

Pupil premium strategy statement – St. Dunstan’s Catholic 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	630
Proportion (%) of pupil premium eligible pupils	3.49%
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	October 2024
Date on which it will be reviewed	October 2025 October 2026 July 2026
Statement authorised by	Georgina Morganti
Pupil premium lead	Hayley Robbins
Governor / Trustee lead	Noreen Pantlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39, 960
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>	£39, 960

Part A: Pupil premium strategy plan

Statement of intent

St. Dunstan's Catholic Primary School's mission for all of our pupils is to:

“help every child in our care to develop as a whole person, becoming happy, caring and compassionate people where each child's gifts are developed to the full and the foundations for lifelong learning are laid down. Educating our children to be good people, is our highest priority so they have a strong sense of moral purpose and a commitment to use their gifts and talents to create peace in our world and to act compassionately to those in need.”

St. Dunstan's Catholic Primary School is committed to meeting the needs of our disadvantaged learners through our culture of high expectations, carefully planned quality first teaching and a challenging curriculum based on prior knowledge. Where there is an identified need, children will be supported through targeted pastoral, social and academic support. We expect school staff to develop strong and positive relationships with all pupils and their families. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. We strive to do all that is within our powers to ensure that any barriers to learning are broken down and the children are not limited by their social-economic backgrounds. We aim to provide an equity of experience through our curriculum, as well as access to extra-curricular activities and experiences.

Our key principles are to ensure that any gaps between all pupils and those considered to be disadvantaged are closed, in particular that:

- All children leave St. Dunstan's with a vocabulary that enables them to access all aspects of learning and articulate their thoughts and opinions.
- All children will leave St. Dunstan's with a good level of written literacy skills in order to enable them to fulfil their potential and gain future success as an adult
- Through quality first teaching and dedicated pastoral support, all children leave St. Dunstan's well prepared for the next step on their educational journey.
- All children leave St. Dunstan's confident in their own abilities to achieve and with well-established behaviours for learning.

Challenges

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

Challenge number	Detail of challenge
1	Building upon children's spoken vocabulary to ensure that the curriculum is accessible, particularly on entry to school.
2	Ensuring that children meet the expected standards for writing at the end of their year group to allow them future opportunities and success
3	Developing children's learning behaviours - how they see themselves as learners and how they think about their learning (metacognition) in order to build upon levels of independence.
4	Children not having access to the same level of resources and experiences 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
Children have oracy and vocabulary levels in line with their age or above.	Wellcom screening and British Picture Vocabulary Scale assessments will be in line with the child's chronological age.
Children demonstrate written literacy skills in line with their age or above	Children's writing assessment at end of Key Stage 2 and end of year data is in line with their peers. There will be no significant gaps in data for disadvantaged children.
Children have a positive view of themselves as learners and will be independent in their learning.	Pupil surveys and teachers observations will show that disadvantaged pupils view themselves positively as learners.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus in CPD	EEF toolkit: Very high impact and low cost. +7months	1, 2, 3

	EEF CPD report EEF Pupil Premium guide – High Quality Teaching	
Two Assistant Headteachers responsible for Teaching and Learning out of class (3 days each) to support across the school and Senior Teachers for Teaching and Learning out of class	High quality curriculum and provision for all learners across the school. Support CPD for staff. Lead on interventions. EEF Pupil Premium guide – High Quality Teaching	1, 2, 3, 4
Non-teaching inclusion leader 2 days out of class	Co-ordinates PP strategy and partnership with parents.	1, 2, 3, 4
SDP 3 Learning Together to set high expectations for all pupils Pupil Productivity and Participation CPD: Retrieval Learning tasks Teacher presence	CPD to support developing children's deep and lasting understanding of their learning and manage what they think. Including use of feedback – Teacher Feedback to Improve Pupil Learning report. EEF: Cognitive Science in the Classroom EEF toolkit: Very high impact and low cost. +7months EEF CPD report EEF Pupil Premium guide – High Quality Teaching	1, 3, 4
SDP 2 Building on Strong Foundations and making purposeful decisions about the delivery of the curriculum	EEF toolkit: Very high impact for low cost. +6mths. EEF Pupil Premium guide – High Quality Teaching	3, 4
Working with parents	EEF toolkit: Parental Engagement: moderate impact and low cost +4 months EEF Pupil Premium guide – Wider Strategies	3, 4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI	EEF toolkit: Oral Language Interventions – high impact for low cost. +6months progress. EEF Pupil Premium guide: Targeted academic support	1, 3, 4
Number Sense	EEF toolkit: Small group tuition (moderate impact for low cost +4mths) EEF Pupil Premium guide: Targeted academic support	3, 4
Guided reading and Chatter groups	EEF toolkit: Oral Language Interventions – high impact for low cost. +6months progress. Small group tuition + 4mths progress EEF: Improving Literacy in KS1 EEF Pupil Premium guide: Targeted academic support	1, 2, 3, 4
1:1 tuition	EEF toolkit: One to One tuition: High impact for moderate cost. + 5mths EEF Pupil Premium guide: Targeted academic support	1, 2, 3, 4
1:1 reading	EEF toolkit: Reading comprehension strategies + 6mths EEF Pupil Premium guide: Targeted academic support	3, 4
Hornet Literacy Primer	EEF toolkit: Phonics: high impact low cost. +5months EEF Pupil Premium guide: Targeted academic support	1, 2
NESSY	EEF toolkit: Phonics (spelling intervention) high impact low cost +5mths EEF Pupil Premium guide: Targeted academic support	2
Maths/English Club (After School)	EEF toolkit: Small group tuition (moderate impact for low cost +4mths) EEF Pupil Premium guide: Targeted academic support	2, 3, 4

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

Budgeted cost: £7,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	EEF toolkit: + 2mths progress EEF Pupil Premium guide: Wider strategies	3
Rainbows	EEF toolkit: Social and Emotional Learning +4mths EEF Pupil Premium guide: Wider strategies	3
Supporting with purchase of uniform, payments for school trips etc.	Maintain equality between pupils. EEF Pupil Premium guide: Wider strategies	4
Headteacher and Inclusion Leader monitor attendance of all, especially disadvantaged learners.	Pupils with good attendance will make better progress. EEF Pupil Premium guide: Wider strategies	3, 4
Library regularly stocked with new releases.	All children have access to a range of high quality books, including new and popular releases. EEF Pupil Premium guide: Wider strategies	2
Provision of free or reduced cost places at Breakfast Club or After School Club for disadvantaged pupils who need it.	EEF Pupil Premium guide: Wider strategies	4
Provision of free places at extra-curricular clubs	Broaden pupils experiences and opportunities EEF toolkit: Arts participation +3mths Physical activity +1mth	4

Total budgeted cost: £ 39,960

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The EYFS data has highlighted that we need to continue to ensure that our strategy for EYFS extends beyond oral interventions to support the pupils in their transition to Key Stage One.

In the academic year 2023-2024:

At the end of EYFS, 68.9% of pupils achieved GLD (good level of development) in comparison to 67.7% nationally. With 33% of the pupils eligible for pupil premium achieving GLD. All of the children eligible for pupil premium funding achieved the end of year expectations in Reading, Maths and Personal Social and Emotional Development.

At the end of KS2:

- 100% of pupils eligible for pupil premium met the expected standard in Reading
- 50% of pupils eligible for pupil premium met the expected standard in Writing
- 50% of pupils eligible for pupil premium met the expected standard in Maths

Our previous pupil premium strategy plan outlined a challenge for disadvantaged pupils to ensure that they received regular adult support with their reading and that they read from a wide range of texts. This was particularly prominent directly post-pandemic whereby children had not had the same reading opportunities and experiences during lockdown periods. We want all children to leave St. Dunstan’s seeing themselves as readers, who read for pleasure.

At the end of the academic year 2023-2024, the percentage of disadvantaged children in school meeting the end of year expectation in reading was 83%. This was a significant increase upon previous year’s data, including an improvement from 71% in the spring term of 2023. Comparatively, only 45% of disadvantaged children achieved the expected standard for writing. Therefore, this has become a line of inquiry, reflected in our school development plan and forming a new challenge for this strategy statement cycle.

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
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NESSY	Nessy Learning Ltd.
NELLI	Nuffield Foundation
Times Tables Rock Stars	Maths Circle

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.