

Pupil premium strategy statement – St Alphonsus RC Primary School

This statement details our school’s use of pupil 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	186
Proportion (%) of pupil premium eligible pupils	40%
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)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Birds
Pupil premium lead	Mrs Birds
Governor / Trustee lead	Mr Caplan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,080
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>	£105,080

Part A: Pupil premium strategy plan

Statement of intent

At St Alphonsus RC Primary School, we have high expectations for all pupils in our school, and believe that with high quality teaching, effective engagement with parents and a personalised approach to meet children’s individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils’ outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at St Alphonsus RC Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have ‘fallen behind’ their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps

	<p>and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.</p> <p>On entry to Reception class in the last 3 years, between 70-80% of our disadvantaged pupils arrive below age-related expectations compared to 60-70% of other pupils</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Pupils have limited life experiences beyond their home and immediate community. They also have limited access to books, libraries and technology (such as computers, Wi-Fi etc). Due to the lack of opportunities these challenges affect disadvantaged pupils, including their attainment</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils.</p> <p>X - Y% of disadvantaged pupils have been 'persistently absent' compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities beyond their home and immediate community. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 15 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs.</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
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<p>Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards.</p> <p>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</p> <p>Support staff and class teachers support learning effectively using assessment strategies to identify and address learning gaps and misconceptions.</p>

	<p>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</p>
<p>The language deficit for student in receipt of pupil premium funding is diminished and oral language and vocabulary is improved.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</p>	<p>32% of children are EAL so targeted support is used for those that are PP.</p> <p>Targeted pupils receive additional speech and language therapy and intervention.</p> <p>Parents are engaged in the development of their child's speech and language.</p> <p>Pupils read regularly at school. They have access to high quality books for individual and guided reading.</p> <p>Consistent implementation of excellent practice and high expectations across the school for reading.</p> <p>Increased % of PP pupils are working at ARE or above across the school in phonics and reading.</p>
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum</p> <p>All children have access to appropriate technology at home.</p>	<p>The curriculum will provide pupils with an exciting, varied curriculum.</p> <p>Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning and make it memorable.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.</p> <p>Monitoring of attendance by Head teacher and Pastoral lead brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p>

<p>To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils. All pupils will have resilience and determination. They will be able to work independently with confidence.</p>	<p>Teachers teach and model positive behaviours linked to our Catholic ethos, Relationships policy and Behaviour strategies. Children demonstrate these behaviours throughout the school day and in their lives outside of school.</p> <p>Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</p> <p>Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour.</p> <p>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</p> <p>Link with Manchester United Foundation to develop awareness of the wider community and career possibilities.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD	Work with cluster schools, teaching school to deliver CPD, external advisors and phonics training.	ALL
Subject Leadership Time (cost of cover)	All subject leads will work with external advisor to look at deep dives, visit other schools where possible, monitor teaching and learning by book scrutiny, lesson observations and talking to children.	ALL

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

Budgeted cost: £ 30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support).	Additional TA support to focus on 1:1 intervention and group support. Focus on baseline data and success criteria.	1, 2, 3 and 5
ELSA training – weekly small group sessions.	Training for TA to support ELSA training with targeted groups.	1, 2, 3 and 5
Additional speech and language support and intervention.	Service Level Agreement for SALT support with Trafford	1, 2, 3 and 5

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

Budgeted cost: £ 19,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead attendance and wellbeing support service.	Pastoral Lead to meet with parents and review and monitor IAP's (Individual Attendance Plan)	1,4 and 5
Pastoral lead to liaise and manage TTT programme	Pastoral lead attends weekly TTT meetings to discuss families who need Early Help	ALL
School uniform and equipment	Look at the need for school uniform and talk to parents who are struggling to buy. Use of the allocated laptops and equipment to provide children with other experiences.	3 and 5

Trips and visits	Whole school pantomime at Christmas will provide children with a theatre experience they may not be familiar with.	1, 2, 3 and 5
Manchester United Foundation	KS 2 children work with Manchester United Foundation on their PE, Health and wellbeing and behaviour. Some PP children also have the opportunity to experience matches and other projects	ALL

Total budgeted cost: £ [111,854]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils were included in all aspects of school life. Pupils were able to confidently communicate with others during online learning sessions.

Pupils used strategies taught during interventions and to support their well-being.

Nearly all pupil premium pupils made at least expected progress from their own individual starting point and there were no significant differences between outcomes for PP pupils.

PP pupils' attendance was 93.1% (slightly below national) vs 94.7% attendance of non-PP pupils.

Most PP pupils attended and engaged well with remote learning.

Parents of persistently absent pupils did engage with our Pastoral lead and improvements were seen over the year.

Families had access to specific resources to support their child's development.

All children were appropriately supported.

More families identified as meeting requirements for PP funding.

Externally provided programmes

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

Programme	Provider