

Pupil premium strategy statement – *Blessed Dominic 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	458
Proportion (%) of pupil premium eligible pupils	17.5%
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 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Ms Sulis (Acting Headteacher)
Pupil premium lead	Miss Alphonse (Deputy Headteacher)
Governor / Trustee lead	Mr Frayne (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,240
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>	£127,240

Part A: Pupil premium strategy plan

Statement of intent

At Blessed Dominic Catholic Primary School, we aspire for all the children to be super successful life longer learners and believe that all children should be given the opportunity to reach their full potential.

We strive to provide personalised learning opportunities and targeted support to allow every child to flourish. As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Our priorities at Blessed Dominic Catholic Primary School are:

- To diminish the difference between disadvantaged pupils compared to non-disadvantaged.
- To narrow the gap for those pupils in receipt of EYPP (Early Years Pupil Premium)
- To ensure early identification of additional needs and to promote early and effective intervention programmes using academic and local research to make informed choices to ensure we are promoting accelerated learning.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- Identify the barriers faced by our Pupil Premium students (eg literacy, poor attendance, Special Educational Needs etc) and remove them through High Quality Teaching.
- To support our children's mental health and wellbeing to enable them to access learning at an appropriate level.

At Blessed Dominic we believe:

- In widening children's experiences beyond their home experiences and giving choices;
- Supporting the 'whole' child with both academic and pastoral support;
- Supporting children to access learning opportunities- being in a 'place' (physical, emotional) to learn;
- Offering equality of opportunity to all regardless of individual circumstance.
- When making decisions about using Pupil Premium funding Blessed Dominic Catholic Primary School recognises that it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is referred to support decisions around the usefulness of different strategies and their value for money. We recognise that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also

be complex family situations that prevent children from flourishing to their full potential. The challenges are varied and there is no “one size fits all”.

Challenges

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

Challenge number	Detail of challenge
1 Low starting points	On entry to school, pupils from disadvantaged backgrounds have lower starting points, weaker language skills and a limited range of vocabulary when compared to other pupils. This is particularly evident in most areas of the Early Years Foundation Stage Curriculum, particularly Communication and Language.
2 Limited experiences	Pupils from disadvantaged backgrounds have limited experiences beyond their home life and local community, as well as access to IT devices and the internet at home compared to pupils from non-disadvantaged backgrounds. As a result, they have greater difficulty accessing home learning activities (e.g. through Google Classroom and online learning platforms.)
3 Outcomes	The number of disadvantaged pupils achieving the standard, in particular the higher standard.
4 Parental engagement	Individual barriers to learning because of family circumstances, lack of parental support, social or emotional wellbeing difficulties. Addressing low self-belief and confidence levels in children eligible for PP funding.
5 Impact of missed learning on outcomes	The impact of the COVID-19 pandemic on pupils in receipt of PP (in particular KS2 pupils) in achieving expected standard or higher.

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
Increase the attainment of PP children across Early Years, Key Stage One and Key Stage Two, in particular those capable of achieving the higher standard.	Pupils will make good progress from their starting points. Gaps will be narrowed through quality first teaching, targeted intervention where

	<p>necessary and using assessment for learning effectively to fill gaps.</p> <p>More disadvantaged pupils will have targeted support to achieve the higher standard through adapted tasks, intervention and targeted support, scaffolds and challenge.</p> <p>Use of a mastery approach will be embedded and research data will demonstrate impact.</p> <p>INSIGHT database used to monitor and track children's assessments. Children identified at risk of not making expected progress will be discussed at termly pupil progress meetings and discussion with their parents during parent consultation meetings.</p>
<p>The parental engagement of families will increase through early intervention, close working with all agencies and additional in-school support.</p>	<p>Increased emotional and social support for disadvantaged children to narrow attainment gaps with peers.</p> <p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.</p> <p>Support for parents through workshops eg Reading and Phonics, parent groups, coffee mornings or specific support through agencies, will have a positive impact on the support given at home.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> <p>To support children eligible for PP funding that also have SEND needs through targeted specialised support, in order to make at least expected progress in reading, writing and mathematics.</p>	<p>The Inclusion lead to support families and children to alleviate barriers to learning.</p> <p>To support PP children that also have SEND needs through targeted support e.g, Ed Psych, SALT and other external agencies.</p> <p>Children identified are provided with a range of supportive interventions e.g. Lego Therapy, speech and language sessions delivered by trained support staff.</p>
<p>Pupils from disadvantaged backgrounds have similar levels of language and vocabulary as non-disadvantaged children.</p> <p>In the Early Years Foundation Stage, disadvantaged pupils achieve as well as their non-disadvantaged peers particularly in Communication and Language.</p>	<p>Focus on vocabulary in lessons to support children's speaking and listening skills.</p> <p>Wow words displayed on classroom doors to improve the range and breadth of vocabulary children are exposed to across the school. Interventions such as 'Talk Boost' to support targeted children.</p> <p>Use of retrieval practice to enable children to remember and recall their prior learning,</p>

	<p>coupled with oracy focus to help children to articulate their answers.</p> <p>Prioritising the development of communication and language in the Early Years Foundation Stage. EYFS provision includes child lead responses to further develop communication and language skills. EYFS lead/SLT to engage parents in the development of language skills through targeted workshops, open mornings etc.</p> <p>The curriculum for literacy in KS1 provides further opportunities for children that are eligible for pupil premium funding to develop speaking and listening skills and the wider understanding of language - activities which extend pupils' spoken and receptive vocabulary.</p>
<p>Rates of attendance for disadvantaged children and non-disadvantaged pupils show no gaps and are in line or exceed national figures.</p>	<p>Disadvantaged pupils' attendance is in line with or exceeds the national average for non-disadvantaged pupils (95.8%)</p> <p>Rigorous and regular monitoring of attendance by the Attendance officer and Inclusion lead brings about an increase in the percentage of attendance for pupils that are eligible for pupil premium funding. This leads to a decrease in persistent absence for those children.</p> <p>The school's attendance policy ensures that instances of persistent absence is tackled swiftly and working in collaboration with outside agencies and the EWO.</p>
<p>Improved wellbeing for Pupil Premium students.</p>	<p>Based on our bullying surveys, pupil voice and staff observations, there will be an increase in positive learning behaviours in school.</p>

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: £ [£81,635]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (subscription to BPSI) £4,000	High quality staff CPD is essential. Information is then disseminated and followed up during Staff meetings and INSET.	1, 3, 5
Teacher Development Time (release for teachers)	Additional release time schedule for teachers/subject leaders to provide them with opportunities to improve their practice.	1, 3, 5
To remove barriers and improve academic outcomes for PP children £19,475	Provide additional teaching provision for children with SEND. Teaching assistant interventions, and one to one support in reading, writing and mathematics, through ongoing White Rose interventions.	1, 3, 5
Year 6 PP Teacher £58,160	Pupils split into smaller groups in Year 6. Increased flexibility for organising learners and the quality and quantity of feedback the pupils are able to receive.	1, 3, 5

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

Budgeted cost: £ [31,105]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop whole school implementation of oracy strategies to develop language skills and the ability to speak about learning. £2450	For all staff to receive specialist, targeted training to support the most vulnerable learners with their talk for learning (Oracy), and making their learning 'stick'. For a specific, ongoing programme of support for year groups with high level of disadvantaged pupils. This will tailor learning and strategies so that these pupils make rapid progress.	1, 2, 3, 5

	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	
<p>Speech and Language and Dyslexia teacher to support and assess children with bespoke programmes of intervention being put in place. <i>£24,000</i></p>	<p>Weak Language and Communication skills. Some children have been identified as working below ARE and are unlikely to have the breadth of vocabulary, which has been exacerbated by COVID-19 pandemic. Children have been identified and receive tailored support to help with speech and language difficulties and strategies put in place to support pupils within the classroom setting and at home. Bespoke Dyslexia & Language support (16+), Pre-teaching vocabulary etc. and follow-up with TAs in class.</p>	1, 3, 4
BICS support	Children identified with social and emotional needs receive support from BICS.	4
Educational Psychologist (£4655 (extra support days from BPSI)	The proportions of children with SEND support, including the allocations of EHCPs has steadily increased. Buying into the Educational Psychologist service allows the school to ensure we can fully meet the needs of our children. There are 7 days available in total. 2 consultations have been completed, with a further 2 due before the end of the Autumn term.	1, 3, 4
Subscription to Little Wandle, ongoing training to upskill teaching staff.	<p>Little Wandle shown to have a high outcome.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	1, 3
Subscriptions to online learning sites to be used	EEF guidance report was used to support senior leaders and teachers to make better informed decisions based on the best available evidence. School have	2, 3, 4

in school and at home including: Times Tables Rock Stars Numbots Spelling Shed	referred to the practical examples of technology being used in ways which support improved teaching and improve pupil learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [14,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
School trips to remove barriers. <i>£3000</i>	EEF Guidance Report - Implementation We will provide a reduction in payments for school visits and residential visits with links to the National Curriculum. Ensure all children have access to cultural capital and the wider experiences the curriculum has to offer.	2, 3
Attendance Officer and Inclusion lead to analyse attendance and contact low attenders. Office staff to complete First Day Call and support families to raise attendance/punctuality.	General approaches which encourage parents to support their children with, for example reading or homework. The involvement of parents in their children's learning activities; (parent workshops). Support in place for families who need extra support.	4
Breakfast club <i>£1000</i>	To aid with concentration and be ready to learn, children have access to breakfast club to help families give children a nutritious meal before school.	2, 3, 4
After school clubs <i>£10,000</i>	To provide not only academic, but wider curriculum experiences to nurture children's natural talent and ability. 13 clubs currently attended by 289 children – many attending more than 1 club SEND Bowling Trip 15/10/2024	2, 3, 4
Uniform <i>£500</i>	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader	3, 4

	school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	
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Total budgeted cost: £ [127,240]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Outcomes

EYFS Outcomes

In 2023/2024 67% of disadvantaged children in EYFS achieved a GLD. (6 out of 9 children.)

In 2023/2024 67% of pupil premium children achieved a GLD in Reading, Writing and Maths combined. (6 out of 9 children.) This is an improvement on the figures for 2022 – 2023 which was 57%.

Year 1 Phonics Outcomes

2023

100% of disadvantaged pupils passed their phonics screening check in 2023. This was due to the introduction of the Little Wandle phonics scheme and the purchase of all its supporting materials.

2024

89% of disadvantaged pupils passed their phonics screening check in 2024. (8 out of 9 children) Little Wandle catch up interventions have been introduced to support the children who did not achieve expected.

KS1 Outcomes

	2022 – 2023		2023 - 2024	
	%ARE+	%GDS	%ARE+	%GDS
Reading	80%	20%	89% (8/9 chn)	0%
Writing	70%	20%	89% (8/9 chn)	0%
Maths	70%	20%	44% (4/9 chn)	11% (1/9 chn)
Combined	70%	10%	56% (5/9 chn)	0%

A greater percentage of children achieved ARE in Reading and Writing. The decrease in children achieving ARE in Maths led to a decline in the Combined data. Oracy focus, retrieval practice and inclusion of resources from NACE will help to target children who can achieve GDS.

KS2 Outcomes

	2022 – 2023		2023 - 2024	
	%ARE+	%GDS	%ARE+	%GDS
Reading	86%	13%	83% (14/17 ch)	18% (3/17 chn)
Writing	93%	20%	83% (14/17 ch)	12% (2/17 chn)
Maths	87%	27%	88% (15/17 ch)	35% (6/17 chn)
Combined	80%	7%	76% (13/17 ch)	12% (2/17 chn)

Whilst there was a decline in ARE in reading there has been an increase in children achieving GDS. A significant decline in writing, oracy focus and AIM high writing scheduled for earlier in the year. Significant increase in number of children achieving GDS. Due to the decline in writing the combined ARE also decreased. Vocabulary focus and retrieval focus to support children’s understanding of key vocabulary. Author workshop also booked to create more interest in writing.

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