

## St Vincent's R.C. Primary School Pupil premium strategy statement 2023-2026

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Vincent's R.C. Primary School
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	Nov 2023
Date on which it will be reviewed	Nov 2026
Statement authorised by	Mrs M Brooks Mrs L Coluccio
Pupil premium lead	Mrs JL Golding
Governor / Trustee lead	Mrs L Coluccio

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,580
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,580

## Part A: Pupil premium strategy plan

### Statement of intent

At St Vincent's RC Primary School, we believe that all our children have an equal entitlement and should have an equal opportunity to develop imagination and creativity, acquire skills and abilities and have a love of learning.

When making decisions regarding Pupil Premium funding we have considered the context of the school and the subsequent challenges faced. This, along with the research conducted by EEF, has supported us in the decisions around the different strategies we use to ensure that appropriate provision is made for the teaching and learning opportunities, for pupils who receive pupil premium funding.

Our overall aim is to accelerate progress, moving children to at least age related expectations. Initially this will be in Communication, English and Maths. Resources will also be used to target able children so that they are able to achieve more than expected age related progress.

Our Pupil Premium strategy allows us to train teachers, and provide the resources needed, to allow them to deliver quality first teaching. We will provide pupils with skilled teachers who will work with them either 1-1 or in smaller working groups, as research shows this is the best way to overcoming gaps in learning. In addition to this, the PP strategy also allows us to provide teaching and learning opportunities, within class or via interventions, through the use of trained TAs or external agencies.

Finally our school recognises that the wider curriculum supports and enriches children's development in communication, English and Maths. Therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities.

### Challenges

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

Challenge number	Detail of challenge
1	Low levels of oral language and vocabulary skills in FS/LKS1
2	Phonic knowledge and reading skills to enhance reading and writing skills
3	Low attainment in writing
4	Low-income and poor mental health as a barrier to learning and enhanced extra-curricular experience
5	Low attendance (64% were under the school's target of 96% attendance)

## 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
To increase vocabulary levels across all year groups	<ul style="list-style-type: none"><li>• Observations from class discussions and confidence when conversing will indicate significantly improved oral language among PP pupils.</li><li>• Children should have the ability to use a range of vocabulary within their work, which will be observed via a book scrutiny.</li><li>• Improved outcome in end of year Wellcomm assessment in EYFS and KS1 (where applicable).</li></ul>
For the progress of PP children to be more in line with their non-pupil premium peers in reading, writing, maths and R.E.	<ul style="list-style-type: none"><li>• End of year outcomes show that more disadvantaged pupils are making more progress in order to meet the expected standard.</li><li>• Pupil progress meetings will demonstrate tracking of PP children specifically.</li></ul>
To help PP pupils who have emotional and behavioural needs develop good learning behaviours.	<ul style="list-style-type: none"><li>• High levels of learning behaviours will be evident through student voice/surveys and teacher observations.</li><li>• A significant increase in participation/confidence within class and wider curriculum activities.</li></ul>
To improve the attendance of Pupil Premium children	<ul style="list-style-type: none"><li>• Attendance reports will show PP children's attendance in more in line with schools target of 96% or above attendance.</li></ul>

### 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: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: CPD throughout the year, to improve phonics teaching, reading and writing.  Little Wandle Accelerated Reader	Education Endowment Foundation (EEF) - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is the key ingredient of a successful school  Little Wandle Letters and Sounds Revised has been built around the update (Department for Education – Letters and Sounds improving rates of progress 2021) Little Wandle has drawn on the latest research into how children learn best, how to ensure learning stays in children’s long term memory and how best to enable children to apply their learning to become highly competent readers.  Decades of reading research has identified the best practices that transform “regular reading” into high-quality reading practice that sends growth soaring. Accelerated Reader helps educators, students, and their families put these practices into action—and more than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for students of all ability levels.	1,2,3

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

Budgeted cost: £131,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of new Little Wandle reading practice books and reading for pleasure books.</i></p>	<p>Big Cat Phonics for Little Wandle Letters and Sounds Revised has been developed in collaboration with two English Hubs, Wandle Learning Trust and Little Sutton Primary School.</p> <p>It comprises of classroom resources to support the Little Wandle Letters and Sounds Revised SSP and a range of phonic readers that together provide a consistent and highly effective approach to teaching phonics.</p>	<p>1,2</p>
<p>Improve pupils language skills by early years interventions such as Wellcomm.</p> <p>Teachers will also use resources in class to ensure new vocabulary is explored with PP children across all subject areas.</p>	<p>Evidence and historic school data shows that children from disadvantaged backgrounds are affected by a poverty of vocabulary See EEF evidence review - Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds</p> <p>Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words (children in the top quartile know around 7,000 words).</p>	<p>1,3</p>
<p>Improve spelling across PP children in KS1/KS2 via Little Wandle interventions ran by TA's and the use of spelling programmes such as NESSY in KS2</p> <p>Screening for dyslexia in Yr3.</p>	<p>Recognised spelling programme specifically designed to help students who display dyslexic traits and proven success of transferral of skills into independent writing</p> <p>Nessy Reading and Spelling is an effective resource that covers 5 years of literacy development from Year 1 to Year 6. The program has been used successfully since 1999, by 100,000s of children worldwide. It is designed for children 6-11 years old, although many older students find the program helpful.</p>	<p>2,3</p>

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

Budgeted cost: **£6000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Help pupils be ready to learn and help them to develop good behaviours for learning through ELSA resources.	<p>EEF - Both reactive and preventative interventions may improve behaviour, while a reduction in challenging behaviour can also help to improve other variables such as classroom climate, attendance and attainment (Gastic, 2008; Marzano &amp; Marzano, 2003).</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress (EEF research)</p>	1,4
Training for SENCO to become Mental Health First Aider and create pupil wellbeing ambassadors as a leadership group.	<p>In January 2017, the Government published its response to the 2016 report, "The Five Year Forward View for Mental Health" addressing key recommendations made by the independent Mental Health Taskforce. This response included a strong focus on early interventions and prevention of mental ill health in young people. As part of the Government commitments set out in this paper, they also funded the Youth MHFA in Schools programme. This programme aims to bring Mental Health First Aid skills to every state school in the country from 2017-2020, by training at least one person per state school.</p>	4
Provide enrichment through wider opportunities such as music lessons and school trips	<p>Children's learning is enhanced through exposure to a wide and rich variety of experiences outside school which PP pupils are less likely to have.</p> <p>Evidence from good practice shows innovative practice can improve outcomes for these children. Therefore, we must ensure that all pupils have full access to broad educational experiences, such as residential courses and competing in sporting events.</p> <p>(Ofsted, The Pupil Premium - How Schools are Spending the Funding Successfully to Maximise Achievement, 2013)</p>	4

Introduce attendance strategy and policy. Attendance lead to rigorously monitor attendance and work with families to improve attendance.	Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care. (Education hub)	5
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**Total budgeted cost: £139,116**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We are extremely pleased with the outcomes our pupil premium children achieved for the academic year 2024-2025

#### Internal assessments

	Reading	Writing	Maths	RE
EYFS Achieved at least ARE	50%	50%	50%	N/A
Yr 1 -Made at least expected progress	43%	57%	57%	100%
Yr-2Made at least expected progress	100%	100%	100%	89
Yr3-Made at least expected progress	100%	100%	100	100%
Yr4-Made at least expected progress	100%	87%	100%	67%
Yr 5-Made at least expected progress	100%	73%	100%	93%
Yr 6-Made at least expected progress	100%	100%	100%	77%

#### Local and National Data 2024-2025

24-25	St Vincent's	Rochdale	National
GLD	50%	47.6%	51.4%
Phonics Screening	20%	67.6%	66.8%
KS1 Combined RWM	No Data as not statutory		
KS2 Combined RWM	45.5%	46.8%	47.4%



Significantly above local and national

Significantly below local and national

For the PP children whose progress is lower (in reading, writing and maths), interventions have been implemented in class.

Phonics improvement is part of the SIP 25-26 and extra training and interventions are being done across KS1 to support these children.

### **Attendance**

Challenge 4 is to improve low attendance for PP children. Over the last few years the % of PP children whose attendance is below 96% has **improved**. In 2022-2023, 64% of PP children were below 96% for attendance compared to 49% in 2024-2025

(2023-2024, 54% were under 96% attendance)

### **Extra-Curricular activities**

Most after school groups ran last year included some PP children. These groups include sports clubs, games club, art/D&T club and school choir, with choir, line-dancing and one of the SAT boosters had more than 25% as PP.

Going forward it would be good for the school to offer more KS1 activities as many of the group target the KS2 classes. Also from a pupil voice survey a wide range of clubs such as gardening or gymnastic would be beneficial.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Little Wandle	Collins
Power Maths	Pearsons