St Roberts's Catholic Primary School, Harrogate Pupil Premium Strategy Statement September 2024- 2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Robert's Catholic Primary School
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 to 2025/2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jill Collins, Headteacher
Pupil premium lead	Penny Ward, Assistant head/ SENDCo
Governor / Trustee lead	Matt Blackamore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,126
Recovery premium funding allocation this academic year	£4,169
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme funding	£1,553
Total budget for this academic year	£55,848

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make 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.

The activity we have outlined in this statement is intended to support the needs of any of our vulnerable pupils, regardless of whether they are eligible for pupil premium finding not.

Quality First teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all our pupils. Implicit in the intended outcomes detailed below, is the intention that attainment will be sustained and improved for all our 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	CPD to ensure quality teaching for all children.
2	Identifying areas of strength to promote challenge and areas to develop focusing on specific gaps in knowledge or lack of skill.
3	Poor oral language and communication skills.
4	Pupils need support with their social, emotional, mental health and wellbeing.
5	There may not be regular adult support with their learning at home and /or opportunity to experience a wide variety of extracurricular activities.

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
CPD to ensure quality teaching for all children. Carefully identified CPD. Time to access additional reading/research to improve outcomes for all children. Use of implementation cycle to ensure there is time to plan, do and review.	Staff have a clear understanding of a child's needs. • Staff have a varied teacher's toolkit to be able to support the child so the child can at least reach their specified target.
Identifying areas of strength to promote challenge and areas to develop focusing on specific gaps in knowledge or lack of skill. • Use of phonics assessment, writing assessment grids, reading assessments and maths assessments to ensure all staff have a clear understanding of children's needs and areas of strength. • Identify clear targets for children for each term linked to gaps in knowledge or next steps in learning. • Analyse the impact of any interventions and progress made towards targets. • Monitor through pupil progress meetings, marking, progress in books, pre and post assessments, pupil interviews, data.	• Staff have a clear understanding of child's needs/gaps in knowledge to ensure specific support and challenge for those children achieving well. • Child meets termly targets. • Child meets at least their specified target. • Child can access the work set in class and achieve in line with peers.
Poor oral language and communication skills. SALT referrals. • Speech and language programs used within school as directed by Speech and Language Therapists • CPD for staff in use of SALT resources. • Implementation of support plans. • Opportunities for language and communication within Year 1 and EYFS through areas of provision and well planned curriculum. • High expectations of teachers and teaching assistants of language and modelling. • Phonics CPD for new staff in school. • Talk Less Teaching CPD for all teachers. • EYFS specific CPD.	• Children are able to communicate in line with peers. • Improvements in oral language impact written work. • Child meets SALT targets within the specific time frame. • Phonics program taught with fidelity to the scheme throughout EYFS and KS1.

Pupils need support with their social, emotional, mental health and wellbeing. Opportunities to take part in clubs. • Priority booking for clubs. • Trips/uniform paid for. • Pastoral talking sessions Brick Therapy Drawing and talking therapy, parenting courses etc. • Referrals to school nursing service. • Early help plans. • Use of adult TA support • Zones of Regulation	Children have opportunities to take part in all clubs • Children have access to all trips. • Children receive the care they require for their wellbeing. • Families are supported to ensure their child is physically and mentally well. • Intervention measures show an improvement in SEMH.
There may not be regular adult support with their learning at home and /or opportunity to experience a wide variety of extracurricular activities. • Open door policy with parents/carers. • Information regarding extra curricular activities are sent directly to parents/carers. • Sign posting to support/resources on a regular basis. • School proactively support parents of disadvantaged children.	• Parents feel supported. • Parents are able to support children with their academic needs. • Parents are signposted to support required. • Open and honest conversations re the needs of the child. Opportunities for children to attend after school clubs

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: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff through NCTL, BWCAT CLG group, NYES for learning and other providers.	Evidence in EEF guide to pupil premium "Using the pupil premium to improve teaching benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." (p4) CPD will ensure high quality teaching for all children.	1, 2, 3,
High quality first teaching	Sutton Trust's 2011 report "the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds." (p10 EEF guide to pupil premium)	1,2,3,

Phonics CPD including peer observations to secure stronger phonics teaching for all pupils. Purchase of additional decodable readers with interest levels suitable for KS2 children.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4. 5,
Improve the quality of social and emotional learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4, 5,

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

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained TA to administer speech and language interventions Lexia intervention to bridge the gaps in reading attainment Learning Village interventions	Oral language interventions can 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: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Additional phonics sessions targeted at LKS2 who require further phonics support. Skilled TA to lead additional small group phonics sessions.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	4
Additional TA staffing, where high numbers of children are struggling with SEMH issues.	Evidence from our approach over the last two years shows that a known and trusted adult having time as and when it is needed to support individual children minimises the impact of dysregulation on the rest of the class and allows for timely in the moment intervention.	1,2,3

Engaging with the National Tutoring Pro-gramme using school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low at-taining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education En-dowment Foundation | EEF	4

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

Budgeted cost: **£8848**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on understanding and supporting children who with their social and emotional development with the aim of further developing our school ethos.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	2,3
Trips, out of school clubs and residentials paid for to allow access for all.	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	All
Monitoring of club attendance and accessi-bility.	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	4 and 5
Monitoring of attendance and lateness.	Maslow's hierarchy of needs Attendance monitoring in school DfE Attendance Guidance	4 and 5

Total budgeted cost: £55,848

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.

Reading ARE or above	Writing ARE or above	MATHS ARE or above	PSC
66% (4/6)	66% (4/6)	50% 3/6	33%

End of year data July 2024 indicates that disadvantaged pupils are not reaching the same level of attainment as their peers across all core subjects. However, the significant majority of disadvantaged pupils are making good or better progress from their starting points and therefore the provision in place for these pupils is ongoing.