

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 Jude's Catholic Primary School
Number of pupils in school	181 (as at 3/9/24)
Proportion (%) of pupil premium eligible pupils	52.5% (as at 3/9/24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023, 2023/2024, 2024/2025
Date this statement was originally published	September 2022
Date of the current review	September 2024
Statement authorised by	St Jude's Governing Body
Pupil premium lead	Mr D Wilson
Governor / Trustee lead	Mr G Hunt / Mrs A Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation 23/24 academic year	£147,770
Recovery Premium 23/24 academic year	£ 6,489
Total budget for 23/24 academic year	£ 154,049
Funding carried forward from 23/24 (enter £0 if not applicable)	£ 0
Pupil Premium funding allocation 24/25 academic year	£124,170
Recovery Premium 24/25 academic year	£ 0
Total budget for 24/25 academic year	£ 124,170

Part A: Pupil premium strategy plan

Statement of intent

At St Jude's our ultimate objective is to close the gap between our disadvantaged and none disadvantaged pupils. We will ensure that all children, regardless of background have the same access to the curriculum. We will support our children so that they can catch up to their peers both academically and socially through high quality teaching, celebrating achievement, individualised support, enrichment experiences and by building strong relationships between families and school.

Challenges

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

Challenge number	Detail of challenge
1	Children start St Jude's at a lower than average starting point and progression in attainment is historically lower than local and national.
2	Lower starting points also have a high impact on KS1 attainment which is historically substantially lower than locally and nationally.
3	Being situated in an area of high deprivation, several of our children have multiple indicators that affect learning- social and emotional, SEND, Child Protection.
4	Attendance and punctuality is at a much higher rate for our disadvantaged children- 2021/2022 PP attendance 90% : Non PP attendance 93% 2021/2022 PP Late 1158 : Non PP late 233
5	Poor parental engagement with school (home learning, homework and reading, overall involvement with school)

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>Accelerate learning in EYFS to ensure children are school ready.</p> <p>School prioritises early reading.</p>	<p>The progress made in EYFS ensures children leaving the stage have a GLD in line with both local and national.</p> <p>Early reading is prioritised throughout the school. Interventions for identified children support their progress. RWI to continue daily alongside additional support as required.</p>
<p>Improved outcomes in writing at Key Stage One</p>	<p>KS1 writing outcomes improve to be in line with national and local (providing data is available)</p>
<p>Improve access to learning, engagement with learning, outcomes of learning and behaviours of disadvantaged children.</p> <p>Provide additional support to ensure children are ready to learn when in school</p> <p>Through quality first teaching, ensure that children have the opportunity to catch up on lost learning and/or gaps in learning.</p>	<p>The SENDCo, pastoral team and all staff work alongside each other and outside agencies to ensure that provision for these children enables them to succeed with their learning.</p> <p>Identified children are to be given tailored support. For these children, we expect to see improved engagement in the classroom and the quality of work produced improve.</p> <p>Teachers and Teaching Assistants can recognise and address gaps in learning during the daily teaching cycle and address these daily with children.</p>
<p>Improve punctuality and attendance of PP children</p>	<p>Improve attendance and punctuality of PP children.</p> <p>Narrowing of the gap between PP and Non PP children in both attendance and punctuality.</p>
<p>Improve parental engagement in school.</p>	<p>PTFA set up to encourage parents to be involved in school. PTFA to set up at least 1 'event' this year.</p> <p>Parent governor appointed.</p> <p>% attendance at parents evening to improve.</p> <p>Children and parents engage more with homework and reading.</p>

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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost for 24/25: £ 59,617

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress to Date
Teaching Assistant and HLTA Support	Having an additional person in the Key Stage allows for a lower pupil to staff ratio, allowing the teacher the flexibility to work alongside targeted children or to direct the TA to assist with learning and deliver early intervention.	1, 2 & 3	
Continue a rigorous CPD program for teachers.	Provide further training to ensure staff can meet the needs of all learners and improve progress and attainment for all.	1,2 & 3	
Embed the Literacy Tree writing scheme	Providing teachers with a systematic scheme to improve writing across KS1 and KS2. The scheme ensures progression and a cohesive flow across classes and year groups. Gaps are more easily identified and addressed.	2 & 3	
Embed the MGL computing scheme, provide computing CPD and tutoring.	Continue to embed the MGL computing scheme to run alongside expert tutoring and CPD. This enables our children to be prepared for next steps in their future learning. Explanations and modelling are the foundations of high-quality teaching and technology is to continue to be used to improve this, as described by EEF.	3	
Providing opportunities for reading – purchase reading resources as required.	The ability to read directly impacts other areas of learning. Children who are not reading at their age-appropriate level are more likely to struggle in all their academic	1, 2, 3 & 5	

	subjects. Reading develops vocabulary and communication skills. Studies have shown that children who frequently read at the age of 10 are more likely to achieve in their GCSE's than those who don't. Additionally, those who read for pleasure have improved self-esteem.		
Continue the Read Write Inc Catch up programme for children who need phonics support in year 3, 4, 5 and 6- purchase RWI resources as required.	The teaching of a systematic synthetic phonics programme is the best way in which to support children to learn to read and write. This catch up programme is in line with the school's new phonics programme and will be delivered by our highly trained staff.	1 & 3	
To continue to further utilise Rosenshein's principles across school.	Studies show that without repeated referral back to previous learning that learning will not be embedded and will be lost. Using Rosenshein's methods will enable learning to be revisited and embedded within the long term memory.	1,2,3 & 4	

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

Budgeted cost for 24/25: £ 14,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress to Date
Phonics Keep up time	Supporting pupils to keep on track with our new phonics programme is essential for them to make progress. Research shows that children who can read can have greater access to the whole curriculum and will continue to make progress.	1,2 & 3	
1:1 reading time	Supporting children who do not read at home is essential to supporting them to make progress.	1, 3 & 5	

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

Budgeted cost for 24/25: £ 49,953

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress to Date
A dedicated Pastoral Manager	Having a consistent person within school who knows and understands the needs and family situations of our children. This ensures that the emotional welfare is met, or that appropriate strategies are put in place when needed. Our dedicated pastoral manager can further support any emotional or welfare needs ensuring that our children can come into school and be ready for learning despite any family issues.	3 & 4	.
Employ a School Counsellor – 1 day per week	Counselling offers children and young people a space to talk about their thoughts and feelings in a safe environment. It helps them to share any worries or problems they may have and to build their confidence and self-esteem	3	.
LA Attendance Service	The LA provide a dedicated attendance expert to thoroughly monitor attendance and trends. Intervening early and engaging with parents will prevent any further absences, raising attendance. Robust escalation procedures also prevent reoccurrence to sustain future attendance.	4	
Access to Fisher Family Trust attendance data	Keeping up to date with most recent statistics about attendance data is vital to ensure we are on track with our attendance targets.	4	
Experiential learning	Due to our demographics, our children (particularly the disadvantaged children) do not experience social mobility. At home they do not always have the opportunity to experience culture in the wider world. Research shows that children who visit museums, galleries etc. go on to achieve better exam results.	1 & 3	

Breakfast and Afterschool club access	As many of our children come to school without breakfast we are offering places at our breakfast club, funded for Pupil Premium children. If children do not want to attend Breakfast club, bagels and fruit are provided prior to the start of school so no child needs to start the day hungry.	3	
To provide and support individual and small group extra-curricular music tutoring	Learning about music is a vital part of a broad and rounded education. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.	3, 4 & 5	
To continue with, and improve our mental health and wellbeing approach across school.	Studies show that children must be mentally 'ready to learn'. By increasing our offer, we will ensure more children have their mental health and wellbeing needs met. This will enable these children to access more of the curriculum as through this support they will be 'ready to learn'.	1,2,3,4 & 5	

Total budgeted cost for 24/25: £ 124,170

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 2023/2024 academic year.

Intended outcome	Success criteria	Outcome for 2022-2023
Accelerate learning in YR.	Ensure that the progress made by EYFS children is 6 steps across the school year.	<p>2021/2022 ELG achieved all – 56%</p> <p>2021/2022 ELG achieved PP- 38%</p> <p>2021/2022 ELG achieved non PP- 63%</p> <p>2022/2023 ELG achieved all – 61%</p> <p>2022/2023 ELG achieved PP- 56%</p> <p>2022/2023 ELG achieved non PP- 64%</p> <p>2023/2024 ELG achieved all – 59%</p> <p>2023/2024 ELG achieved PP- 56%</p> <p>2023/2024 ELG achieved non PP- 60%</p> <p>Gap between PP and non PP reduced. Increase in scores across all areas. Majority of pupils achieving the progress measures.</p>
Narrow the gap between PP children and non-PP children.	Pupil premium children are making the recommended 6 steps of progress across the school year.	See above for Reception ELG. See below for end KS2 tests.
Narrow the attainment outcome gap between disadvantaged and no-disadvantaged children at the end of Key stage tests.	Attainment gap narrowed in RWM in both key stages.	See Table appendix 1
Provide additional support to ensure children are ready to learn when in school	Identified children are to be given tailored support.	Tailored support given by internal and external agencies including a wide early intervention and pastoral programme.
Increase children's cultural capital	Children are to be given the opportunity of experiential learning.	<p>All children took part in experiential learning including-</p> <p>Internal- visitors to school e.g. Mayan day, WW2, Egyptian and Stone-age workshops, Feathery Folk owl visit, Creative Builders DT day.</p> <p>Local- e.g. Walk around the local area, visit to the Wigan Museum using public transport, sports tournaments.</p> <p>External- e.g. Chester Roman Day, Smithills Farm, Chester Zoo, Blackpool trip, Liverpool</p>

		and River Mersey, Low Bank Ground residential.
Improve the attendance of PP children	Attendance for PP children should be in-line with non-PP children. For 2021-2022 there was a 3% gap. This will be narrowed. Late marks- the gap is reduced	Whole school attendance 2021/2022 91.9% PP attendance 2021/2022 90% Non PP attendance 2021/2022 93% Whole school attendance 2022/2023 91.3% PP attendance 2022/2023 88% Non PP attendance 2021/2022 94% Whole school attendance 2023/2024 94.3% PP attendance 2023/2024 92.8% Non PP attendance 2023/2024 95.7% Whole school data is in line with local and national attendance.
Improve the punctuality of PP children		2021/2022 PP late 1158 : Non PP late 233 2022/2023 PP late 955 : Non PP late 236 2023/2024 PP late 700 : Non PP late 299 Overall late marks have reduced year on year. This is largely due to a reduction in the number of PP children being late.
Through quality first teaching, ensure that children have the opportunity to catch up on lost learning.	Teachers and Teaching Assistants can recognise and address gaps in learning.	Using Rosenshine's principles and in school revisit sessions showed that gaps were filled and children 'new more and remembered more'. This is apparent because data is all in line with national data.

Appendix 1

Attainment	2021-2022	2022-2023	2023-2024	Notes
KS1 Reading All children	56%	64%		– No statutory KS1 SATS from 2024 onwards, therefore no data available.
KS1 Reading PP	53%	63%		
KS1 Reading Non- PP	63%	64%		
KS1 Writing All children	56%	50%		
KS1 Writing PP	53%	38%		
KS1 Writing Non- PP	63%	57%		

KS1 Maths All children	52%	64%		
KS1 Maths PP	47%	50%		
KS1 Maths Non- PP	63%	71%		
KS2 Reading All children	75%	73%	74%	Overall reading attainment remains in line with local and national results. Our PP attainment is above both local and national PP results.
KS2 Reading PP	72%	67%	67%	
KS2 Reading Non- PP	80%	83%	82%	
KS2 Writing All children	57%	70%	74%	Writing attainment has improved for PP children and is above both local and national PP results.
KS2 Writing PP	50%	61%	67%	
KS2 Writing Non- PP	70%	83%	82%	
KS2 Maths All children	71%	67%	74%	Maths attainment has improved for PP children and is above local and national results.
KS2 Maths PP	61%	61%	67%	
KS2 Maths Non- PP	90%	75%	82%	
Progress				No progress data for 23/24 (children did not sit KS1 sats due to Covid)
KS2 Reading All children	1.8	4.0		
KS2 Reading PP	2.1	3.6		
KS2 Reading Non- PP	1.3	4.7		
KS2 Writing All children	-2.6	2.9		
KS2 Writing PP	-2.6	2.4		
KS2 Writing Non- PP	-2.7	3.7		
KS2 Maths All children	0.2	2.6		
KS2 Maths PP	0.1	1.0		
KS2 Maths Non- PP	0.3	5.2		

Last year each class had additional adults in the form of Teaching Assistants and teachers (DHT and HT) in classes to lower the pupil to adult ratio and provide early intervention to support the needs of our children.

Overall this lower ratio ensured children had more opportunity to 'know more and remember more' and this was evident in the improvement in schools Ofsted grading.

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
Computing	MGL
Reading Plus	Reading Solutions UK Ltd
Literacy Tree	The Literacy Tree
Numbots	TT Rockstars
White Rose	White Rose
Music Tuition	Wigan Council
Learning By Questions	Learning By Questions
Times Table Rockstars	TT Rockstars
Read write Inc	Ruth Miskin