

# Pupil premium strategy statement – St Cecilia’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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	430 incl Nursery
Proportion (%) of pupil premium eligible pupils	41% incl Nursery
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	<b>2024 - 2025</b> 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Philippa Agate, Headteacher
Pupil premium lead	Suzanne Hurst Deputy headteacher
Governor / Trustee lead	Liam Fogherty, Co-Chair of Governors/ lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,855
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£117,855</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception baseline data and end of EYFS profile shows 1.7% gap in communication and language between our school and the Local Authority. Across KS2 according to QLA of NFER data (Dec 2024), shows that in all year groups, pupils achieve less than 50% on the vocabulary content domain. In general there is a prevalent vocabulary gap between our disadvantaged pupils and their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.  Phonics data: in Y3, out of those pupils who receive RWI phonics intervention daily, 43% are disadvantaged.  On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap narrows but remains significant to the end of KS2.
3	Internal and external assessments indicate that attainment at end KS2 among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Reading, Writing and Maths.
4	A large proportion of our disadvantaged pupils have SEND. Internal assessment data indicates that in Reading, Writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. However, these gaps lessen significantly when PP pupils with SEND are disaggregated. Children who are both disadvantaged and have SEND experience multiple challenges and barriers to their learning.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem and attachment issues. These challenges particularly affect disadvantaged pupils, including their attainment and attendance. This continues to be a pertinent challenge, stemming from the Covid19 pandemic. These findings are supported by national studies.  Teacher referrals for support remain relatively high. 45 pupils (53% of whom are disadvantaged) currently require additional support with social and emotional needs, from our pastoral team and/or outside agencies.
6	Before amalgamation, our attendance data for both Infants and Juniors over the last year indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils.

	As a primary school (March 2024) our current data (10 <sup>th</sup> January 2025) out of the 14.78% of PA pupils, 55% are disadvantaged pupils who are 'persistently absent' Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	The proportion of our pupils with English as and Additional Language has increased over recent years (5% 2019 , 18% 2021 KS2 only – pre-amalgamation) to 27% in December 2024. Many new starters are also new to country and hold little or no English. This presents additional challenges around reading and language acquisition, addressed through quality-first teaching and bespoke intervention, aiming to enable them to become more proficient in English to fully access the national curriculum expectations for their year group, in-line with 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Across the school, reading fluency assessments show improved levels of reading fluency from baseline to end point.</p> <p>In KS2, the class average of the vocabulary content domain on NFER assessments improves. Disadvantaged pupils perform just as well to NPP pupils on vocabulary quizzes on Accelerated Reader.</p>
Improved reading attainment among disadvantaged pupils.	<p>PSC at end of Y1 are in line or above National.</p> <p>Improvement in phonics assessment from baseline entry data means less children require phonics intervention in Y3.</p> <p>KS2 reading outcomes in 2026/2027 show the gap between PP V NPP has closed.</p>
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2026/27 show that more than X% of disadvantaged pupils met the expected standard in all core areas.
Improved GLD outcomes for all disadvantaged pupils	The proportion of disadvantaged pupils achieving GLD is in-line with the national average by 2026/2027, and the gap between PP and non-PP outcomes is diminished.
Disadvantaged pupils with SEND make excellent	KS2 outcomes in 2026-2027 indicated SEND pupils who are disadvantaged make strong progress from their starting points.

<p>progress from their starting points.</p>	
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• All disadvantaged pupils access an enriched curriculum – including a wide variety of extra-curricular activities which disadvantaged children access and are encouraged to attend.</li> <li>• Participating in competitions, both sporting and non-sporting events throughout the school year.</li> <li>• Enrichment experiences and visits are planned into the curriculum. By the end of Year 6 pupils will have visited theatres, museums, residential, outdoor spaces and places of worship amongst others.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall attendance of disadvantaged pupils is in line with the National Average.</li> <li>• Reduce the number of persistent absentees among disadvantaged pupils.</li> <li>• PP attendance improves from 93.67% ( Sept 23-July24) to be more in-line with National figures.</li> <li>• Further develop the role of attendance lead in school, by learning from good strategies of other schools within the network and CPD. Further engagement with our hard to reach parents. Review and add to current attendance &amp; punctuality incentives.</li> <li>• No of PAs across the school is in line with national average.</li> </ul>
<p>Increased support disadvantaged EAL pupils who are acquiring the English language, to enable them to access their year group's programme of study and reduce the vocabulary gap.</p>	<p>All EAL pupils make good progress from their start points, starting with a rigorous assessment (NASSEA) upon entry and their progress tracked and monitored until they become proficient in English.</p> <p>EAL pupils new to school and their families are fully settled into school life at St. Cecilia's.</p> <p>Teachers are fully equipped with the necessary tools, including necessary CPD to fully support EAL learners in the classroom, adapting teaching whilst maintaining high expectations.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2024-2025)** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£60,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER) Autumn &amp; Summer for KS2.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests are a reliable form of assessment and completing the Question Level attached provides reliable insights into the specific strengths and weaknesses of each pupils and cohorts to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  <a href="#">Diagnostic assessment   EEF</a></p>	<p>1, 2, 3, 7</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Purchase high quality texts to support the curriculum.</p> <p>Ensure explicit planning and teaching of vocabulary across the curriculum. Invest in staff CPD with regards to this.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p> <p>EEF: 6+Months progress</p>	<p>1, 2, 3, 4, 7</p>

<p>Purchase and embed Monster Phonics in EYFS &amp; KS1 and RWI in KS2 (as an intervention programme) to secure stronger phonics teaching for all pupils.</p> <p>Invest in all relevant CPD especially for new staff and ECTs.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>EEF: 5+ Months progress.</p>	<p>1, 2, 3, 4 , 7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to embed our new Power Math scheme across the new primary school and invest in any relevant CPD through the LA and Maths Hub.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>To continue to embed our new Writing scheme 'Ready, Steady, Write' and Reading scheme 'Steps to Read' across the new primary school to ensure consistency in high quality teaching and sequencing of reading and writing.</p>	<p>EEF evidence key findings:</p> <ol style="list-style-type: none"> <li>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</li> <li>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</li> <li>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</li> <li>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be <b>taught explicitly and consistently</b>.</li> <li>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</li> </ol> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>EEF: 6 months progress</p>	<p>1,2,3, 7</p>

	<p>Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Develop the role of the SEMH Lead across the primary school.</p> <p>Track and monitor the progress of pupils attending SEMH interventions both by internal and external partners, with entry and exit data.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	All
<p>Work towards achieving Inclusion Quality Mark (IQM).</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://iqmaward.com/what-is-educational-inclusion/">https://iqmaward.com/what-is-educational-inclusion/</a></p>	All
<p>Continue to review current SEND provision alongside the EEF's 'Special Educational Needs in Mainstream' guidance and the SEND Code of Practice.</p>	<p>Liverpool's SEND Graduated Approach toolkit: Special Educational Needs and Disabilities. The graduated approach starts at the whole school/setting level, as all teachers are continually assessing, planning, implementing and reviewing their approach to teaching for all</p>	2,3,4,5



	<p>children and young people, however, for pupils with SEND, this approach is increasingly personalised depending on the needs of the child/young person.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	
<p>Purchase and implement NASSEA assessment system to monitor progress of EAL learners, particularly those with little to no English. From this, pupils have clearly defined targets for pupils to work towards to support language acquisition and diminish the vocabulary gap. Teachers will address this through an adaptive curriculum.</p>	<p><a href="https://www.nassea.org.uk/eal-assessmentframework/">https://www.nassea.org.uk/eal-assessmentframework/</a></p> <p>The Framework is a cross-curricular tool which helps practitioners to observe, document and accelerate the ways bilingual pupils start to use English as a tool for learning in school, then continue to develop their use of English through all their subject areas. It describes the development of communicative behaviour in class and language for learning through listening, speaking, reading and writing. It also includes some aspects of personal development likely to be significant for bilingual learners, such as readiness to speak to others in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches</a></p>	1,2,7

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

Budgeted cost: **£25,742**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-Continue with Accelerated Reader/STAR Reader which allows pupils to take regular vocabulary quizzes to develop improve and monitor their vocabulary knowledge.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>EEF: There are some indications that approaches involving digital technology</p>	1,2,3,4,7

<p>-Purchase Reading Plus for Y6/5 pupils.</p> <p>-Implement vocabulary intervention for PP/PP+SEND/EAL pupils, prior to a new unit beginning, these pupils will learn the vocabulary, their definitions and meaning in context so they are familiar with these when lessons begin to reduce a potential vocabulary gap and thereby aid their knowledge retention.</p> <p>£6758</p>	<p>can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p>	
<p>PP+ pupils have the same opportunities as non PP pupils.</p> <p>Access a range of in school and outside activities; uniform; trips, after school provision, learning resources including 1:1/small group tuition paid for as stated in pupil's PEP</p>	<p>Pupil entitlement. PPP grant should be utilised to support each child's individualised learning targets (as stated in their PEP), driven by priority and need.</p>	<p>1,2,3,4, (7)</p>
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Some Y6s to receive after school, booster sessions to support gaps in knowledge in preparation of their SATs.</p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>2</p>

<p>Purchase Flash Academy for 10 EAL learners to enable them to become more proficient in the English language</p>	<p><a href="https://www.bellfoundation.org.uk/resources/guidance/classroomguidance/effective-teaching-of-eal-learners/">https://www.bellfoundation.org.uk/resources/guidance/classroomguidance/effective-teaching-of-eal-learners/</a></p> <p>Unlike first language English learners, those using EAL have a double task ahead of them – simultaneously learning the English language and learning content through English. This means that teaching and support staff should set high expectations, while offering the right level of language support and scaffolding for learners to access the curriculum and demonstrate their knowledge/skill.</p>	<p>7 1,2,3 5</p>
<p>To improve levels of pupils' self-esteem, engagement and aspirations of some PP pupils who require it through:</p> <p>SEMH intervention with our SEMH Lead; Seedlings; Play Therapy; ADHD Foundation.</p> <p>Sports coach to provide interventions throughout the week for targeted pupils who need sensory breaks, brain breaks, develop skills of co-operation and raise self-esteem.</p> <p>Sensory circuit every morning for pupils with ASD so ready to learn and sensory needs are met at the start of the school day.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>5</p>
<p>PP pupils with SEND</p> <p><b>Implement the EEF's five recommendations to support inclusive teaching and learning and improve outcomes for pupils with SEND.</b></p> <p>PP lead to work closely with SENDCo to ensure these pupils receive right provision for their needs.</p>	<p>The EEF advises that the attainment gap between pupils with SEND and their peers is twice as big as the gap between those eligible for free school meals and their peers, and also that pupils with SEND are more than twice as likely to be eligible for free school meals. The 5 recommendations are:</p> <ol style="list-style-type: none"> <li>1) Create a positive and supportive environment for all pupils.</li> <li>2) Build on ongoing, holistic understanding of your pupils &amp; their needs.</li> <li>3) Ensure all pupils have access to high quality teaching.</li> <li>4) Complement high quality teaching with carefully selected small group &amp; 1:11 interventions.</li> </ol>	<p>1,2,3,4,7</p>

	5) Work effectively with Tas <a href="https://educationendowmentfoundation.org.uk/news/eeblog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eeblog-five-a-day-to-improve-send-outcomes</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£31,888**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed school's positive behaviour policy across the new primary school, ensuring quality CPD for staff for a consistent approach across the school.</p> <p>In addition to:</p> <p>Positive play and lunchtimes. Sports coach directed to organise and supervise team games to ensure incidents are limited on the yard and children enjoy their playtime.</p> <p>Lunch club supervised by SEMH Lead and TAs to take PP pupil x5 lunchtimes per week to reduce sensory anxieties.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p> <p>EEF: 4 months progress +</p>	
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Release time for Attendance Lead to attend termly attendance hub briefings in LA.</p> <p>1 day release per week for Attendance Lead and buy in of EWO support. Work closely with the attendance team to improve</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Schools should consider using their pupil premium to support improving attendance, where appropriate, including tackling underlying causes of absence. Approaches to support attendance are outlined in the working together to improve school attendance guidance and on the DfE best practice page.</p>	All

<p>attendance of PP children, with a particular focus on persistent absentees.</p> <p>Support PP pupil's and families with uniform, extracurricular activities including residentials, wrap around care with funded breakfast and afterschool child care.</p> <p>'No child goes hungry' morning toast provided for all pupils across KS2.(Fruit and milk provided for Infant children)</p>	<p><a href="https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/magic-breakfast</a></p> <p>EEF – Magic Breakfast 2+ Months</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £117,780**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Due to the amalgamation (1<sup>st</sup> March 2024) we have analysed the performance of our school's disadvantaged pupils of KS2 only during the previous academic year in relation to the Junior school previous PP Strategy. However, we cannot draw upon KS2 published national assessment data as these are not made available due to the amalgamation and the closure of St Cecilia's Catholic Junior School. Therefore, the only data we can draw upon for the purposes of evaluation are our own internal summative and formative assessments, which have informed the PP Strategy for 2024-2027.

The data demonstrated that [school would provide an overview of conclusions drawn from this analysis, including reference to school performance measures data, once published].

**Intended Outcome 1:** Improve language skills and acquisition of vocabulary among disadvantaged pupils.

**Intended Outcome 2:** Improved reading among disadvantaged pupils.

This school closed on 29 February 2024 and amalgamated into [St Cecilia's Catholic Primary School](#).

[Show school details](#)

### Key stage 2

This is revised data for 2022/23.

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### Progress in reading, writing and maths ?

#### Reading ?

Number of pupils = 55

Pupils with adjusted scores = 0

**Above average** 2.69

Confidence interval ?  
1.0 to 4.3

#### Writing ?

Number of pupils = 55

Pupils with adjusted scores = 0

**Above average** 2.00

Confidence interval ?  
0.4 to 3.6

#### Maths ?

Number of pupils = 55

Pupils with adjusted scores = 0

**Average** 0.90

Confidence interval ?  
-0.7 to 2.5

#### Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher ?

Number of pupils = 60



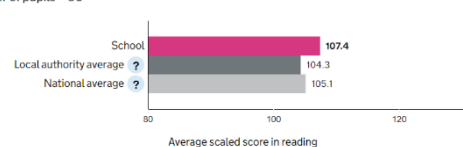
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4

#### Average scaled score in:

Reading ?

Number of pupils = 60



## Internal data analysis for academic year 2023-2024:

### **Attainment: PP ANALYSIS**

Year group	% on track Reading	NPP	% on track Writing	NPP	% on track Maths	NPP
6	14/25=56%	26/33=79%	16/25=64%	27/33=82%	13/25=52%	28/33=85%
5	11/22=50%	30/36=83%	9/22=41%	25/36=69%	13/22=59%	26/36=72%
4	15/23=65%	28/39=72%	11/23=48%	20/39=51%	12/23=52%	27/39=69%
3	14/22=64%	22/38=58%	10/22=45%	20/38=53%	16/22=73%	29/38=76%

### **Attainment table for PP excluding pupils with SEN**

Year group	% on track Reading	NPP	% on track Writing	NPP	% on track Maths	NPP
6	10/13=77%	26/33=79%	12/13=92%	27/33=82%	10/13=77%	28/33=85%
5	9/15=60%	30/36=83%	9/15=60%	25/36=69%	10/15=67%	26/36=72%
4	15/21=71%	28/39=72%	11/21=52%	20/39=51%	12/21=57%	27/39=69%
3	11/15=73%	22/38=58%	8/15=53%	20/38=53%	10/15=67%	29/38=76%

In reading, writing and maths, significant gaps exist between PP and NPP. This is partly to do with a high proportion of our disadvantaged pupils having SEND and/SEMH. However, the data shows that these gaps reduce significantly to 2% in reading, 8 % in maths and in writing PP outperform NPP by 10% when this data excludes PP pupils with SEND.

### **Year 6 contextual information:**

- 15 pupil on SEND register (11/15 also disadvantaged)
- 25 disadvantaged (PP) pupils (12 PP pupils with SEND)
- Reading 5 pupils were disapplied (disaggregate these from the cohort data = 75%)
- Maths 3 pupils were disapplied (disaggregate these from the cohort data = 75%)
- SPAG 4 pupils were disapplied (disaggregate these from the cohort data = 74%)
- 8/58 are new to school mid-year 5, 2 of which started in Y6 . Out of these new starters: 1 is a non-attender with SEMH who is also PP ( att 15.3%) one has complex SEND needs, one has not been in school since March 2024 and is also PP (att 50.1%)
- 13/58 (22%) are persistently absent from school. Out of this group:
  - 7/13 (54%) achieved the expected standard in all 3 SATS.
  - 2/13 (15%) did not sit any tests.
  - 3/13 (23%) did not meet expected standard in reading.
  - 2/13 (15%) did not meet expected standard in SPAG.
  - 1/13 (8%) did not meet expected standard in maths.



## EYFS & KS1 Data 2023-2024

### EYFS Profile Data: Good Level of Development

	EYFSP 2022	EYFSP 2023	EYFSP 2024	Liverpool (2024)	National (2024)
	61%	57.1%	61.1%	61.8%	67.9%

4% RISE SINCE 2023

6.8% BELOW NATIONAL

### Average number of Early Learning Goals at Expected Level Per Child

	2022	2023	2024	Liverpool (2024)	National (2024)
	14.8%	14.2%	13.7%	13.4%	14.1%

0.5% DECREASE SINCE 2023

0.4% BELOW NATIONAL. Broadly in line with national (slightly below) for last 3 years.

### Phonics Screen

	END OF Y1 PSC	December	February (26+)	April (26+)	PSC June 24	Liverpool (2024)	National (2024)
Year 1		3/58=5%	27/58=47%	42/59=69%	43/59= 72.9%	76.3%	80.7%
Year 2	31/60=52%	1/19=5%	7/19=37%	13/19=68%	11/20= 55%	52.9%	56.8%

### Phonics Screening : Comparable Data

	PSC 2022	PSC 2023	PSC June 24	Liverpool (2024)	National (2024)
Year 1	57.6%	70%	43/59= 72.9%	76.3%	80.7%

15.3% RISE SINCE 2022.

Currently 7.8% below national. Remained below national for last 3 years.

### PSC 2024:

- PP 15/22 = 68%
- NPP 28/37=76% NPP outperformed PP pupils by 8%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils, although we were unable to do this at national and local level as this data is not made available due to the closure of both schools (29.2.24).

The data demonstrates that as a newly formed primary school we should aim to meet national expectations for GLD, PSC and end of KS2 data, as well as targeting and closely monitoring the progress of disadvantaged pupils to close the gap between them and non-disadvantaged.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The attendance data (September 2023-July 2024) was 93.65% for PP pupils and 93.72% for NPP pupils, which demonstrated that PP pupils' attendance was only 0.7% lower than



NPP pupils. This shows that there is little significance between both groups of pupils. However data of pupils who are persistently absent from school does indicated that the majority of these pupils are disadvantaged. 36/58 persistently absent pupils were disadvantaged: 62% in 2023-2024.

Based on all the information above, it is too early as a newly formed, amalgamated school to make judgements on the performance of our disadvantaged pupils and whether we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. The review of this strategy at the end of the academic year 2024-2025 will be more informative.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
Accelerated Maths	Renaissance
Reading Plus	Reading Solutions
Timetables Rockstars	Maths Circles Ltd
Spelling Frame	Spellingframe.co.uk
Spag.com	Spag.com
Computing curriculum support	Hi Impact
Ready, Steady , Write	Literacy Counts
Steps to Read	Literacy Counts
Power Maths	Pearson

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.