

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for 2023/24 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 the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data   |
|---|--|
| School name   | St Aloysius Catholic Infant School<br>St Aloysius Catholic Junior School Academy |
| Number of pupils in school  | 178 (Infants, excluding Nursery)<br>242 (Junior)                                 |
| Proportion (%) of pupil premium eligible pupils   | 9% (Inf) 18% (Jun)   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/2025  |
| Date this statement was published   | December 2024  |
| Date on which it will be reviewed   | July 2025  |
| Statement authorised by   | Anna Tumelty   |
| Pupil premium lead  | Anna Tumelty   |
| Governor / Trustee lead   | Wendy Woods  |

### Funding overview

| Detail  | Amount                                 |
|---|--|
| Pupil premium funding allocation this academic year   | £ 25,160 (Infant)<br>£ 51,800 (Junior) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0                                    |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | Combined total:<br>£76,960             |

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Aloysius our key priority is to support all children to achieve their full potential make good progress regardless of their background. Through the delivery of a broad and rich curriculum that values the development of reading and language we strongly believe in developing the whole child. Strong emotional and social support is also at the heart of our strategy as it is our belief that these needs must be met in order for children to be able to learn, achieve and become socially confident.

### **Intent**

In partnership with our families we aim to:

- provide for the formation of the whole child; spiritual, social, physical and intellectual.
- ensure all pupils achieve at least as well as their peers nationally.
- offer a broad, balanced and aspirational curriculum that provides all children with opportunities and experiences to gain the knowledge and cultural capital they need to succeed in life.

### **Implementation**

As a school we will:

- provide quality first teaching to ensure gaps in learning are identified and closed.
- support pupils to be better learners, through well sequenced and cumulative narratives of learning, where all pupils know and remember more.
- deliver early intervention to address individual needs for the children who have the most significant gaps and/or who are not making expected progress.
- ensure high attainers continue to excel.
- establish effective home-school relationships to support parents and children with attendance, wellbeing and emotional support.

### **Impact**

We strive to ensure all pupils achieve well and make excellent progress, whereby:

- gaps in children's learning are closed, as seen in formative and summative assessment.
- summative assessment shows children's achievement in line with their peers.
- children's and families well-being, engagement and emotional health are improved.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Pupil's speech and language ability, especially our younger pupils, was affected by the Covid-19 pandemic as a result over further reduced exposure to new vocabulary and conversation or experiences outside of the home.   |
| 2                | Assessments indicate that basic and essential skills associated with number, reading, oracy and writing are more prevalent for disadvantaged pupils. A barrier to understanding across the curriculum can exist as a result. |
| 3                | A number of our disadvantaged pupils are also SEND   |
| 4                | Limited knowledge and understanding from parents on how best to support their child at home both academically and emotionally.   |
| 5                | Attendance remains an issue for some of our disadvantaged pupils.  |
| 6                | Social and emotional disadvantage cause a primary barrier to 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  |
|---|---|
| <p>Clear programs of intervention are in place for children with identified speech and language needs. These are being delivered by highly skilled and trained practitioners.</p> <p>School leaders are engaging with local universities to further support communication and language development.</p>   | <p>Assessments in line with the intervention programs indicate strong progress with speech and language. Monitoring is robust and effective at identifying progress and outlining next steps. Pupil tracking details rapid progress.</p>  |
| <p>Basic and essential skills of number, reading and writing are securely embedded from an early stage. Where barriers are identified, swift and purposeful intervention is in place to quickly close gaps. School is committed to a 'keep up' not 'catch up' model.</p>  | <p>The majority of pupils will reach at least age related expectations by the end of each key stage (80%+) They will have the appropriate knowledge and skills to prepare them well for the next phase of their learning.</p>   |
| <p>Where poor literacy skills impede pupil progress, every effort is made to support pupils to acquire the knowledge and skills they need to be successful. Sounds-Write, Lexia and Reading Plus are used effectively across our schools. Reading across the curriculum ensures basic skills are constantly rehearsed and become automatic.</p> | <p>All staff are trained in the delivery of Sounds-Write phonics. Monitoring demonstrates that this approach is applied consistently and across subjects. Pupil progress is accelerated due to better access to the wider curriculum. Pupils talk about literacy across the curriculum, recognising associated skills as life skills.</p> |

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| All pupils with SEND have action plans in place which are specific, measurable, achievable, realistic and timely (SMART). Interventions for these children are linked to clear starting points, delivered to a very high standard and have clearly identified end points. The curriculum is successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding of all pupils. | A greater number of pupils with SEND reach age related expectations. Progress for all pupils with SEND is rapid and they are able to achieve, accessing the full curriculum with increasing success and independence. Where an individualised timetable is required, pupils achieve very well from their starting points.      |
| Parents and carers feel well supported by school and have increased knowledge, skills, understanding and confidence to support their children's academic and emotional challenges. Curriculum Cafes and Mental Health Workshops are well attended by all families.  | Records (registers/surveys/parent voice) show that parents engage regularly with school and are able to support their children's academic and emotional wellbeing. They attend workshops and events that aim to equip parents to best support children at home.  |
| Develop and sustain improved resilience and aspiration among disadvantaged pupils.  | Sustained high levels of attendance demonstrated by: <ul style="list-style-type: none"> <li>The overall school absence continues to reduce, with the attendance gap between disadvantaged pupils and their peers being eradicated.</li> <li>Persistent absence does not indicate a trend with disadvantaged pupils.</li> </ul> |

## 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: £35,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Gap analysis completed by all class teachers and subject leads<br>EEF Guide to supporting school planning | EEF Guide to supporting school planning   | 2                             |
| Sounds-Write training for all staff across the Federation to ensure a                                     | NFER research 'The quality of teaching is the most important school-based factor affecting children's attainment, | 2/3                           |

|  |  |            |
|--|--|------------|
| systematic approach to the teaching of phonics   | particularly for those from disadvantaged backgrounds.'  |            |
| High quality speech and language interventions delivered through CPD and through engagement with speech and language therapists.   | EEF Guide to supporting school planning  | 1          |
| Curriculum Continuity Project - Curriculum planning is rooted in knowledge and skills that children need to succeed in later life. Teacher capacity is sufficient and teachers are adequately trained to deliver quality first teaching across subjects. | NFER research 'The quality of teaching is the most important school-based factor affecting children's attainment, particularly for those from disadvantaged backgrounds.'<br><br>DFE – Subject curriculum reviews  | 2/4        |
| Specialist support from our link educational psychologist to ensure appropriate interventions are in place and relevant referrals have been made to other agencies.  | Sage journals - Psychology, learning and Teaching July 2021  | 5/6        |
| Ensure quality teaching and learning so that all teaching is outstanding and learning is long term. Peer reviews to be completed within the Trust. Moderation across the trust and modelling of good practice shared.                                    | Great teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged pupils, the difference between a good and bad teacher is a whole year's learning (Sutton Trust 2011 and social mobility Commission 2014b). Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. EEF Metacognition and self-regulated learning review (May 2020) | 1, 2, 3, 4 |
| CPD arranged and delivered by SENDCO and BCCET Director of SEND, for teaching and support staff on evidence-based interventions, such as Reading Plus and NELI.  | EEF tiered approach to 2021  | 1/2/3      |

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

Budgeted cost: £25,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Teaching Assistants deployed to create capacity to teach appropriate high quality interventions, either as small groups or leading 1:1 personalised timetables. | EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning   | 1/2/3                         |
| Implementation of Commando Joe's to build up resilience in the pupils.  | Self-regulation strategies and social and emotional learning can be consistently linked with successful learning, or the contribution of in school gaps. Secure knowledge and curriculum can support this and create a +3 month (EEF)       | 2                             |
| Virtual School provides tutors to work with pupils who are in care and support teachers who look after them.  | EEF research - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions  | 6                             |
| Specialist speech and language intervention delivered by speech therapist and, where trained, by teaching assistants also.                                      | RCSLT( Royal College of speech and language therapists) – research documents impact of partnership working in schools   | 1                             |
| SENDCo and phase representatives supports and monitors support plans and the interventions.   | EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning   | 2/3                           |
| Additional teachers to access:<br>NPQEYL (Early Years Leadership)   | A comprehensive package of professional development that is based on practitioners' current early years pedagogy, as well as the skills and knowledge to enhance the quality of adult-child interactions through sustained shared thinking. | 1/2                           |

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

Budgeted cost: £16, 060

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Road Centre 1: Counselling  | EEF research - SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. | 5/6                           |
| Family Learning (external and internal delivery arrangements)   | EEF research - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions  | 4/5/6                         |
| Healthy Minds   | EEF research - SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. | 5/6                           |
| Parental curriculum workshops to increase knowledge and parental involvement in children's learning   | EEF research - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.   | 4                             |
| Curriculum to be planned to ensure opportunities for curriculum enrichment activities and extra curricular activities. A fair offer of opportunity for all pupils is available.<br><br>Further access to a range of out of school activities, including music tuition | Children from wealthiest backgrounds are 3 times more likely to take up music classes outside of school hours than children from poorer backgrounds.<br><br>Social Mobility Commission (July 2021) 20% participation gap in sports. EEF tiered approach to 2021                                 | 6                             |
| Funding provided to ensure disadvantaged  | EEF research - Social and emotional learning (SEL) interventions seek to  | 1, 6                          |

|  |   |  |
|--|---|--|
| pupils do not miss out on character development and are able to attend residential experiences along with their peers. | improve pupils' decision-making skills, interaction with others and their self-management of emotions |  |
|--|---|--|

**Total budgeted cost: £76,960**

## Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

At the end of the academic year 2024 end of key stage data showed that all disadvantaged pupils in school, attained close to or above national in all subject areas apart from KS1 maths. Strategies for closing the gaps for disadvantaged pupils continues to be reflected upon and refined.

Low attendance is one barrier to the attainment of disadvantaged pupils. Last academic year the attendance of disadvantaged pupils in the infant school was 4.2% lower than non-disadvantaged pupils and 4.55% lower in the juniors. In both schools, the disadvantaged attendance is 1-2% lower than the national average. Many issues are deep rooted and school has worked with the Local Authority and families to provide relevant support. There are also unauthorised holidays taken within this time. The Attendance Team work closely with all staff to support individual attendance gaps, liaising with families and tracking progress.

Additional training in Sounds-Write phonics increased the children's confidence when approaching the phonics screening; this will be further developed in 2023-2024 through an extension to whole school implementation. In addition to this, Reading Plus was used in Year 5 and 6 for the development of vocabulary, and for reading speed and fluency; aiding comprehension. This will assist in improving the overall percentage of children attaining expected level in reading. Times Table Rockstars was used to develop speed and fluency in multiplication recall and to improve the overall percentage of children attaining expected level in maths.

Intervention was most effective when teachers and TAs worked collaboratively to respond to issues/misconceptions from earlier learning in the day, applying a 'keep up not catch up' philosophy to learning. Activity & resources to meet the specific needs of disadvantaged pupils with SEND - Phonics interventions, supporting pupils in small groups to develop their literacy skills. Regular numeracy intervention sessions each week to develop core numeracy skills. Working in small groups with a highly trained member of staff. Teaching assistants to be deployed into lessons to support acquisition of knowledge for disadvantaged pupils. Planned in collaboration with the classroom teacher.

Professional development on evidence-based approaches - Staff CPD is focused on ensuring quality first teaching through evidence based strategies e.g. the GTT Teachers reflect on the key elements of excellent practice using the EEF research. Systematic phonics training with staff via Sounds Write. Extracurricular activities including sports, outdoor activities, arts, culture & trips - Aspirational opportunities across the curriculum. Activities **include: Secret Garden, Science Club, local community, Art, Sport/PE, cooking, music, language visits, educational excursions to historical sites.**

## 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                          |
|----------------------|-----------------------------------|
| Reading Plus         | LLC                               |
| Sounds-Write Phonics | Sounds-Write                      |
| Lexia                | Core 5 Lexia Learning Systems LLC |
| Commando Joe's       | Commando Joe's                    |

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure   | Details                   |
|---|---------------------------|
| How did you spend your service pupil premium allocation last academic year? | Small group interventions |