

Pupil premium strategy statement – St Nicholas of Tolentine RC Primary school

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	131 pupils
Proportion (%) of pupil premium eligible pupils	84 pupils – 64.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachael James
Pupil premium lead	Natalie Barker
Governor / Trustee lead	Colleen Collett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,180.04
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,180.04

Part A: Pupil premium strategy plan

Statement of intent

At St Nicholas of Tolentine RC Primary school, we believe that all children should be given the opportunities to enable them to reach their full potential. We have developed our curriculum to reflect the community our children live in, giving them the opportunities to see themselves as active, positive learners. Within our curriculum, we embed our school values alongside our Catholic ethos.

Some of our pupils in receipt of Pupil Premium funding face specific barriers to reaching their full potential. At St Nicholas of Tolentine, we are determined to provide the support and guidance they need to help them overcome these barriers. We understand the importance of working holistically, with families and outside agencies to best support our children.

In addition to this, we aim to provide them with access to a variety of exciting and relevant opportunities alongside a rich and varied curriculum.

We ensure robust monitoring and evaluation takes place in order to account for the use of Pupil Premium, by the school and governors. This takes place throughout the year and ensures we are providing children with the opportunities they need to excel.

Challenges

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

Challenge number	Detail of challenge
1	Impact of behaviour, social and emotional needs on the children's own emotional resilience and learning, and that of others
2	Safeguarding concerns impacting on attendance, social skills, emotional well-being and resilience
3	Low oracy skills and speech and language difficulties
4	Pupils have limited experiences beyond their home life and immediate community
5	Lower starting points in maths, reading and writing
6	Mobile population due to families seeking asylum and being rehoused

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>Embed the well planned, ambitious curriculum, ensuring key knowledge and skills are learnt and assessed, improving outcomes for children achieving EXS and increase the percentage of GDS</p>	<ul style="list-style-type: none"> • Across all year groups there is a secure understanding of EXS standard and GDS standard • Professional Development is provided for all staff so that they understand the importance of metacognition, prior learning and future learning • Children apply knowledge from other areas of the curriculum. They understand how subjects make connections and link with each other • Calculation policy is embedded and staff plan lessons according to the calculation policy ensuring gaps are less increasing percentage of EXS and GDS across all year groups – particularly in KS2 SATs • End of unit assessments are used in foundation subjects to identify gaps in knowledge to adapt planning accordingly • Pupil Progress meetings are used to discuss to plan interventions and challenge to ensure progress from starting points
<p>To improve challenge for all in writing, increasing the percentage of children achieving EXS and GDS at all year groups</p>	<ul style="list-style-type: none"> • Work with the Newman Trust English Lead Network to improve standards at St Nicholas – including moderation examples • Writing is moderated in school through staff meetings and through cross school moderation • Writing weekly structure is used with consistency by all staff • Marking and feedback is used weekly to challenge children • Editing strategies are embedded with children with quality examples of work used by all teachers

	<ul style="list-style-type: none"> • Working walls in all classrooms are high quality 'third teacher' resources which aid scaffold and challenge in lessons • Pupil Progress meetings are used to discuss to plan interventions and challenge to ensure progress from starting points
<p>To embed pleasure for reading and phonics – increasing attainment and progression of all children – including the lowest 20%</p>	<ul style="list-style-type: none"> • Parents and the wider community are engaged to support the reading culture, e.g. through reading workshops, book swaps, and reading challenges • Pupil voice is used to monitor the impact of the reading culture • Reading structure implemented weekly to increase reading fluency and comprehension • All children have access to phonetically decodable books that match their phonics knowledge • All children have access to phonetically decodable books that match their phonics knowledge • Increase in percentage of children achieving EXS and GDS across all year groups – particularly in KS2 SATs • Increase in the percentage of children achieving PSC pass at the end of Y1 and resists at the end of Y2 • Pupil progress meetings are used to identify the lowest 20% and structured interventions are in place to support progress – termly assessment is used to monitor and identify gaps in learning
<p>SEND/EAL/PP children are being appropriately planned for to ensure challenge and progress in line with their peers, whilst building resilience and independence in preparation for the next stage in schooling</p>	<ul style="list-style-type: none"> • Pupil Progress meetings are used to discuss to plan interventions and challenge to ensure progress from starting points • Provision and data will be monitored using insight, which will inform appropriate targets and next steps • Subject leaders are to complete pupil voice including children with SEND to identify their views on

	<p>learning within their curriculum subject</p> <ul style="list-style-type: none"> • Resources are scaffolded where appropriate and children have access to visuals, vocabulary and dual language resources • Termly SALT drop ins to allow more children to be seen with clear next steps • Interventions are well planned and take place as timetabled, including those with communication difficulties • EAL baseline assessments are in place for new starters • Work with subject leaders to ensure all SEND/EAL/PP learners are making progress in foundation subjects •
<p>Continue to embed the positive behaviour policy with consistency to ensure no low-level behaviour impacts on learning</p>	<ul style="list-style-type: none"> • Ensure consistent implementation of the school's positive behaviour policy across all classrooms and areas of the school • Children are able to articulate the behaviour policy and speak positively about behaviour across the school • Learning walks and lesson observations monitor the consistent application of the behaviour policy across the whole school • Engagement with parents and carers through questionnaires demonstrates positive feedback to behaviour • SMSA's and support staff are able to articulate the behaviour policy and apply this consistently to non-classroom environments • Provide targeted support for pupils who struggle with positive behaviours • Children are identified early who require additional support through a thorough assessment process

	<ul style="list-style-type: none"> • Individualised support plans for identified pupils which involve class teachers and parents/carers • A programme of assemblies, lessons and extracurricular activities focused on building the children's social and emotional skills, promoting positive values and celebrating positive behaviours • PSHE curriculum supports a culture of positive behaviour through learning through values and British Values
<p>Embed strategies to improve attendance and punctuality</p>	<ul style="list-style-type: none"> • Fortnightly attendance meetings with SLT and DSL team to monitor key targeted children are used to target families quicker • A robust attendance monitoring system is used by office staff and SLT to monitor attendance – including daily check ins, first-day response and regular communication supports improving attendance for all • Targeted support and intervention is provided for children with poor attendance, including home visit and referrals to external agencies when required with increase of attendance • Regular opportunities to celebrate and reward good attendance for children and families • Communication for all families termly on current attendance – regardless of overall attendance – ensures all families are aware of attendance or concerns • All attendance staff are trained and kept update to with current attendance changes and local attendance updates.
<p>Improve the quality of teaching and learning in EYFS, increasing the percentage of children achieving GLD</p>	<ul style="list-style-type: none"> • Work with EYFS staff to identify early where there are gaps in understanding (increase GLD) focusing on SEND/EAL/PP • Wellcomm baseline assessment to be completed by start of Term 2

- Children to be seen by SALT as early as possible
- To plan activities more strategically, questioning initial learning and the potential learning flowing through children's interest
- The learning intention (where possible) is clear, and all staff in EYFS can articulate this
- Children's self-regulation is developed when issues occur, with consistent conflict resolution
- Embed consistent learning behaviour as part of structured routines
- The EYFS classroom, outside provision and resourcing supports the curriculum
- The outside area is used as a learning area to enhance the curriculum learning
- Embed opportunities fine motor skills for writing, in particular letter formation and number formation
- Clear areas for writing development within the EYFS area which engages the children with current topics and interests
- Develop opportunities for questioning to deepen learning
- Children will have strategies in place to support with conflict resolution
- Early identification of gaps in understanding/spoken language and targeted interventions in place
- SALT concerns are flagged early with interventions in place
- Opportunities for experiences to develop children's understanding of the world

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£18, 329.41**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL/Language development work	Bell Foundation – EAL strategies and great ideas https://www.bell-foundation.org.uk/resources/great-ideas/	1, 2, 3, 4, 5, 6
Asylum/refugee development work	Bell Foundation – EAL strategies and great ideas https://www.bell-foundation.org.uk/resources/great-ideas/	1, 2, 3, 4, 5, 6
Speaking and listening support and interventions in the EYFS. Use of wellcomm interventions to target speech and language needs	Oral language interventions Toolkit Strand Education Endowment Foundation EEF + 5 months https://www.gla-assessment.co.uk/assessments/products/wellcomm/	3, 4, 5, 6

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

Budgeted cost: **£15732.02**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics	Phonics Toolkit Strand Education Endowment Foundation EEF	3, 5

	+ 4 months	
Targeted academic interventions to support missed learning or SEND needs	Teaching Assistant Interventions I Toolkit strand I Education Endowment Foundation I EEF + 4 months	1, 3, 5, 6

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

Budgeted cost: £79,118.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance management and administration	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2
Forest nurture intervention	EEF Social emotional learning toolkit + 4 months	1, 2, 3, 4
Thrive intervention to support social, emotional and mental health needs	EEF Social emotional learning toolkit + 4 months https://www.thriveapproach.com/	1, 2, 3, 4
Play therapy	EEF Social emotional learning toolkit + 4 months	1, 2
Music provision – whole class, targeted 1:1 sessions and after school clubs	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	1, 3, 4
Family engagement days	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Parental engagement I Toolkit Strand I Education Endowment Foundation I EEF + 5 months	4

Free breakfast club for all children	Review of evidence on free school breakfast provision	1, 2
School trips	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	3, 4
Walking bus to raise attendance	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2
Sensory circuits	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	1, 2
Transitional support from EYFS to Y1	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	1, 2, 3, 5

Total budgeted cost: £113,180.04

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data is improving year on year.

- Our last years KS2 SATs results were:
 - RWM combined (EXS): 37%
 - Reading (EXS): 56%
 - Reading (GDS): 19%
 - Writing (EXS): 48%
 - Writing (GDS): 4%
 - Maths (EXS): 41%
 - Maths (GDS): 4%
 - GPS (EXS): 52%
 - GPS (GDS): 15%
- Phonics screening check was 63%
- EYFS GLD was 46%.

Attendance:

Generally, attendance and punctuality is improving across the school. This is due to clear structures in place which aim to support our families who need it. We have a staggered approach to supporting with attendance and punctuality, starting with attendance action plans. We aim to collaborate with our families to ensure they are receiving the necessary support.

SEND:

Approximately a third of our school population have an identified SEND need. Our greatest needs fall under the categories of Social, Emotional and Mental Health needs and Communication and Interaction needs. We ensure that we have interventions and support in place to meet the needs of all our learners.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Small group play work for speaking and listening and for physical development aspects to promote better personal, social and emotional and physical development across EYFS and Y1.	Stargate sports
All children (particularly PP children) are encouraged to access additional music	Preludes music

support through after school clubs and in school music lessons.	
Art and drama enrichment reflective of our school community.	Black Artists on the Move