

Pupil premium strategy statement – Abbey Catholic Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	Abbey Catholic Primary School
Proportion (%) of pupil premium eligible pupils	36% (October 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 (Year 3 of 3)
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr Joseph McTernan
Pupil premium lead	Mr Jack Crowhurst
Governor / Trustee lead	Tracey Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,960
Pupil premium (and recovery 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>	£224,960

Part A: Pupil premium strategy plan

Statement of intent

At Abbey Catholic Primary School, we target the use of Pupil Premium (PP) funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children's attainment on average behind their peers.
2	Lack of Cultural Capital opportunities outside the curriculum.
3	Lack of opportunities for Pupil Premium children to develop a love of reading.
4	Attendance data indicates that 16.8% of disadvantaged children are persistently absent from school

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
Close the attainment gap between Pupil premium children and their peers.	<p>65% of PP children to attain 'at least Expected' across all Reading and Writing ELGs to be in line with previous National Average.</p> <p><i>Stretch Target: 75% of PP children to attain 'at least Expected' across all Reading and Writing ELGs to be in line with school peers.</i></p> <p>75% of PP children passing the Phonic screening check in line with National Average.</p> <p><i>Stretch Target: 92% of PP children passing the Phonic screening check in line with National Average.</i></p> <p>73% PP children pass the KS2 Reading, Writing SATs tests (2023 National average).</p> <p><i>Stretch Target: 80% PP children pass the KS2 Reading, Writing SATs tests to be in line with peers.</i></p>
An increase in the number of pupil premium children accessing a wider range of opportunities within the curriculum.	The school vision is to ensure that 100% of pupil premium children have accessing extra-curricular opportunities during the 2023-24 academic year.
Greater opportunities to develop a love of reading for Pupil premium children.	Remove barriers to develop love of reading and regular opportunities to access high-quality texts.
A reduction in the number of pupil premium children that are persistently absent.	The schools target is for the percentage of pupil premium children who are persistently absent to be in line with peers at 12%

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: £ 112,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Closing the gap between PP and the whole school in Reading and Writing through quality first teaching.</p> <p>-Read Write Inc (Phonics) setting across EYFS and KS1</p> <p>-Welcomm initiative</p> <p>-Subscriptions to online basic skills homework schemes.</p> <p>-Small group setting in upper key stage 2 to support with progress and attainment of pupil premium children.</p> <p>-CPDF for staff to enhance the teaching and learning across school.</p>	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Small group tuition +4</p> <p>Oral Language intervention +6</p> <p>Parental Engagement +4</p> <p>Homework +5</p> <p>Metacognition and Self-Regulation Training +7</p>	1,3

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

Budgeted cost: £55,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Closing the gap between PP and the whole school in Reading and Writing through quality small group interventions:</p> <p>-20 day challenges.</p> <p>-Literacy and Numeracy intervention.</p> <p>-Mentoring opportunities</p> <p>-Welcomm initiative</p>	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>One to One tuition +5</p> <p>Small group tuition +4</p> <p>Teaching assistant intervention +4</p> <p>Mentoring +2/ Self regulation +7 Social and emotional learning +4</p> <p>Oral language intervention +6 Small group tuition +4</p>	1,3

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

Budgeted cost: £57,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Greater opportunities to develop a love of reading for Pupil premium children.</p> <ul style="list-style-type: none"> - Stock of book vending machine for children to be able to access books throughout the year. -Targeted group to improve inclusion of pupil premium children in extracurricular reading activities. 	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Meta cognition and self-regulation +7</p>	1, 3
<p>A reduction in the number of pupil premium children that are persistently absent.</p> <ul style="list-style-type: none"> -Breakfast Club -Family Support Worker - Attendance incentives for persistently absent children. 	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Extending school time +3</p> <p>Behaviour intervention +4</p>	4
<p>An increase in the number of pupil premium children accessing a wider range of opportunities within the curriculum.</p> <ul style="list-style-type: none"> -Root4Fruits -Targeted after school clubs -Birmingham Irish Association (Music) -Reading club -Shakespeare schools festival 	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands:</p> <p>Aspirational intervention</p> <p>Physical activity +1</p> <p>Collaborative learning approaches +5</p>	2
<p>Hardship fund created to support any family in school who need</p>	<p>Education Endowment Foundation teaching and learning toolkit (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)</p>	2

additional financial support to pay for school related items.	tionendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) advocates that the following strands: Extending school time +3 Outdoor adventure activities 0 School uniform 0	
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Total budgeted cost: £224,960

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Area of Focus	Impact
Close the attainment gap between PP children and the rest of the school in Reading and Writing.	<p><u>2022/23</u></p> <p>92% PP children passed the Phonic screening check, in line with Peers and above the national average of 75%</p> <p>End of KS1 results:</p> <p>70% PP children reach reading expected standard, in line with peers.</p> <p>70% PP children reach writing expected standard, in line with peers.</p> <p>75% PP children reach maths expected standard, in line with peers.</p> <p>End of KS2 SATs results:</p> <p>57% PP children reach reading expected standard.</p> <p>57% PP children reach writing expected standard.</p> <p>57% PP children reach maths expected standard.</p> <p><u>2023/24</u></p> <p>100% PP children passed the Phonic screening check, in line with Peers and above the national average of 71%</p> <p>End of KS1 results:</p> <p>70% PP children reach reading expected standard, in line with peers.</p> <p>65% PP children reach writing expected standard, in line with peers.</p> <p>72% PP children reach maths expected standard, in line with peers.</p> <p>End of KS2 SATs results:</p> <p>75% PP children reach reading expected standard.</p>

	<p>88% PP children reach writing expected standard.</p> <p>81% PP children reach maths expected standard.</p>
Greater opportunities for real life experiences within the curriculum.	<p>Following targeted invitation, 73% of Pupil Premium children accessed an after school club during to 2022/23 academic year.</p> <p>This is in line with peers where 73% of the whole school accessed an after school club.</p> <p><u>2023/24</u></p> <p>83% of pupil premium children accessed extra curricular clubs.</p> <p>73% of the whole school accessed extra curricular clubs.</p>
Greater opportunities to develop of a love of reading in PP children.	<p>Greater opportunities to develop love of reading and regular opportunities to access high-quality texts through the purchase of resources and improvement of the book bus has resulted in an improvement in a love of reading and attainment of PP children. This was evidenced through an external review of PP where pupil voice stated, 'The book bus acquisition was an inspired solution to get reluctant readers interested in reading'.</p> <p>100% PP children passed the Phonic screening check in line with year group average.</p> <p>End of KS1 results:</p> <p>70% PP children reach reading expected standard, in line with peers.</p> <p>End of KS2 SATs results:</p> <p>75% PP children reach reading expected standard.</p>
Improve attendance and engagement of children in readiness for their learning	<p>Attendance figures 2022/23</p> <p>Whole school attendance: 95.43%</p> <p>PP attendance: 94.08%</p> <p>National Average: 94%</p> <p>Persistent Absentee figures 2022/23</p>

	<p>Whole school attendance: 11.94%</p> <p>PP attendance: 16.8%</p> <p>National Average: 17.2%</p> <p>Attendance figures 2023/24</p> <p>Whole school attendance: 95.92%</p> <p>PP attendance: 94.48%</p> <p>National Average: 93.1%</p> <p>Persistent Absentee figures 2023/24</p> <p>Whole school attendance: 7.16%</p> <p>PP attendance: 13%</p> <p>National Average: 19.2%</p>
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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