

St Alphonsus RC Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 academic year. This funding will enable us to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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 Alphonsus RC Primary School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	45.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 2024/25 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Tina Birds/Mr Scott Caplan
Pupil premium lead	Mrs Tina Birds
Governor lead	Mr Scott Caplan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,765
Recovery premium funding allocation this academic year	£7020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,7850

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 great 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 and/or catch-up 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 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 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.
2	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
3	Pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
4	Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
5	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

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
<ul style="list-style-type: none"> 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. The gap is narrowed in the progress and attainment of PP and non-PP children. 	<ul style="list-style-type: none"> Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. Support staff and class teachers support learning effectively using assessment strategies to identify and address learning gaps and misconceptions. Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.
<ul style="list-style-type: none"> The language deficit for student in receipt of pupil premium funding is diminished. A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. 	<ul style="list-style-type: none"> 32% of children are EAL so targeted support is used for those that are PP. Targeted pupils receive additional speech and language therapy and intervention. Parents are engaged in the development of their child's speech and language. Pupils read regularly at school. They have access to high quality books for individual and guided reading. Consistent implementation of excellent practice and high expectations across the school for reading. Increased % of PP pupils are working at ARE or above across the school in phonics and reading.
<ul style="list-style-type: none"> All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils love learning and have access to an engaging, broad and varied curriculum All children have access to appropriate technology at home. 	<ul style="list-style-type: none"> The curriculum will provide pupils with and exciting, varied curriculum. Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning and make it memorable.

	<ul style="list-style-type: none"> • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • Children are given regular opportunities to change their home reading and/or school library book.
<ul style="list-style-type: none"> • All disadvantaged pupils will meet national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils. • Monitoring of attendance by Head teacher and Pastoral lead brings about an increase in PP pupils' attendance and a decrease in persistent absence.
<ul style="list-style-type: none"> • All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. 	<ul style="list-style-type: none"> • 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. • 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. • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour. • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. • Link with Manchester United Foundation to develop awareness of the wider community and career possibilities.

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: £ 61.475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD	Work with cluster schools, teaching school to deliver CPD, Helen Youngman and EY2P (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: £ 32,244

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
Targeted tutoring for Year 5 students	Teachers to deliver 10 hours of tutoring to targeted Year 5 pupils	1, 3 and 5

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

Budgeted cost: £ 25,481

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: £119,200

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 2020 to 2021 academic year.

Desired Outcomes	Impact
Improve pupil's confidence, social skills and emotional well-being.	<ul style="list-style-type: none"> 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.
All pupil premium pupils make at least expected progress from their starting points.	<ul style="list-style-type: none"> Nearly all pupil premium pupils made at least expected progress from their own individual starting point. Isolation and school closures as a result of COVID-19 impacted on the progress of some disadvantaged pupils.
Attendance of pupil premium children is at least in line with national expectation.	<ul style="list-style-type: none"> PP pupils' attendance was 95% (slightly below national) vs 97% attendance of non-PP pupils.

	<ul style="list-style-type: none"> • Most PP pupils attended and engaged well with remote learning. • Parents of persistently absent pupils did engage with Mrs Roberts and improvements were seen over the year.
Support families through processes including Early Help to continue to develop and maintain positive relationships.	<ul style="list-style-type: none"> • 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider