



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 2023 – 2024 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 have also found that lots of our pupils are struggling with coming back to school after COVID. We have targeted Mental Health and Wellbeing to support not only these children but the whole school.

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**

<b>Detail</b>	<b>Data</b>
School name	St Simon's Catholic Primary
Number of pupils in school	182 (Excluding Nursery)
Proportion (%) of pupil premium eligible pupils	15%
Academic year that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rachel Crisp
Pupil premium lead	Jayne Clarke
Governor lead	Mrs Hazel Ross



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### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year including AFC	£48,330
Recovery premium funding allocation this academic year	£3,552
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£51,882</b>



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## Pupil Premium Strategy Statement

### 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 taken into account 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"> <li>• Disadvantaged and vulnerable children to make at least expected progress from their starting points.</li> <li>• The attainment gap between PP children and non- PP children will reduce.</li> <li>• Home and school work in partnership to maximise progress and attainment made.</li> </ul>
Rich language opportunities for all.	<ul style="list-style-type: none"> <li>• Additional speech and language activities for those who require it.</li> <li>• Restorative sessions and circles in classes.</li> <li>• A love of reading for pleasure and for information is modelled in every classroom.</li> <li>• Libraries in every classroom.</li> <li>• Daily phonics is taught consistently</li> <li>• Daily reading and talk for writing takes place</li> <li>• Class novels are enjoyed.</li> <li>• Class displays reflect key, relevant vocabulary</li> <li>• Restorative ambassadors are trained up by JC and on duty daily, stimulating dialogue and resolution.</li> </ul>
An increase in positive mental health and well-being	<ul style="list-style-type: none"> <li>• Aspirations week</li> <li>• Live life to the full materials incorporated into the curriculum</li> </ul>



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	<ul style="list-style-type: none"> <li>• Drawing and Talking sessions led by trained staff, to support those suffering from trauma or loss.</li> <li>• A school Counsellor in school 1 day a week</li> <li>• ELSA intervention takes place</li> </ul>
Attendance and Punctuality will improve for PP children.	<ul style="list-style-type: none"> <li>• Clear communication from home and school</li> <li>• Staff engage with specific families and support helps to improve punctuality and attendance</li> </ul>
A broad range of experiences for the children to be exposed to.	<ul style="list-style-type: none"> <li>• Outdoor learning is accessed by all children.</li> <li>• Children experience a variety of Impact activities- first hand and virtually that help children to remember their learning.</li> </ul>



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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: £12,457

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	Counsellor 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: £39,216

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



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

Budgeted cost: £33,924

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.	<b>ALL</b>
Breakfast & snack subsidy	Poverty proofing research shows children learn better when basic needs are met.	<b>ALL</b>
FSM –excluding universal	Providing FSM for disadvantaged pupils to enable them to access the curriculum more readily.	<b>ALL</b>
Forensic E-Safety	This system ensures that school can effectively monitor and safeguard all pupils	<b>5</b>
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>	<b>3</b>





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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

**Total budgeted cost: £85,597**



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## Pupil Premium Strategy Statement

### 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"> <li>The majority of children made at least expected progress from their starting points.</li> <li>A significant number made more than expected progress.</li> </ul>
Rich language opportunities for all.	<ul style="list-style-type: none"> <li>New phonics scheme was introduced in Sept 22 and 87% of Y1 children passed the phonics screening check.</li> </ul>
An increase in positive mental health and well-being	<ul style="list-style-type: none"> <li>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.</li> </ul>
Attendance and Punctuality will improve for PP children.	<ul style="list-style-type: none"> <li>Attendance and punctuality did improve for some pupil premium children. More work needs to be done to continue to improve this area,</li> </ul>
A broad range of experiences for the children to be exposed to.	<ul style="list-style-type: none"> <li>Children had a wide variety of opportunities to enrich their learning.</li> </ul>