



St Simon's Catholic Primary School
'Whatever we do, we do it for the glory of God.'

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the 2024– 2025 academic year. This funding will enable us 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.

The school continues to have a highly transient pupil population with an increasing number of EAL pupils and pupils with complex learning and social and emotional needs. We are keen to target such children, to give them a better chance to cope and succeed in life.

At St Simon's, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We are determined to ensure that all our children are given every chance to achieve highly. Pupil premium funding, along with allocations made from the school's own budget will help ensure this money is spent to maximum effect.

School overview

Detail	Data
School name	St Simon's Catholic Primary
Number of pupils in school	169 (Excluding Nursery)
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachel Crisp
Pupil premium lead	Jayne Clarke
Governor lead	Mr James Bayly



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year including AFC	£43,620
Recovery premium funding allocation this academic year	£2139
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,759



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Part A: Pupil premium strategy plan

Statement of intent

St Simon's Catholic Primary School has high expectations for all its pupils. Children are encouraged to **STRIVE** to be the very best that they can be. Effective teaching and focused learning intentions enables maximum opportunities for exceptional learning outcomes from respective starting points. Relationships are crucial at every level, and there is commitment and dedication for all children to achieve well and to experience success and pride.

Specific interventions are implemented by staff, targeting children in need, including disadvantaged pupils. The pupil premium funding enables such interventions to take place, with the aim being for these children to do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

When making decisions about allocating our Pupil Premium Funding, the needs of the children in each cohort are considered and appropriate spending is agreed, to provide opportunities for those children to 'catch up' to those who are making expected progress and who are meeting age related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils, on average, have lower attainment rates and make less progress than non-pupil premium children.
2	Language knowledge and acquisition is limited, as is exposure to rich vocabulary.
3	A number of disadvantaged pupils struggle with specific learning behaviours. They have low emotional resilience for overcoming problems, low aspiration and focus to fulfil their potential and have poor social and communication skills for positive relationships.
4	Lower attendance and poorer punctuality for our disadvantaged children.
5	Limited life experiences and resources.



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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
Higher levels of attainment for our pupil premium children	<ul style="list-style-type: none"> • Disadvantaged and vulnerable children to make at least expected progress from their starting points. • The attainment gap between PP children and non- PP children will reduce. • Home and school work in partnership to maximise progress and attainment made.
Rich language opportunities for all.	<ul style="list-style-type: none"> • Additional speech and language activities for those who require it. • Restorative sessions and circles in classes. • A love of reading for pleasure and for information is modelled in every classroom. • Developed library area to promote a love of reading. • Libraries in every classroom. • Daily phonics is taught consistently. • Daily reading and talk for writing takes place. • Class novels are enjoyed. • Class displays reflect key, relevant vocabulary. • Whole Class reading is embedded.
An increase in positive mental health and well-being	<ul style="list-style-type: none"> • Aspirations week.



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	<ul style="list-style-type: none"> • Live life to the full materials incorporated into the curriculum for RSE and PSHE. • Drawing and Talking sessions led by trained staff, to support those suffering from trauma or loss. • A school play therapist in school 1 day a week. • ELSA intervention takes place.
<p>Attendance and Punctuality will improve for PP children.</p>	<ul style="list-style-type: none"> • Clear communication from home and school. • Staff engage with specific families and support helps to improve punctuality and attendance. • Attendance and punctuality is awarded in our celebration assemblies each week and shared on the school newsletter. • Termly rewards for 100% attendance.
<p>A broad range of experiences for the children to be exposed to.</p>	<ul style="list-style-type: none"> • Forest School is accessed by all children. • Children experience a variety of Impact activities- first hand and virtually that help children to remember their learning.



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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: £6,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school and Individual CPD engagement in school	School to school support and training to enhance the curriculum will improve quality first teaching and the ability to adapt to the needs of all learners.	1,2,3,5
Recruitment of an on-site school counsellor	Play therapist supports disadvantaged pupils who have significant barriers to learning. She conducts specific, specialised work, to promote fully accessible opportunities.	1,3
Subject leadership time	Subject leaders to work with Tracy Higgins, Key stage leads and staff from other schools to improve the quality of teaching and learning throughout the school.	1,2,3,5



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

Budgeted cost: £41,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional staff, to enable extra support for those children whom need it	Recruitment of additional TAs to support mental health at break times and academic progression in sessions. Work to include 1:1 and small group intervention.	1,2,3,5
Yearly subscription to high quality phonics programme for all pupils who need this as part of their curriculum.	DFE instruction for all schools to invest in an accredited phonics scheme.	2
ELSA interventions	Ongoing supervision and time out of class for JC to lead interventions.	1,2,3
Additional buy-back of SALT services, so we can have an additional 6 days of support throughout the year.	Allows those who struggle with speech and language to have extra support.	2,3
Subscriptions to online learning resources	Allows adaptive teaching at school and at home, particularly for disadvantaged children.	1,2,3,5
Additional support for identified Y6 pupils to	Allows targeted support for those who have been identified I maths, reading and writing.	1,2,3



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

Budgeted cost: £12,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for Y6 residential and additional impact activities throughout school	Financial support for those families who cannot afford the full cost, to allow all children to access the experience.	ALL
Breakfast & snack subsidy	Poverty proofing research shows children learn better when basic needs are met.	ALL
FSM –excluding universal	Providing FSM for disadvantaged pupils to enable them to access the curriculum more readily.	ALL
Forensic E-Safety	This system ensures that school can effectively monitor and safeguard all pupils	5
Access to effective SEMH to enable children to be in a better place to learn.	<p>School fish tank is proven provide a calm area for children to escape to when in crisis.</p> <p>Drawing and Talking programme allows children to process grief and loss in a controlled way.</p> <p>Incentives / awards for good attendance and punctuality to encourage a positive mindset about being in school to learn.</p>	3



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School uniform support	Provide spare uniform to those who do not have the means to provide the requirements to comply with policy.	5
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Total budgeted cost: £60,831



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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.

Desired Outcomes	Impact
Disadvantaged and vulnerable children to make at least expected progress from their starting points.	<ul style="list-style-type: none"> The majority of children made at least expected progress from their starting points. A significant number made more than expected progress.
Rich language opportunities for all.	<ul style="list-style-type: none"> New phonics scheme was introduced in Sept 22 and in 2023 87% of Y1 children passed the phonics screening check. In 2024 95% of Y1 children passed.
An increase in positive mental health and well-being	<ul style="list-style-type: none"> ELSA, counselling and Restorative practise throughout the school has resulted in the children being better equipped to self-regulate and to identify specific strategies to use to help them cope. The school play therapist supports vulnerable children each week.
Attendance and Punctuality will improve for PP children.	<ul style="list-style-type: none"> Attendance and punctuality did improve for some pupil premium children. It continues to be a high priority and is celebrated in assembly each week and shared in the weekly newsletters.
A broad range of experiences for the children to be exposed to.	<ul style="list-style-type: none"> Children had a wide variety of opportunities to enrich their learning. Clubs are offered at lunchtime and each member of staff runs a club throughout the year.



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	<ul style="list-style-type: none">• Most clubs are free for children to attend.
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