



This statement details our school's use of pupil premium **2024 – 2027** 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	St Louis Catholic Primary School
Number of pupils in school (Reception to Yr 6)	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2027
Date of this statement was October 2022	1 st September 2024
Date on which it will be reviewed	September 2025
Statement authorised	Sue Blakeley
Pupil premium lead	Sue Blakeley
Governor / Trustee lead	Bethan Byrne and Marc Walker Co-chairs of Governors

Funding Overview

Pupil premium funding this academic year	£67,280
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,280

Part A: Pupil premium strategy plan

Statement of intent

St Louis Catholic Academy is part of Our Lady of Walsingham Catholic Trust. As a school within the Trust, we will deliver outstanding educational, spiritual and moral outcomes for all children regardless of their faith or backgrounds within an ethos based on full inclusion, high expectations, innovation, outstanding teaching and learning, and a relentless focus on the needs and potential of

every child. Our vision is that every school within the Trust has a reputation for excellence in their local communities and beyond.

Developing the person

As part of the Trust, our curriculum is designed to meet the needs of all the children and to prepare them for success in life, however and whatever that might mean to them as they grow and develop. All children will have the opportunity to develop their talents to the full, in the recognition that they all have talents to offer and that although these talents are different, none is more important than another and all are needed in our ever-changing world.

Catholic-rooted, child-centred

We are founded on Catholic values which underpin every social, academic and pastoral relationship and the related behaviours which act as live witness to our Faith. Inspired and supported by these values, we seek to develop the characteristics of effective learners in our children so that, whatever their future holds, they can approach this with character, confidence, resilience and a Christ-centred moral compass.

The learning culture is one where the children and staff have the confidence to engage and need not fear failure along the way. The children are supported to be confident, active learners so that they push themselves beyond their perceived limits in the safe knowledge that our best learning takes place when we don't get it right first time, and is a valuable expression of engaging confidently in learning. The children enjoy working with adults and other children, and also understand that they have God-given gifts, with which it is their responsibility to do the best that they can for themselves and others.

As a school within the Trust, we are committed to the high quality development of all staff, which is key to excellent provision for pupils. This in turn leads to high all-round learning and achievement. The Trust's approach to professional development is enhanced by a sharing of expertise, best practice, resources and opportunities across the Trust. This ensures the capacity for continuously self-improving academies.

Our Trust and school stated intents fully align with our work:

- raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential;
- providing support for children and young people with parents in the regular armed forces.

A tiered approach

We adopt a tiered approach to Pupil Premium spending. It is as follows:

Quality First Teaching

High-quality teaching is key to our approach, with a focus on areas in which disadvantaged pupils demonstrate that they require the most support as identified by our regular diagnostic assessments. Quality first teaching 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. Spending on ensuring high quality teaching might, but not exclusively, include

- professional development, training and support
- access to diagnostic assessment materials
- access to systems to support the analysis of data and identification of a pupil's specific academic strengths and weaknesses.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Teaching assistants have access to pupils' question level analysis to provide focused interventions where appropriate and classroom-based support which supplements the teacher where cohort wide gaps are identified. Teaching assistants work to engage and motivate children to develop reading skills across KS1 with regular 1:1 support and assessment linked to classroom activities. A systematic phonics programme across KS1 rapidly identifies those in need of additional support and targeted groups address this need.

Wider strategies

Extra-curricular activities increase pupil motivation to attend school, provide regular opportunities to experience good quality spoken and written language, ensure access to learning support for those with limited access to support at home and enable pupils to experience the benefits of supporting others. Studies have shown that giving is beneficial for combating stress, depression and anxiety and also serves to improve self-confidence and provide a sense of purpose. Our Wraparound provision is free to pupil premium pupils which has improved attendance, punctuality and access to after school activities. All staff have a collective responsibility for disadvantaged pupil outcomes and maintaining high expectations. Our strategy will be reviewed annually and adapted to respond to changes in academic priorities but the overall aim to provide high quality teaching, support for specific need and protective factors for mental health to equip children with the tools and resources for life, learning and wellbeing will be consistent over the next three years.

Attendance

We remain sharply focussed upon maintaining school attendance at or above nationally and we work with all pupil premium pupils to maintain good attendance. With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils.

Multiple Factors

We recognise that some of those disadvantaged pupils are also identified on the SEND register. Where there are multiple strategies working to improve outcomes for a pupil, we will ensure a coordinated approach by professionals supporting the child.

Challenges

Challenge number	Details of challenge
1	Observations, incident recording and discussions with pupils and parents indicate higher levels of adverse childhood experiences (ACE) in disadvantaged pupils (25% of PP pupils have known ACEs 2023-2024) These have been linked to social and emotional issues for many disadvantaged pupils. This impacts on socialisation and readiness to focus, gain and retain knowledge and skills.
2	Our attendance data for 2023-2024 indicates that attendance among disadvantaged pupils has been 1% lower than for non-disadvantaged pupils. This is not the case for persistent absence. Our assessments and observations indicate that absenteeism is negatively impacting on a small number of disadvantaged pupils' progress.
3	SEND and PP: 30% of our disadvantaged pupils have recognised SEND needs (2023-2024)
4	Enrichment: we have identified the benefits to disadvantaged pupils in attending extracurricular activities, including music, language, sports and holiday activities upon attendance, family engagement, self esteem and friendship groups.
<p>note</p> <p>Entry via our nursery: in 2023-2024, we began receiving nursery children from age 3 to allow two years of teaching prior to entry Reception Year (subject to Admissions Policy). In 2025-2026, we will begin to measure the impact of this change on disadvantaged pupils receiving support prior to Reception entry. This action was taken to support school learning readiness.</p>	

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
Disadvantaged pupils achieve in line with their peers at St Louis by the end of KS2 and achieve at least National Performance or higher *	Combined Reading, Writing, Maths KS2 64% working at expected or higher 2023 2-2024 in school. National combined 2023 2024 61%.
Gap between writing outcomes for disadvantaged and non-disadvantaged narrows at both KS1 and KS2 and achieve at least in line with 2023 2024 National performance *	2023-2024 National performance writing end of KS2 expected or higher 72% 2023-2024 National performance writing end of KS1 expected or higher 62%
Disadvantaged pupils are facilitated to take an active part in the wider life of the	All school led extra-curricular activities include at least proportionate number of disadvantaged pupils as the proportion in school that term. Summer 2023 2024 15.8%

school in equal measure to their peers	
Pupils with persistent absence have help and support to increase their attendance	Persistent absence rates amongst disadvantaged pupils are comparable to persistent absence rates amongst non-disadvantaged pupils.
Times tables screening check at Year 4 for disadvantaged pupils is comparable with National performance *	34% achieve 25/25 pass mark Average score 20.6 or higher (2023-2024 National performance)

*SEND barriers to learning may impact on achievement

In 2023-2024 of 47 disadvantaged children on roll, 14 had identified SEND needs (30%)

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

2024-2025 £ 20,000

2025-2026 £19,000

2026-2027 £18,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated phonics lead—effectively implement a systematic phonics programme to oversee early reading and writing	The use of a systematic phonics programme is supported by very extensive evidence. Seven meta analyses which include studies of 5-7-year-old pupils have consistently demonstrated the impact of phonics on early reading ¹ .	1
PiXL , FFT Aspire and Insight used for diagnostic testing and analysis - Target teaching and support by accurately assessing pupil needs	Three studies have shown that prompt identification of a pupil's specific literacy needs and provision of appropriate support are critical to ensuring sustained progress. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. This approach can be	1,2 & 3

	used for high- and low-attaining pupils and for whole-class and targeted interventions. ²	
Work with Cambridge Maths Hub Mastering Number project to progress skills in multiplicative reasoning and times tables.	This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions.	1, 2 & 3
High quality CPD in the pedagogy of reading and writing– Ensure that professional development effectively builds knowledge, motivates, develops techniques, and embeds practice. TA development to meet needs of cohorts include Nuffield Early Language Intervention, Level 3 Teaching Assistant training, mental health first aid training, Little Wandle Phonics, Drawing and Talking Therapy, Maths CPD.	A systematic review concluded the more mechanisms professional development includes and effectively implements, the larger its likely impact on pupil attainment. Our current CPD to support the teaching of phonics, reading, writing and maths includes all some mechanisms from all of the four groups. ³	1, 2 & 3
SENCo focus on early identification of SEND needs amongst disadvantaged groups, including pre screening and support in nursery, supports early interventions from Reception year onwards.	Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. ⁴	1 & 4
Extending school day	Extending school time involves increasing learning time in schools during the school day. This can include extending core teaching and learning time in school. ⁴	1, 2, 3 & 4

¹ EEF Improving Literacy at KS1

² EEF Improving Literacy at KS2

³ Effective Professional Development Guidance EEF

⁴ EEF Teaching and learning toolkit

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

Budgeted cost:

2024-2025 £ 30,000

2025-2026 £29,000

2026-2027 £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants in KS1 & 2 - Use TAs to help pupils develop independent learning skills and manage their own learning Use of Maximising the Impact of Teaching Assistants Toolkit	The MITA programme was developed in response to the Deployment and Impact of Support Staff (DISS) study, which found that pupils receiving the most support from teaching assistants (TAs) made less progress than similar pupils receiving less TA support. The effects were most pronounced for the groups of pupils TAs support most often: lower-attaining pupils and those with special educational needs and disabilities (SEND). The study found that it was the decisions made by school leaders and teachers about how TAs were deployed and prepared that had the most influence over the impact of TA support. ⁵	1, 2 & 4

⁵ Effective Professional Development Guidance EEF

Maximising the Impact of Teaching Assistants – trial UCL Institute of Education 2021

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

Budgeted cost:

2024-2025 £17,280

2025-2026 £16,837

2026-2027 £15,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to enrichment activities Provide venue for free holiday activities	When messages, routines and strategies are aligned across the classroom and whole-school setting, students learn and apply social and emotional	1,2 & 4

	skills more rapidly and more effectively. The extended day enables our pupils to work with a wider range of peers and experience the same values in a less structured setting. ⁶	
NELI training and other early language development training for Reception and KS1 staff to develop oral skills	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. ⁷	1, 2 & 4
Support of Educational Welfare Officer - Offer more sustained and intensive support where needed	Reviews of the evidence identify why families can be perceived as 'hard to reach' and what services can do to address this. Parents' isolation from services may be involuntary or voluntary. Immediate barriers commonly relate to: • where and when support is delivered • how an offer is communicated Having a positive relationship through the Education Welfare Officer enables us to respond to these barriers and provide flexible location and timing of services and make services welcoming and less intimidating. ⁸	2
Supporting costs for disadvantaged pupils, including subsidised school visits funding, French and music tuition.	A large review of evidence related to SEL concludes that going beyond the curriculum to consider the whole school is needed for maximising positive impacts. ⁹	2 & 4
Psychological and Therapeutic Services – Team Pupil The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. (21-22 only). Provide a range of therapies, calm club, sensory circuits, Lego therapy, drawing and talking and sand play therapies and cooking club. Develop staff skills to deliver the therapies.	Good self-awareness is associated with reduced difficulties in social functioning and fewer externalising problems, in particular aggression. Two areas that teachers can support are children's knowledge of emotions, and ability to express emotions. ¹⁰ EEF Social and Emotional Learning	1, 2, 3 & 4

⁶ EEF Improving Social and Emotional Learning in Primary Schools

⁷ EEF Improving Social and Emotional Learning in Primary Schools

⁸ EEF working with parents to support learning

⁹ EEF Improving Social and Emotional Learning in Primary Schools

¹⁰ EEF Improving Social and Emotional Learning in Primary Schools

Total budgeted cost:			
Year	2024-2025	2025-2026	2026-2027
Teaching (for example, CPD, recruitment and retention)	£20,000	£19,000	£18,250
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	£30,000	£29,000	£28,000
Wider strategies (for example, related to attendance, behaviour, wellbeing)	£17,280	£16,837	£15,035
Total	£67,280	£64,837	£61,285

Part B: Review of outcomes in the previous academic years 2021- 2024

By the end of 3 years, in 2023 -2024:

Disadvantaged in Reception make progress in line with not disadvantaged.

Disadvantaged have absence and persistent absence below national. Attendance disadvantaged 94.6% (2.2% above national performance of 91.8%) – Persistent absence 4% compared to 29% national performance.

By the end of KS2, Disadvantaged (without additional SEND learning needs) achieve 88% Reading at ARE and above (74% National ALL), 85% Maths ARE and above (73% National All).

2 TAs enrolled on level 3 TA training

SENCo completed training in SEND and Mental Health Leadership

10 Pony Academy 1-week courses attended for children to raise confidence and self esteem

Chatty Chefs Club held weekly for 6 disadvantaged children to encourage social skills and confidence

All learning visits subsidised for disadvantaged pupils by 50%. Year 4 and 6 disadvantaged pupils subsidised to attend residential in Suffolk and Norfolk in July 2024- 14 children.

Drawing and Talking Therapy delivered to 5 disadvantaged children.

Sensory Circuits provided to 6 disadvantaged children to aid focus and attendance.

Externally provided programmes

Programme	Provider
PiXL Primary PiXL org.uk	PiXL Primary: PiXL org.uk
Insight Tracking Insight Tracking.Com	Insight Tracking: Insight Tracking.Com
Attendance Tracking	Insight FFT Aspire Arbor
The Holiday Activities and Food (HAF) programme	HAF is funded by the Department for Education. It provides free meals and activities during the school holidays for school aged children from reception to year 11 (inclusive) who are eligible for benefits-related free school meals. HAF is funded through West Suffolk CC via Premier Education.
Mastering Number	Cambridge Maths Hub