



## St. Sebastian's Catholic Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	213 Reception -Year 6 239 Nursery -Y6
Proportion (%) of pupil premium eligible pupils	Reception -Y6 64/213 pp=30%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans)</b>	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jacqui Mulligan, Head teacher
Pupil Premium Lead	Jacqui Mulligan Joanne McCormick Deputy Head teacher Lorraine Fay SBM
Governor / Trustee lead	Pat Moloney Tony Devine

## Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£117 560
Recovery premium funding allocation this academic year	£9 280
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£126 840</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At St. Sebastian's, we continue to have the highest aspirations for all our pupils.

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will continue to consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At the heart of our approach is "Quality First" adaptive teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge																					
1	<p>St. Sebastian's School Development Plan outlines the whole school priority of focusing on the underdeveloped oral language skills and vocabulary gaps among our pupils, including many disadvantaged pupils. Assessments, observations, and discussions with pupils indicate this. These are evident from Reception (where a high proportion currently refrain from speech) to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Currently 24% are on the SEND register. 34% of these children have a speech, language or communication need.</p>																					
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is still impacted by previous partial school closures, and further continual absence due to long periods of requested isolation, to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths. However, knowledge gaps have narrowed due to our recovery curriculum offer.</p>																					
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. However, 2023 phonics results indicate how this gap has narrowed.</p> <p>2023 PSC data shows 82% disadvantaged pupils, passing the PSC in Year 1 (77% non-disadvantaged passing the PSC)</p> <p>2023 PSC data shows 0% (2/2) disadvantaged pupils passing the PSC in Year 2 (25% (1/4) non-disadvantaged passing the PSC).</p>																					
4	<p>Assessments, observations, and discussions with pupils suggest some disadvantaged pupils generally have greater difficulties with reading. Internal baseline data (October 2023) of pupils at ARE in <b>Reading PP</b> compared with non PP</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>67%</td> <td>61%</td> </tr> <tr> <td>Year 2</td> <td>54%</td> <td>47%</td> </tr> <tr> <td>Year 3</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Year 4</td> <td><b>33%</b></td> <td>41%</td> </tr> <tr> <td>Year 5</td> <td>60%</td> <td>53%</td> </tr> <tr> <td>Year 6</td> <td><b>11%</b></td> <td>23%</td> </tr> </tbody> </table>	Year Group	PP	Non PP	Year 1	67%	61%	Year 2	54%	47%	Year 3	50%	50%	Year 4	<b>33%</b>	41%	Year 5	60%	53%	Year 6	<b>11%</b>	23%
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7	<p>Baseline data for our Reception cohort shows 83% pupils below ARE in PSED and 62% pupils below ARE in Communication &amp; Language.</p> <p>On entry to Reception class in this year, 86% (12/14) of our disadvantaged pupils arrived below age-related expectations in PSED compared to 87 % (13/15) non-disadvantaged pupils.</p> <p>50% (8/16) of our disadvantaged pupils were below age-related expectations in Communication &amp; Language, compared to 67% (10/15) non-disadvantaged in Communication &amp; Language.</p>																					
8	<p>Our assessments, observations and discussions with pupils and families have identified some extreme social and emotional issues for many pupils. Teacher and SENCO referrals for support have markedly increased since the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>31% ( 26/82) of our disadvantaged are also on SEN Register (including 2 EHCPs)</p> <p>24% of pupils are on The SEND Register. 53% (28/53) of these have SEMH needs (46% (13/28) of whom are also disadvantaged) and currently require additional support. This has been prioritised from the onset of this academic year, with budget allocated specifically for mental health support from specialist external providers</p>																					
9	<p>2022-2023 attendance for disadvantaged pupils 96.1% (PAs =14.7% - 7 pupils) compared with attendance for non-disadvantaged pupils 97%. (PAs =9% - 11 pupils)</p>																					

	<p>Our attendance data over this academic year so far, indicates that attendance among disadvantaged pupils has been between around 95.9% (PAs= 16%-10 pupils) compared with attendance of non-disadvantaged pupils 96.9% (PAs= 8%-10 pupils)</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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.

<b>Intended outcome</b>	<b>Success criteria</b>
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	2025-26 Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, relevant speech and language intervention and ongoing formative assessment.
<b>Improved phonics skills for Reception and Key Stage 1 disadvantaged pupils</b>	2025-26 Year 1 phonics scores in PSC will indicate school standards for disadvantaged pupils at least in line school non-disadvantaged pupils. Year 1 PSC will show disadvantaged pupils performing higher than disadvantaged nationally and non-disadvantaged nationally.
<b>Improved reading attainment among disadvantaged pupils.</b>	KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils will have met the expected standard.
<b>Improved maths attainment for disadvantaged pupils at the end of KS2.</b>	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils will have met the expected standard.
<b>Improved writing attainment for disadvantaged pupils at the end of KS2.</b>	KS2 writing outcomes in 2025/26 show that more than 80% of disadvantaged pupils will have met the expected standard.
<b>To achieve and sustain improved wellbeing for all pupils in our school, particularly</b>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> </ul>

<p><b>our disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• GL emotional literacy assessments in Key Stage 2 indicating improved pupil wellbeing</li> <li>• Use of Boxall profile (SEMH assessment tool)</li> <li>• Full pupil participation in whole School P4C</li> </ul>
<p><b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b></p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Whole School Attendance to reach 98%, the attendance between disadvantaged pupils and their non-disadvantaged peers being equal</li> </ul> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than their peers.</p>

## **Activity in this academic year 2023-2024**

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: £124 991**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Purchase of O'Track assessment Tool</p> <p>Training for staff to ensure assessments both internal and external are interpreted and administered correctly.</p>	<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>We are highly proactive, within the LA Assessment Pilot Programme on the effectiveness of robust tracking systems and diagnostic analysis.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. This academic year we will continue to implement Wellcomm (Reception). We are the control group for Language Link and hope to implement this intervention next academic year. We will develop our vocabulary rich curriculum to explicitly extend pupils' spoken vocabulary (School Improvement Liverpool). Targeted reading aloud and discussion with younger children. Reading for pleasure and reading skills to promote focused dialogue. Debate training with Year 5</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,7</p>
<p>Continued implementation of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<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>Continue whole school CPD and implementation of RWI. Continue to support English Hub with School Literacy Specialist.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3,7</p>
<p>Improved reading and comprehension skills of Key Stage 2 pupils</p>	<p>Reading Offer to continue as a priority with strong emphasis on timetables reading for Pleasure and structured reading comprehension skills in Key Stage 2.</p> <p>Continue with KS2 Reading Programmes Accelerated Reader Reading Plus</p> <p>Whole School focus on RFP and progressive reading skills has proven effective and impactful on all areas of learning.</p>	<p>4</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Continue implementation of NCTEM Mastering number in Reception, Year 1 and Year 2.</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>Implementation of Catch Up Number in Y3</p> <p>Implementation of Mastering Arithmetic in Years 4, 5 and 6</p> <p>Whole school Basic Skills teaching in line with missed units of learning</p> <p>Year 2 of Developing Mastery project</p> <p>Maths Oracy Project</p>	6
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Continued SLA with Seedlings (mental health external provider)</p> <p>Whole School Intervention Map in place</p> <p>Implementation of Philosophy for Children</p> <p>Implementation of whole school approach to pupil health and wellbeing ROAR programme / Trauma Informed Approach</p> <p>Hearts Project (year 2)</p>	8,9

	External Practitioners –Play Therapist and Councillor Pastoral Lead -Senior Mental Health Lead Training Mental Health Audit Mental Health Action Plan	
<b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</b>	Review all systems and processes Statutory Role of Attendance Lead in place LA Attendance Audit (January 2024)	9,

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £124 991**

Area	Cost
Support staff costs	£104 231
Pastoral Lead costs	£11 700
DfE CPD EYFS Programme	Funded.
RWI	£900
NFER Tests	£250
EVIDENCE ME	£200
OTrack	£230
MGL	£2480
Spanish	£2000
Staff Development	£3000
<b>Total</b>	<b>£124 991</b>

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

**Budgeted cost: £8724**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Implementation of Language Interventions (WellComm /Language Link in line with whole school vocabulary-based Curriculum to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</b></p>	<p>Oral language interventions have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3,7</p>
<p><b>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</b></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p><b>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,</b></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4,5,6</p>

<p>including those who are high attainers.</p> <p><b>Tuition Partner to support phonics teaching</b></p>		
<p><b>Mastering Number Programme – Rec Y1 Y2</b></p> <p><b>Catch Up Maths Y3</b></p> <p><b>First Class Arithmetic Y3 Y4 Y5</b></p> <p><b>Oracy and Maths Project Y4</b></p> <p><b>Mathematical Reasoning Project Year2</b></p> <p><b>Developing Mastery Project</b></p>	<p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>6</p>
<p><b>Quality Reading for Pleasure resources, Reading material throughout the curriculum -all subjects.</b></p> <p><b>Quality home reading books all year groups</b></p> <p><b>Quality library books – Early Years</b></p>	<p><b>Investment of reading books to support the enjoyment of reading and quality curriculum provision. Reading Lead has researched reading material to support all areas</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>2,3,4</p>

**Budgeted cost: - £8724**

Area	Cost
<b>Additional Phonics</b>	<b>£5724</b>
<b>School Tuition Partner</b>	
<b>Phonics resources</b>	<b>£1000</b>
<b>Accelerated Reader for KS2</b>	<b>£1000</b>
<b>Reading Plus for KS2</b>	<b>£500</b>
<b>Quality library books – Early Years to support Early Years Curriculum</b>	<b>£500</b>
<b>Total</b>	<b>£8724</b>

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

**Budgeted cost: £14 180**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Whole staff training on behaviour management – “Trauma informed Approach” developing whole school strategies for behavior management</b> <b>LeAFE Training (Learning Approaches For All) whole school staff</b>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,8,9
<b>Liverpool HEARTS Attachment and Trauma Responsive Schools Project 2022 -2024</b>	To develop the capacity of our school to meet attachment and trauma needs for the benefit of the whole learning community.  EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	<b>2,8,9</b>

<p><b>Senior Mental Health Lead to support Mental Health Audit and Action Plan</b></p>	<p>To develop the capacity of our school to meet attachment and trauma needs for the benefit of the whole learning community.</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p><b>2,8,9</b></p>
<p><b>Children’s University Programme in place for Reception –Year 6</b></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,8,9</p>
<p><b>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</b></p> <p><b>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</b></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>9</p>
<p><b>Whole school P4C training and implementation of programme throughout school.</b></p> <p><b>Year 2 of project for “silver accreditation”</b></p>	<p>EEF evaluation of P4C Project</p> <p>There is evidence that P4C had a positive impact on Key Stage 2 attainment. Overall, pupils using the approach made approximately two additional months’ progress in reading and maths.</p> <p>1. Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children</a></p>	<p>1,8,9</p>

<b>Breakfast Club, After School Club and Holiday Club -supported by PP funding</b>	These provide much support for working families and pupils needing individual support and care. Essential service for the school community	1,8,9
<b>Music Teacher to support all aspects of music curriculum</b>	Emphasis on creative aspects of curriculum to enhance learning	1,8,9
<b>Improvement of outside spaces - woodland /early years to encourage outdoor play and improve wellbeing</b>	Emphasis on wellbeing as pupils access outdoors /play/exercise and learning	1,8,9
<b>Enrichment opportunities to support wellbeing</b>	Emphasis on wellbeing -trips, workshops, projects	All
<b>Contingency fund for acute issues.</b>	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.	All

<b>Area</b>	<b>Cost</b>
<b>P4C</b>	<b>£700</b>
<b>Children's University</b>	<b>£780</b>
<b>Breakfast Club support</b>	<b>£200</b>
<b>After School Club Support</b>	<b>£600</b>
<b>BC and ASC resources</b>	<b>£600</b>
<b>Holiday Club Support</b>	<b>£400</b>
<b>Seedlings SLA</b>	<b>£750</b>
<b>Curriculum Enhancement Trips</b>	<b>£2000</b>
<b>Attendance rewards</b>	<b>£200</b>
<b>Music Teacher</b>	<b>£1400</b>

<b>Music SLA</b>	<b>£2100</b>
<b>Pupil Birthday Celebrations</b>	<b>£100</b>
<b>CPOMs</b>	<b>£250</b>
<b>School Uniform Support</b>	<b>£100</b>
<b>Enrichment Resources</b>	<b>£1000</b>
<b>Contingency</b>	<b>£3000</b>
<b>Total</b>	<b>£14 180</b>

**Total budgeted cost £147 895**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest some strong individual performances from our disadvantaged pupils. The progress and attainment of our school's KS2 disadvantaged pupils in 2022/23 is to be celebrated. These high standards are very consistent with the high standards of the 2019 KS2 assessments.

#### KS2 Reading Outcomes

90% pupils achieved expected standard (Progress score 6.00)

13/14 92% disadvantaged pupils achieved expected standard

15/17 88% not disadvantaged achieved expected standard.

#### KS2 Writing Outcomes

90% pupils achieved expected standard (Progress score 6.25)

13/14 92% disadvantaged pupils achieved expected standard

15/17 88% not disadvantaged achieved expected standard.

#### KS2 Maths Outcomes

87% pupils achieved expected standard (Progress score 3.80)

12/14 86% disadvantaged pupils achieved expected standard

15/17 88% not disadvantaged achieved expected standard

In Key stage 1, our data suggests very little difference between disadvantaged and non-disadvantaged. Compared with 2019 data, it is apparent that this year group have endured a considerable impact on their education, though we have focused greatly on our recovery

curriculum. However, reading at expected standard in 2023 has improved since 2019 (now at 67% compared with 60% in 2019)

Furthermore, our disadvantaged pupils performed extremely well in the 2023 Y1 PSC (significantly above their non-disadvantaged peers). 2023 PSC data shows 82% disadvantaged pupils, passing the PSC in Year 1 (77% non-disadvantaged passing the PSC). Also, this compares well with the national figure of disadvantaged pupils passing the PSC in 2023 at 82%

This year group's phonics data is far higher than 2019 figures – testament to our robust, systematic phonics teaching. Data is 31% above the 2019 figure of 53% passing the PSC.

#### KS1 Reading Outcomes

67% achieved expected standard

5/8 62.5% disadvantaged pupils achieved expected standard

15/22 68% non-disadvantaged achieved expected standard

#### KS1 Writing Outcomes

67% achieved expected standard

5/8 62.5% disadvantaged pupils achieved expected standard

14/22 63% non-disadvantaged achieved expected standard

#### KS1 Maths Outcomes

67% achieved expected standard

5/8 62.5% disadvantaged pupils achieved expected standard

14/22 63% non-disadvantaged achieved expected standard

Attendance for disadvantaged pupils 2022-2023 = 94.1% compared to 95.5% non-disadvantaged pupils.

We recognise this gap and are raising the attendance of our disadvantaged pupils (as well as non-disadvantaged pupils) is a focus of our current plan.

We have reviewed our systems and processes in terms of monitoring, and actioning all attendance related protocol and now have an Attendance Lead in place, working with SMT and all staff. Attendance is our safeguarding priority.

Our observations and assessments demonstrated that pupil behaviour remained at an extremely high standard last year – our pupils exemplifying our school motto and Catholic

Values. However, challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic and we have been proactive in seeking and providing mental health support from outside providers. The impact on disadvantaged pupils has been particularly acute. We now have a Pastoral Lead who is also our Senior Mental Health Lead who is working to support our whole school mental health and wellbeing audit and action plan.

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the “Intended Outcomes” section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the “Activity in This Academic Year” section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider
P4C	School Improvement Liverpool
Transforming Teaching	Aspire
RWI	Ruth Miskin and RWI
Reciprocal Reading	EEF
Language Link	EEF
ROAR	Merseyside Youth Association
Catch Up Maths	School Improvement Liverpool
Mastering Arithmetic	School Improvement Liverpool
Mastering Number	NCTEM
Developing Mastery	NCTEM
EYFS CPD Development Programme	DfE
Maths Oracy Project	School Improvement Liverpool
Shine Reading Programme	NWLP
Music Lessons	RESONATE SLA
Seedlings	YPAS
Literacy/cognitive assessment	SENNIS
Liverpool HEARTS Attachment and Trauma Responsive Schools Project 2022	Attachment Research Community

## **Further information**

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Quality First adaptive teaching - embedding more effective practice around retrieval and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continual review, monitoring and evaluation of our curriculum offer for all pupils.
- Continual emphasis on curriculum enhancement through workshops, projects, trips, residential.
- Continual review of our provision mapping for all pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Continued emphasis on the “whole child” offering an extensive range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, communication. Disadvantaged pupils, as all pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

Each year, we continue to evaluate the impact of our projects and initiatives. In planning our new pupil premium strategy, we evaluated why activity undertaken had the degree of impact that we had expected

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) and Tiered Model & Menu of approaches to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.