

Pupil premium strategy statement – St George's Catholic Primary School, Enfield



This statement details our school's use of pupil premium (and recovery 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	564
Proportion (%) of pupil premium eligible pupils	12%
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)	
Date this statement was published	Dec 2023
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Mr O'Rourke
Governor / Trustee lead	Deborah Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,225
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£18400
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£106,625

Part A: Pupil premium strategy plan

Statement of intent

We believe our disadvantaged children can make good progress and attain highly. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils, including providing additional support where necessary.

We also acknowledge that disadvantaged pupils have a higher-than-average chance of missing out on opportunities that other children may enjoy, learning new skills beyond the curriculum that, through participation, will lead to better life chances for them.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. We do however carefully track the provision that each pupil premium pupil receives.

Challenges

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

Challenge number	Detail of challenge
1	Lower prior attainment than peers
2	The proportion of children reaching the expected standard in the core subjects at the end of key stage 1 is lower than that of non-disadvantaged
3	The proportion of children meeting the phonics standard at year 1 is lower for disadvantaged children. Average scores are lower

4	Low attainment at the end of key stage 1 means disadvantaged pupils need to progress more quickly than their peers
5	There is a greater need for pastoral support amongst the pupil premium children than for other children.
6	Disadvantaged pupils receive the same opportunities as their peers

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
Increase progress for disadvantaged pupils at key stage 2	Progress of PP children higher than peers so that their attainment is in line with other children at the end of key stage 2
Raise attainment in key stage 1	Gap between disadvantaged children and their peers is narrowed
More Able PP learners reach potential	ANE scores for relevant children are higher across the school
Improve phonics outcomes for disadvantaged pupils	Gap between the proportion of disadvantaged pupils meeting the phonics standard and their peers is narrowed
Provide support for mental health	Provide training for specified staff in dealing with mental health issues. Provide interventions to tackle mental health issues
Provide access to enrichment activities	Participation and progress in a range of enrichment activities, learning new skills

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: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA programme	British Psychological Society	5
<i>Aim High writing workshops for more-able disadvantaged</i>	AIM website Case study for aiming high in writing	6
<i>CPD in early reading & writing</i>	Christopher Day research	2, 4
<i>ELSA training</i>	As above	5

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention for year 6 pupils who need to catch up. Increase their exposure to quality first-teaching	Quality first teaching	1
<i>1:1 support pre-teach and catch-up sessions</i>	Virdis Schools research	2,4
<i>1:1 pastoral support/mentoring</i>		5
<i>Dyslexia Support (IDL)</i>	IDL Research	2, 3, 4, 5
<i>Daily Reading</i>		1,4

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

Budgeted cost: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for mental health support (GC)</i>	EEF documents	5

Total budgeted cost: £42000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

ASP - **Progress** scores are higher for pupil premium children than average.

	Progress	
	School PP children	National other
Reading	+1.09	-0.83
Writing	+1.44	-0.76
Maths	+1.40	-1.15

Attainment at KS2

Reading, Writing, maths combined was higher for our PP pupils than the national average for non-PP pupils at the expected standard

Reading, Writing and Maths combined was significantly higher for our PP pupils than for non-PP pupils nationally at the higher standard.

	Expected standard		Higher standard	
	School PP children	National other	School PP children	National other
R, W, M combined	67%	66%	33%	9%

Average scaled scores in Reading and Maths were higher for our PP children than non-disadvantaged nationally

	Scaled scores	
	School PP children	National other
Reading	107.3	105.8
Maths	106.8	105

Reading Attainment & Progress

	BNE	WNE		NE		ANE	
Year 1		2		3			
Year 2	0	4		5		1	
Year 3	1	2		5		0	
Year 4	2	1		4	+2	2	
Year 5	3	1		7	+1	2	+1
Year 6	0	3		6	+1	3	+2
Total	6	13		30		8	
Percent	10%	23%		53%		14%	
28%				72%			
						10%	

In reading, as interventions begin to take effect, increased numbers of children make progress. 13% of pupil premium children moved from being assessed as WNE to NE

Writing Attainment & Progress							
	BNE	WNE		NE		ANE	
Year 1							
Year 2		5		4		1	+1
Year 3	1	3		4	+3		
Year 4	1	3		4	+2	2	+2
Year 5	3	3		6		1	
Year 6	1	3		6	+1	2	+1
Total	6	17		24		6	
Percent	11%	32%		45%		11%	
43%				57%			
Progress						19%	

Maths Attainment & Progress							
	BNE	WNE		NE		ANE	
Year 1							
Year 2		3		5		2	
Year 3	1	1		6	+3	0	
Year 4	1	2		4	+2	2	
Year 5	3	3		5		2	
Year 6		4	+1	6	+1	2	+1
Total	5	13		26		8	
Percent	9%	23%		46%		14%	
32%				68%			
progress						14%	

In Maths, throughout the school, all Pupil Premium children made progress in line with expectations or higher. 14% of the children made more than expected progress, most significantly from WNE to NE, as shown by the + numbers in the chart above.

Externally provided programmes

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

Programme	Provider
AIM High	
Dyslexia Support	IDL

Further information (optional)

All pupil premium spending is recorded ,along with the pupils that each activity benefits, further sub-divided into PP and non-PP children.

PP funding is not used to justify the employment costs of a particular individual. Rather, the proportion of their time that is dedicated to PP work is extracted and only that element of costs is taken from the PP fund.