	Internal assessments (Pentecost 23-24) indicate that <b>Reading attainment</b> among disadvantaged pupils (EXP 73%) is lower than that of non-disadvantaged pupils (EXP 82%). There has been an average of a 10% gap in attainment of these two pupil groups over the last three academic years. A survey detailed that 45% of Pupil premium pupils do not enjoy reading “a lot” and 67% of pupil premium pupils only read to an adult at home either once a week or not at all. Assessments and observations indicate that some of our EY/KS1 disadvantaged pupils require <b>Speech and language support</b> .
3	Internal assessments (Pentecost 23-24) indicate that <b>Writing attainment</b> among disadvantaged pupils (EXP 67%) is lower than that of non-disadvantaged pupils (EXP 77%). There has been an average of a 13% gap in attainment of writing between these two pupil groups over the last three academic years.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>Phonics</b> than their peers. The most recent (2023-2024) statutory <b>Phonics</b> screening test identified that 71% Pupil premium pupils achieved the expected standard compared to 87% of Non-Pupil premium pupils.



5	Observations and tracking have shown that <b>Parental engagement</b> of disadvantaged pupils is lower than non-disadvantaged. On average 25%-30% of parents of this pupil group have not attended previous parents evening.
6	Observations, assessments and discussions with pupils and families have identified that pupils <b>emotional well-being, social and behavioural needs</b> are affecting their progress and their readiness to learn. These challenges particularly affect disadvantaged pupils and therefore affecting their attainment. Teacher referrals and discussions indicate that 55% of our disadvantaged pupils would benefit from support with their <b>confidence, self-esteem and social and emotional needs</b> .
7	Advent <b>attendance</b> tracking indicates that between 17.5% of Disadvantaged pupils have attendance lower than the national average (94/95%)
8	Our observations and most recent survey indicate that 38% of our current Pupil Premium pupils are not yet registered for an <b>afterschool club</b> for the 2024-25 academic year. Ensuring PP students engage with <b>wider-curricular opportunities</b> and experience culture capital.
10	Observations and discussions with families have indicated that disadvantaged pupils lack in <b>resources</b> that they may require to further support their learning from home and also find it financially challenging to provide uniform, PE kit and other items for school which could impact their learning.



## 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
Improved end of year/Key stage attainment in the core areas of <b>Reading, Writing and Maths</b> for disadvantaged pupils	Sustained improved attainment in Reading, Writing and Maths will be evident by: <ul style="list-style-type: none"> <li>- In school termly tracking data and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation in these subjects year on year.</li> <li>- An increase in the number of disadvantaged pupils achieving the higher standard at the end of each Key stage.</li> </ul>
Improved <b>Phonics</b> results for disadvantaged pupils	Sustained improved Phonics attainment and progress will be evident by: <ul style="list-style-type: none"> <li>- In school tracking data, this will show an increase in Disadvantaged pupils' progress in phonics.</li> <li>- End of year PSC for Year 1 pupils will show an increase year on year of disadvantaged pupils achieving the expected standard.</li> </ul>
To achieve and sustain improved <b>emotional well-being, social and behavioural support</b> for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improve cultural and childhood experience for all pupils across school by ensuring disadvantaged pupils have the same <b>wider-curricular opportunities</b> as their peers.	Sustained high levels of engagement in wider-curricular opportunities will be evident by: <ul style="list-style-type: none"> <li>- Internal tracking of disadvantaged provision</li> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved <b>attendance</b> for all pupils, particularly our disadvantaged pupils.	Sustained improved attendance will be evident by: <ul style="list-style-type: none"> <li>- Monitoring internally disadvantaged pupils attendance half termly attendance and acting accordingly to improve.</li> </ul> By end of 2024-25 academic year 95%+ of disadvantaged pupils will have overall attendance of 95% or above.
To continue to further <b>engage Parents</b> of disadvantaged pupils in their child's learning.	Sustained high levels of parental engagement will be evident by: <ul style="list-style-type: none"> <li>- 100% of disadvantaged pupils' parents will attend both parents' evenings in each academic year.</li> <li>- Internal logs of more frequent discussions with parents.</li> </ul>
To ensure all disadvantaged pupils have the <b>resources</b> they need for school.	Pupils will be well equipped and presented for school so they are not set apart from their peers and have the same equal opportunities.



## 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: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase additions to the <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> <li>- Purchase of reading books which align to the new scheme</li> <li>- TA's to carry out catch up interventions</li> <li>- Phonics lead will have release time to monitor and ensure the teaching of phonics is effective and consistent.</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 and 4</p>
<p>High quality CPD for staff to improve outcomes for all.</p> <ul style="list-style-type: none"> <li>- All relevant staff will receive CPD training on White Rose maths scheme to ensure teaching of maths is well planned and well delivered across</li> <li>- Training and collaboration to ensure the new Writing scheme (Literacy Tree) is embedded and taught effectively.</li> <li>- Leaders of core subjects will monitor their subjects closely and support teachers where needed.</li> </ul>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><a href="#">EEF   Guidance-reports   Effective-professional-development</a> and <a href="#">EEF   Guidance-reports   Maths</a></p>	<p>1, 2 and 3</p>
<p>Purchase of standardised diagnostic assessments. (NTS)</p> <ul style="list-style-type: none"> <li>- Training for staff to ensure assessments are interpreted and administered correctly.</li> <li>- Tracking of pupil scores and Teacher assessment to be analysed by DHT and core subject leads.</li> <li>- PPM to identify focus pupils.</li> </ul>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2 and 3</p>



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

Budgeted cost: £ 10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-purchase of Lexia Core Reading 5 programme</p> <ul style="list-style-type: none"> <li>- Children who need additional support to improved attainment and progress in reading to be identified in PPMs.</li> <li>- TAs to be fully trained to carry out Lexia interventions where needed.</li> </ul>	<p>Lexia is a computer based reading programme which aims to improve reading skills. The EEF found that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.</p> <p><a href="#">EEF   Projects-and-evaluation   Lexia</a></p>	<p>2</p>
<p>Training for TA's to deliver effective targeted interventions in Reading, Writing and Maths.</p>	<p>Research shows that Teaching assistants can provide a large positive impact on learner outcomes, when deployed effectively.</p> <p><a href="#">Teaching-assistant-interventions   Toolkit Strand   EEF</a></p>	<p>1, 2,3 and 6</p>
<p>Speech and language and oral language intervention support for disadvantaged pupils</p> <ul style="list-style-type: none"> <li>- Selected members of staff to be trained to carry out Speech and language interventions (Language Link)</li> </ul>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="#">EEF   Toolkit Strand   Oral-language-interventions</a></p>	<p>2 and 8</p>





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

Budgeted cost: £16,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervene early for those pupils who would benefit from play therapy sessions carried out by an external provider.</p>	<p>Play therapy allows pupils to feel more confident in expressing their thoughts and feelings. It Develops their emotional vocabulary and more socially appropriate behaviours. It can also improve their self-image, self-esteem, concentration and organisation.</p> <p><a href="#">Play therapy</a></p>	<p>6 and 8</p>
<p>Implement the 'Mind mentors' programme. This programme will target some of our most disadvantaged pupils with the aim to develop confidence and relationships.</p> <p>Programme will require training for pupils (mentors) and staff to oversee the programme.</p> <ul style="list-style-type: none"> <li>- Alongside: Pupil premium champions will meet 1:1 with their allocated disadvantaged pupils</li> </ul>	<p>Mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling therefore mentoring may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p><a href="#">Mentoring   Toolkit strand   EEF</a></p>	<p>1,2,3 and 6</p>
<p>Continue to enhance and monitor the parental engagement for all pupils but with particular focus on our most disadvantaged.</p> <ul style="list-style-type: none"> <li>- Parent workshops to further support learning at home</li> <li>- track parents attendance to parents evening</li> </ul>	<p>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 the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="#">Parental-engagement   Toolkit Strand   EEF</a> and <a href="#">EEF   Guidance-reports   Supporting-parents</a></p>	<p>1,2,3,4 and 6</p>
<p>Continue to support disadvantaged families within the school community to</p>	<p>Although school uniform is unlikely to have a direct impact on pupil's attainment or progress, We at St Louis have a school</p>	<p>10</p>





<p>overcome specific financial barriers</p> <ul style="list-style-type: none"> <li>-Provide uniform vouchers</li> <li>- food vouchers</li> <li>- Stationary packs for home</li> <li>- Summer activity packs</li> <li>- Extra library reading books</li> </ul>	<p>uniform policy which adds to our school ethos and pupils are proud of their uniform. The EEF states: Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. We have made adjustments to our school uniform to support the cost for all and will continue to further support the costs of uniform for disadvantaged pupils.</p>	
<p>Provide a wide range of extra-curricular activities, the vast majority of which are cost free or subsidised for disadvantaged pupils.</p> <p>Subsidised costs for:</p> <ul style="list-style-type: none"> <li>- Breakfast club</li> <li>- Trips and visits</li> <li>- In school workshops</li> <li>- Curriculum projects</li> <li>- Music lessons</li> </ul>	<p>Research has found that participation in Arts as an extracurricular activity can result in improved outcomes being identified in English, mathematics and science.</p> <p><a href="#">Arts-participation   Toolkit Strand   EEF</a></p>	<p>7,8 and 10</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £42,920**



## 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 against our intended outcomes.

Improved end of year/Key stage **Reading attainment** for disadvantaged pupils

Improved end of year/Key stage **Maths attainment** for disadvantaged pupils

Our internal and statutory assessments at the end of 2024 shows that the performance of disadvantaged pupils was higher than the previous year (2023) in Reading, writing and Maths.

Our data also indicates that disadvantaged pupils performed lower than their non-disadvantaged peers in Reading, Writing and Maths in 2024, with the most significant difference being in Reading and Writing.

The attainment outcomes identified within this strategy will continue to be a refined focus for this academic year.

	% of <b>pupil premium</b> pupils (Y1-6) <b>July 2022</b> (internal and statutory assessments)		% of <b>non-pupil premium</b> pupils (Y1-6) <b>July 2022</b> (internal and statutory assessments)		% of <b>pupil premium</b> pupils (Y1-6) <b>July 2023</b> (internal and statutory assessments)		% of <b>non-pupil premium</b> pupils (Y1-6) <b>July 2023</b> (internal and statutory assessments)		% of <b>pupil premium</b> pupils (Y1-6) <b>July 2024</b> (internal and statutory assessments)		% of <b>non-pupil premium</b> pupils (Y1-6) <b>July 2024</b> (internal and statutory assessments)	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
Reading	73%	16%	82%	18%	67%	3%	79%	22%	73%	9%	82%	16%
Writing	70%	7%	77%	16%	54%	6%	77%	11%	67%	3%	77%	13%
Maths	80%	10%	86%	16%	70%	9%	81%	22%	82%	9%	86%	17%

Lexia Core 5 Reading intervention programme was bought in at the start of 2022. The school have just renewed the subscription for Lexia as it is having a positive impact on pupils Reading levels.



## Improved **Phonics** results for disadvantaged pupils

% of Year 1 <b>Pupil Premium</b> pupils achieving the expected standard for the <b>PSC 2022</b>	% of Year 1 <b>Non- PP pupils</b> achieving the expected standard for the <b>PSC 2022</b>
57%	73%
% of Year 1 <b>Pupil Premium</b> pupils achieving the expected standard for the <b>PSC 2023</b>	% of Year 1 <b>Non- PP pupils</b> achieving the expected standard for the <b>PSC 2023</b>
100%	79%
% of Year 1 <b>Pupil Premium</b> pupils achieving the expected standard for the <b>PSC 2024</b>	% of Year 1 <b>Non- PP pupils</b> achieving the expected standard for the <b>PSC 2024</b>
71%	87%

Two out of the Seven Year 1 pupils did not pass the 2024 PSC. One of which has SEN.

To achieve and sustain improved **wellbeing** for all pupils in our school, particularly our disadvantaged pupils.

Improve cultural and childhood experience for all pupils across school by ensuring disadvantaged pupils have the same **wider-curricular opportunities** as their peers.

68% of PP pupils attend one or more after school clubs. All pupil premium pupils benefitted from a subsidised trip or work shop last academic year. We will continue to offer this to this year's PP pupils.

In Summer 2023, all PP pupils were given a summer bundle which included resources to help keep learning alive at home during the long break, this was also intended to support parents further engage with their child's learning.

To achieve and sustain improved **attendance** for all pupils, particularly our disadvantaged pupils.

In July 2024 PP pupils had an average attendance of 95.5%, This is above the national average.

Although this is positive, we will continue to have a focus on attendance of our most vulnerable as we have some individuals who need support.

To continue to further **engage Parents** of disadvantaged pupils in their child's learning.

23% of PP parents did not attend the most recent parents evening held in October 2024.

Teachers will continue to make contact and build an effective relationship with the parents of disadvantaged pupils.

Overall, our activities carried out during the last strategy have been successful, in particular the increased attainment of disadvantaged pupils in Reading and Maths. Therefore, many of the activities will continue for this next strategy.



## 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
Times Table Rockstars (Continued subscription)	Maths Circle Ltd
MyMaths (Continued subscription)	Oxford University Press
Purple Mash (Continued subscription)	2Simple Ltd.
Lexia Core 5 Reading	Lexia
Language link	Speech Link Multimedia Ltd

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA



## Further information

In addition to the Pupil Premium funding, there a variety of programmes and resources used more widely by the school that supports disadvantaged pupils:

- The school continues to fund a qualified, external counsellor to support the well-being of identified pupils (including disadvantaged pupils)
- Where the school engages in school improvement peer review, pupil premium is an area of focus in order to continually ensure our offer is maximised.
- The school's Pupil Premium Lead is the school's Deputy Headteacher ensuring that PP is championed at Senior Leadership level. National and Regional courses are regularly attended.
- Pupil progress meetings held termly have a strong focus on disadvantaged pupils' attainment and progress.

Context of our Pupil premium pupils.

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Reception	5	2	3	0	3	5	0	0	10.1%
Year 1	7	3	4	2	2	7	1	0	5.5%
Year 2	5	4	1	2	3	5	1	0	2.1%
Year 3	9	4	5	3	4	9	2	1	1.5%
Year 4	7	3	4	3	4	7	3	0	2.9%
Year 5	2	1	1	0	1	2	0	0	6.0%
Year 6	3	2	1	1	2	3	0	0	6.8%

For this pupil group, the school is above national with regards to % of pupils with SEND( 21.1%- NA 17.1%) and EAL(28.9%- NA 22.8)