



# St Nicholas Catholic Primary School

“Love one another”

## **Pupil Premium Grant Expenditure Report 2024-25**

Form completed by	Jane Burns N Fox
Review date	July 2025

# Pupil Premium Spending

## School overview

Detail	Data
School name	St Nicholas Catholic Primary
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	24.1%
Pupil premium allocation this academic year	76
Academic year/years covered by strategy plan	2024-2025
Date this statement was published	July 2024 Amended October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J Burns
Pupil premium lead	Nicky Fox
Governor lead	D Jones

## Funding overview

Number of pupils and pupil premium grant (PPG) received	
Pupil premium funding allocation this academic year	£112,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£112,480</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

We have high aspirations and ambitions for our pupils and we believe that no child should be left behind. We are committed to ensuring that our pupils are given every chance to realise their full potential and achieve their best, making good progress and achieving 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.

When making decisions about using pupil premium funding it is important to consider the context of our school and the subsequent challenges faced. 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 (research conducted by the EEF and research from The Sutton Trust will also inform our choices about effective strategies) 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 of their disadvantaged peers.

Common barriers to learning for our disadvantaged children can be: less support at home, weaker language and communication skills, lack of confidence, more frequent social and emotional difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our approach will be responsive to these 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.

## Principles

- We will ensure that quality first teaching and learning opportunities meet the needs of all pupils and that disadvantaged learners are challenged in the work they are set.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We will ensure that we act early to intervene, at the point need is identified.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate the Pupil premium funding to support any pupil or group of pupils the school has legitimately identified as being disadvantaged.
- We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what these children can achieve. It is key that they are involved in the analysis of data and identification of pupils to ensure maximum effectiveness.

## Context of the school: 2024-25

St Nicholas Catholic Primary School serves a culturally diverse urban community, with 316 pupils and a growing enrolment. Currently, 50% of our students speak English as an additional language, with 34 languages spoken across the school. While our community faces socio-economic challenges—Gipton being among the 10% most deprived areas nationally—we are committed to providing a supportive and enriching learning environment for all.

Since 2016, the school has been operating as a 1.5-form entry with a Pupil Admission Number of 45. Reception classes are co-taught, while the rest of the school consists of a mix of single-age and mixed-age classes. We also support families with a Breakfast Club, which currently serves 60 children.

Our Early Years Foundation Stage (EYFS) children often enter with below-average language and personal development skills, with only 5 out of 46 children 'on track' in 2021. To address this, we employ a speech and language therapist who visits weekly, ensuring targeted intervention from the start.

Attendance is strong, currently at 96.6% (Oct 2024). Around 14% of students receive SEND support, this equates to 43 pupils and 3 children hold EHCP plans. Our new SEND team has dedicated time to focus on supporting these children and improving learning outcomes.

We are proud of our partnerships with St Anthony's Primary Learning Partnership and local universities, where we train future teachers and provide work experience opportunities. Our community support includes a Catholic Care worker and a Nurture 'pod' for vulnerable children, with rising referrals to support services.

Head Teacher Jane Burns has led the school since 2015, following a leadership transition, and has worked to build a settled and effective staff team. Together, we continue to develop the school as a nurturing and inclusive place of learning.

## Results Summary 2022-2024

### Data

<b>EYFS Good Level of Development</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>School</b>	62%	63%	56%
<b>National</b>	65%	67%	

<b>Year 1 Phonics Screening Check</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>School</b>	88% (38/43)	87%	87%
<b>National</b>	75%	79%	

<b>Year 2 Phonics Screening Check</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>School</b>	62% (5/8)	88% (7/8)	86% (6/7)
<b>National</b>	87%	89%	

<b>Key Stage 1 Attainment</b>		<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Reading Expected standard</b>	School	76%	73%	68%
	National		68%	
<b>Reading Greater Depth</b>	School	22%	13%	11%
	National		%	
<b>Writing Expected standard</b>	School	67%	69%	68%
	National		60%	
<b>Writing Greater Depth</b>	School	7%	4%	8%
	National		%	
<b>Maths Expected standard</b>	School	75%	76%	71%
	National		70%	
<b>Maths Greater Depth</b>	School	13%	16%	11%
	National		%	

Key Stage 2 Attainment		2022	2023	2024
Reading Expected standard	School	79%	73%	72%
	National	74%	73%	74%
Reading Greater Depth	School	29%	27%	12%
	National		29%	
Writing Expected standard	School	79%	73%	77%
	National		71%	72%
Writing Greater Depth	School	14%	18%	23%
	National		19%	
Maths Expected standard	School	76%	69%	81%
	National		73%	73%
Maths Greater Depth	School	21%	29%	33%
	National		24%	
SPAG Expected standard	School	81%	76%	77%
	National		72%	72%
SPAG Greater Depth	School	29%	36%	44%
	National		30%	
RWM Expected standard	School	67%	64%	65%
	National	59%	59%	61%
RWM Greater Depth	School		18%	5%
	National			

### Challenges: Barriers to learning at St Nicholas Catholic Primary

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

Challenge	Detail of challenge
A	Limited communication, vocabulary and oracy levels (especially in EYFS and KS1) with limited language support from home
B	Limited first-hand experiences to support language and knowledge (impacting the wider curriculum)
C	Limited mathematical language and fluency
D	Significant deprivation limiting range of first-hand experiences or limiting access to digital devices to support learning
E	Mental Health/wellbeing /nurture needed- continued side effect of COVID

### Intended outcomes for ALL pupils

This explains the outcomes we are aiming for **by the end of our strategy plan**, and how we will measure whether they have been achieved. The outcomes are for all our pupils but the aim is that our PP children will close the gap between themselves and their peers (if one exists).

Intended Outcomes	Success Criteria/ Target
Improved oral language skills and vocabulary among disadvantaged pupils.	ARE gains in attainment for all PP children in EYFS means children will demonstrate accelerated progress towards or meeting ARE by end of year across most ELGs
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.  Achieve at or above national average progress scores in KS2 Reading.
Improved maths and reading attainment for disadvantaged pupils at the end of KS2.	The number of PP children achieving ARE (or above) in Reading increases from 2024 baseline. The number of PP children achieving ARE (or above) in maths increases from 2024 baseline.
To continue to achieve high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> <li>• Catholic Care access to be continued</li> <li>• Wellbeing/Mindmate to be continued and accessed by all</li> <li>• Nurture interventions for the children (particularly PP) who need it the most.</li> </ul>
To ensure that disadvantaged pupils with SEND make progress and close all gaps.	That pupils are closely monitored so that the impact of targeted interventions is reviewed to make sure they are working and that the children are progressing.
To continue to achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.	Ensure attendance of disadvantaged pupils is above 96%

## 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: £69,216.80

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenges addressed</u>
<p>Chatter bugs - Speech and Language assessments with traded therapist.</p> <p>Training of more LSAs to continue the work of the speech and language therapist</p> <p>Chatter bugs; £15,930</p>	<p><i>There is a strong evidence base (EEF Oral Language Interventions) that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</i></p> <p>EEF Guidance Document: Oral Language Interventions</p> <p>Oral Language Interventions – Toolkit Strand - EEF</p>	A,C
<p>Teacher wage JSC third wheel teacher for maths / English smaller groups; £24,799.80</p>	<p><i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.</i></p> <p>EEF teaching and learning toolkit</p> <p>EEF Guidance reports</p>	A,B,C,D,E,F
<p>RWI Lead cover 2 hours a week phonics coaching</p> <p>SW</p> <p>£1,953</p>	<p><i>Mentoring and coaching can be an important source of support, particularly for Early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.</i></p> <p>EEF Effective professional development</p> <p>EEF Effective mechanisms of Professional development</p> <p>The National Institute of teaching's Mentoring and coaching of teachers.</p>	A,B,C,D
<p>Mark assessment / Shine intervention package</p> <p>Assessing and producing specific interventions for group or 1 to 1 intervention.</p> <p>£410</p>	<p><i>Targeted and academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs while not inhibiting their access to the wider curriculum.</i></p> <p>EEF Teaching and learning toolkit</p>	A,B,C,D
<p>To increase ARE and GD across Reading and Maths through quality intervention and tutoring. KS2</p> <p>VE – 25 Hours per week</p> <p>£15. 642</p>	<p>Ongoing interventions to close /fill gaps, increase confidence and have rapid catch up for all children but particularly the PP</p> <p><b>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.</b></p> <p><b>One to one tuition: Studies in England have shown that pupils eligible for free school meals typically</b></p>	A,B,C,D

<p>A part time HLTA is employed to run catch up programs;</p> <p>Fresh Start year 5 onwards – phonics and reading</p> <p>Maths catch up program this continues throughout lunchtimes till 1:30PM</p>	<p><b>receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.)</b></p> <p><b>Small group tuition: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</b></p> <p><i>EEF One to one tuition Toolkit Strand</i></p> <p><i>EEF Small group tuition Toolkit Strand</i></p>	
<p><b>Forest schools</b></p> <p>A child centred learning process, providing learner inspired hands on experiences in the natural environment. It's creative and can increase a child's confidence as they problem solve and learn to manage risks.</p> <p>Forest school; £2,640 termly x 3 = £7920</p> <p>Budget to resource forest schools; £2,562</p>	<p><b>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</b></p> <p><i>EEF Improving social and emotional learning and behaviour interventions.</i></p>	A,B,C,D,E

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

Budgeted cost: £19,554

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
<p>To close the gap in communication/ speech and language for those children who come into school with under-developed spoken language skills using the NELI programme.</p> <p><b>RN Wage Foundation TA NELI facilitator PP; £19,554</b></p>	<p><b>There is strong evidence from the EEF report on oral language that the NELI programme had a positive impact on the language skills of the children involved. Children receiving the 30-week programme experienced the equivalent of about 4 month's additional progress, compared with about 2 months additional progress for the 20-week version.</b></p> <p><b>Evidence:</b></p> <p><i>Nuffield Early Language Intervention Programme recommended by DfE</i></p> <p><i>EEF Guidance Document: Nuffield Early Language Intervention</i></p>	A,B,C

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

Budgeted cost: £23,790

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
<p>First Hand Experiences e.g. Bike ability, Northern Ballet, planetarium.  <b>First Hand experiences; £1,140</b></p>	<p>EEF Tiered Approach to School Planning  <b>Participating in sports and physical activity is likely to have wider health and social benefits for our children.</b>  <b>Evidence:</b>  <i>Physical activity Toolkit Strand - EEF</i></p>	<p>A,D,E</p>
<p><b>The creation of a SEND team within school to monitor and resource the specific needs of disadvantaged pupils with SEND</b>  <b>GMcG Wage SEN PP ( % of wage ) ; £7,167.00</b></p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the use of targeted use of technology.  <i>EEF Special Educational Needs in mainstream schools</i>  <i>EEF "Five a day" poster</i></p>	<p>A,B,C,D,E</p>
<p>To provide financial support to our disadvantaged families by subsidizing trips and residential that enhance our curriculum.  <b>Subsidised trips so far;£612.00</b>  <b>Projected subsidised trips for rest of academic year; £ 1000</b>  <b>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.</b></p>	<p><b>This provision is to pay for things like school trips, visitors, residential and the minibuses which enable us to enhance the curriculum for all our pupils but especially those who cannot afford to pay for these curriculum enhancement activities. The ethos for this is highlighted in our Curriculum Vision as well as in the planning for the wider curriculum.</b>  <b>The provision of minibuses and minibus driver's enable us to take our pupils out of school to enhance their life experiences and their learning.</b>  <b>Evidence:</b>  <i>EEF: Improving Behaviour in Schools</i>  <i>Key Recommendation 2: Teach Learning Behaviours</i></p>	<p>A,B,D,E</p>
<p>To continue to support our vulnerable families and pupil's emotional wellbeing- use of Nurture, Enhanced Mind mate activities, Cluster therapeutic support.</p>	<p><b>Catholic Care full day a week to support the SEMH of our most vulnerable pupils</b>  <b>Enhance SEMH</b>  <b>Evidence:</b>  <i>Social and Emotional learning Toolkit Strand - EEF</i></p>	<p>E</p>

Catholic care cost; £10,703		
Online learning Platforms for use at home and holidays e.g.; TTRS, Mathletics, Spag.com £3,168	To improve learning, schools should consider the specific barriers technology is addressing – particularly for disadvantaged students – and use technology in a way that is informed by effective pedagogy.  EFF Using Digital Technology to improve learning.	C,D

**Total budgeted cost: £112,560.80**

## Service Pupil Premium Funding: 2024-2025

Measure	Details
How will you spend your service pupil premium allocation this academic year?	Key worker support for core subjects. Additional resources to support learning Daily reading with an adult Nurture
How will you measure the impact of that spending on service pupil premium eligible pupils?	Pupil Progress Meetings Discussion with relevant adults and observations

## 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 2023-24 academic year.

Intervention, use of TAs and tutoring was reported by teachers and within progress and results as improving in all pupils.

Read Write inc training, coaching, resourcing and delivering strategies showed in phonics results of 88%. Children who did not pass still made significant progress.

Speech and language support had a significant impact on improving outcomes for children in Reception (GLD 56%)

Results at Key Stage 2 as a result of intervention, Tutoring and quality first teaching resulted in a high increase in Maths attainment.

Attendance was above National for all groups of pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, particularly in Year 6. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

We were externally validated for Healthy Schools in February 2024 which recognised all elements of this process as either good or outstanding. Our work on SEMH was recognised and we achieved Mind mate friendly but were also awarded Beacon Status for our work on health and wellbeing.

### Externally provided programmes

<u>Programme</u>	<u>Provider</u>
Catholic Care	Diocese of Leeds
Speech and Language	Chatter bugs
Residential / Trips	PGL, Nell bank, Herd Farm.
Forest Schools	The Forest Schools
Cathedral Choir	Diocese of Leeds
Child & Young Persons Therapy	East Leeds Cluster
Group work interventions (SEMH)	Mind mate