



St Vincent's Catholic Primary School: Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Vincent's Catholic Primary School
Number of pupils in school (Reception → Y6)	111
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	October 2024
Date(s) on which it will be reviewed	September 2025 September 2026 September 2027
Statement authorised by	Full Governing Body
Pupil premium lead	Dominic Vernon
Governor lead	Peter McPartland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,643
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,643

Part A: Pupil premium strategy plan

Statement of Intent

At St Vincent's Catholic Primary School we support all learners, to strive for excellence in all that they do and to take increasing responsibility for their own growth and that of those around them. We create a culture of openness, collaboration, evaluation, and challenge where everyone can enjoy success and flourish because they as individuals are valued as part of our school family. We provide a knowledge-rich curriculum through which children develop the skills, knowledge and values to become life-long learners. We enable children to become fully human, with a strong sense of self, both as a person and as a learner, created unique and individual by God. We believe that exceptional teaching and learning:

- Is inspirational, aspirational, challenging and puts no limitation on potential
- Is informed by collaborative planning, assessment and evaluation
- Is built upon evidence-informed innovation, improvement and development
- Builds knowledge and skills progressively through small steps, from modelled and scaffolded learning, to independent recall and application

Objectives for our disadvantaged pupils:

- To benefit from personal and emotional support to ensure that they attend well, and are ready to learn
- To be supported to achieve their full potential through high-quality teaching and targeted intervention
- To be supported access the broad and balanced curriculum, and wider extra-curricular activities on offer

How our current pupil premium strategy plan works towards achieving these objectives:

- Ongoing professional development and teacher education to support high quality teaching and learning, including targeted intervention
- Access to emotional support, based on professional advice and guidance to ensure that children are
- Provide financial support to enable children to access all aspects of our curriculum and wider offer

Key principles of our strategy plan

- High quality teaching and intervention, and high expectations of all children
- Evidence-informed innovation, improvement and development
- High quality RSHE, personal development, wellbeing and citizenship education, supported by personalised mental health / emotional wellbeing support and intervention
- Access for all

Challenges	
This details the key challenges to achievement that we have identified among our disadvantaged pupils.	
Challenge number	Detail of challenge
1	Emotional wellbeing
2	Progress and outcomes not always consistent with peers with the same starting point
3	Access to wider clubs and experiences

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
Progress and outcomes are consistent with peers with the same starting point	<ul style="list-style-type: none"> • Pupil premium children make progress in line with peers with the same starting point • Any differences in progress / attainment in comparison to non-pupil premium peers have been diminished as a result of targeted support / intervention • Children's outcomes are in line with non-pupil premium peers with the same starting point • Outcomes / Progress at the end of each Key Stage for Pupil Premium children are at least in line with those of Pupil Premium children nationally
Children are emotionally ready for learning and can self-regulate	<ul style="list-style-type: none"> • Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. • Children are aware of their emotions. • Children have the skills to support each other. • Children look to the future with positivity.
Children have access to trips, clubs and other enrichment activities alongside their peers	<ul style="list-style-type: none"> • Children access all trips, residential and school clubs of their choice. • Children enjoy all aspects of school life. • Children can talk with enthusiasm about their experiences in and outside the classroom.

Activity in this academic year		
This details how we intent 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: £2,850		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching	<ul style="list-style-type: none"> Short-term coaching within school has shown to have improved quality of teaching, supported by EEF evidence and other research (See T&L policy for evidence base). Following staff training (Transforming Teaching), a sustainable model of instructional coaching can now be established within school to ensure personalised professional development for all teachers using evidence-informed principles and approaches 	2
Purchase of standardised diagnostic assessments	<ul style="list-style-type: none"> Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct as highlighted in EEF guidance reports for Mathematics and Literacy 	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
Budgeted cost: £11,035		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted group and 1-to-1 intervention	<ul style="list-style-type: none"> Tracking has identified under-performance / under-achievement for some Pupil Premium children compared to peers Provision balancing planned interventions (short-term programmes) based on analysis of formative and summative data, and reactive interventions (responsive teaching) as a result of teacher assessment of ongoing progress, closely linked to class learning as pre-teaching or follow-up EEF: Making best use of teaching assistants 	2

Wider strategies (for example, attendance, behaviour, wellbeing)		
Budgeted cost: £4,758		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional consultation, training and resources for supporting children's emotional wellbeing and mental health	<ul style="list-style-type: none"> • KCSIE and statutory expectations around RSHE highlight the importance of provision for children's emotional and mental health and wellbeing • EEF: Improving social and emotional learning in primary schools • EEF: metacognition and self-regulated learning 	1 and 2
Financial support towards the cost of visits, clubs and other enrichment activities	<ul style="list-style-type: none"> • Children should not be disadvantaged in relation to the experiences that they are able to access for financial reasons • Providing children with breadth of opportunity and experience will improve their experience of school and learning, therefore improving attitudes and learning behaviour and ensuring that they achieve their potential 	3

Total budgeted cost: £18,643

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 2022 to 2023 academic year.

Teaching:

- Monitoring of teaching shows consistent, high quality, making use of increasingly evidence-informed strategies, following the school Assessment for Teaching and Learning Policy
- New staff are supported through a clear induction programme (whether an ECT or more experienced but new to the school) to ensure consistency in pedagogy
- Feedback from teachers is wholly positive in relation to the positive impact that instructional coaching is having on their teaching
- Standardised assessments enable intervention to focus on gaps identified.

Targeted academic support:

- Pupil Progress reviews, class provision maps and individual support plans outline clearly provision in place for disadvantaged children.
- 38% of disadvantaged children also have support for SEND (15% EHCP and 23% SEN support)
- In reading, 62% of children (75% of non-SEND children) achieved age related expectation for their year group, with 15% achieving greater depth (25% of non-SEND children).
- In writing, 62% of children (75% of non-SEN children) achieved age related expectation for their year group, with 8% achieving greater depth (13% of non-SEND children).
- In maths, 62% of children (88% of non-SEN children) achieved age related expectation for their year group, with 8% achieving greater depth (13% of non-SEND children).
- Across the school, 54% of children (57% of non-SEND children) achieved age related expectation in reading, writing and maths combined, with 8% achieving greater depth (13% of non-SEND children).
- At the end of KS2, 100% of disadvantaged children achieved age related expectation in reading, writing and maths.

Wider strategies:

- Mental health consultation support has been available for staff to seek advice on how to support children with emerging mental health needs. Training has been provided for staff to enable identification of concerns and signposting to appropriate support services as required.
- All children were enabled to access after-school clubs, trips and experiences and residential visits.

- All children participated in at least one trip, experiences or residential visit throughout the year.
- 62% of children (86% of non-SEND children) attended at least one after school club throughout the year:
 - 42% of children during the Autumn Term
 - 38% of children during the Spring Term
 - 38% of children during the Summer Term