

Pupil premium strategy statement (2024 - 2027)

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Keyham Barton Catholic Primary
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Sarah Rowe
Pupil premium lead	Fiona Quick
Governor / Trustee lead	Alison Derrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,965
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£69,965

Part A: Pupil premium strategy plan

Statement of intent

"Be who God made you to be and you will set the world on fire." St Catherine of Siena

"A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every human being."

Pope Francis, June 2013)

Our Curriculum Drivers

Keyham Barton Catholic Primary aims to ensure that all pupils make good or better progress and attain well across all curriculum subjects. Ensuring that all pupils have access to high quality teaching, an effective and well sequenced curriculum, and appropriate resources are integral to this aim. Our Key Keyham Drivers are:

**Wellbeing and Worth
Ambition, Aspiration, Experience
Cognition, Passion and Love of Learning
Values and Agency**

Principles:

- To ensure all children receive quality first teaching, focused on the Rosenshine Principles.
- Teachers assess dynamically, to quickly identify those children who require extra support, especially amongst those who are Disadvantaged, and provide what is needed to overcome children's particular barriers and fill specific gaps.
- High quality programmes are used for reading, writing and mathematics, which provide a strong curriculum on which teaching is based.
- Children with SEND and who are also Disadvantaged, receive bespoke support and intervention, allowing them to make the best possible progress.
- The school will seek to widen the cultural and creative curriculum that these children have access to. Where this has an impact on children's learning, teachers will support children to ensure this does not become a barrier.
- Wraparound care with breakfast is offered to support families with school attendance of disadvantaged children.
- Provide funding for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- The school will create a positive and nurturing environment where children's opinions are sought and valued. The ideas, concerns and experiences of our disadvantaged children will receive particular attention.
- Teachers will ensure that parents and carers are kept informed of their children's learning, including their next steps. The school will ensure that teachers work with families as partners to support children's learning, SEND and wellbeing needs.
- School leaders will keep governors informed of how they are working to support Disadvantaged pupils.
- In addition to additional specific academic support, other barriers to learning will also be addressed and support will be provided for pupils and their families, so that all children are able to achieve well. Our Pastoral Lead will work with individual children to help them overcome any other identified barriers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Narrowing the gap between the disadvantaged and advantaged</p> <p>Data analysis shows in-school gaps against non-disadvantaged pupils and against pupil national attainment, especially writing and sustaining greater depth. Over the last three years the gap has been narrowing in reading, writing and mathematics. In 2023-2024 the gap was in favour of the disadvantaged at the end of KS2 but overall, outcomes for this cohort were lower than national. The attainment gap continues to be a focus.</p>
2	<p>Early reading and writing</p> <p>Baseline of EYFS children is low.</p> <p>Last year, PP pupils in year 1 attained less well and made less progress in reading and writing than their peers. RWInc assessments, reading tests, lesson observations, and pupil conversation suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.</p> <p>The school needs to improve parental support in this area and focused CPD for all staff - identified by Ofsted Nov 2024.</p>
3	<p>SEND and PP (SEMH)</p> <p>Levels of resilience/ aspects of social emotional and mental health/attachment issues leading to challenging behaviour of some children including PP children and less positive attitudes and approaches to learning. There is a large percentage of children who are both SEND (SEMH) and PP.</p>
4	<p>Social and emotional</p> <p>Social and emotional needs of many children lead to poor self-regulation which impacts on their ability to work collaboratively and to accept a degree of challenge in their learning/over reliance on adults. SEMH continues to be one of the highest areas of need at Keyham Barton with Communication and Interaction a close second. We continue to work alongside the MAST team and Educational Psychology team to improve outcomes for all our children.</p>
5	<p>Financial difficulties</p> <p>The school draws from a diverse range and is in an inner city location.</p> <p>A deprived area. Parents often have financial difficulties which narrows the opportunities on offer to many children. Children do not always experience activities that broaden their knowledge and enhance language development. We increasingly admit new arrivals to the UK from Nigeria and India.</p>
6	<p>Aspirations</p> <p>Parental aspirations and ability to support learning. Our most vulnerable families struggle with parental mental health difficulties or chronic illness. Some of our families need support in providing consistent parenting routines and this can impact on attendance, punctuality, homework etc. Our growing EAL community often require support with learning, the education system and how schools work as well as support with the language barrier. Relationships are important at Keyham Barton and we seek to work closely with all our families, enabling them to support their children to achieve the best possible outcomes.</p>

7	<p>Attendance</p> <p>Children are absent from school missing vital learning and sequences of lessons. Persistent lateness impacts on learning with interruptions of inputs of lessons</p> <p>We continue to work with families to ensure good attendance for all our pupils. Due to the demographics of our school and a growing EAL cohort as well as pupils arriving new to the UK, we experience long absences of some pupils due to bereavements/family illness abroad. This continues to be a focus.</p> <p>Improvements are being made, including a diminished difference, but both groups remain behind the government target of 96% and PP attendance remains poorer.</p>
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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 over 3 years	Success criteria
<p>Narrowing the gap between the disadvantaged and advantaged</p> <p>Narrow the gap in those subjects where PP children did not perform so well last year – this is in line with the whole school. Reading, writing and maths are all key areas of focus for 24-25, especially for the children working at a greater depth. Pupil Progress meetings (PPMs) will look at gaps in learning and what more can be done.</p>	<p>Attainment and progress results will improve across the year, especially in these areas. PP children perform in line with Non-PP in EYFS, Phonics, end of KS1 and end of KS2 to a difference of no higher than 10%</p>
<p>Early reading and writing</p> <p>Raise attainment in reading through rigorously identifying the gaps; improving the quality of teaching and making assessment accurate and consistent across the school.</p> <p>Reading will have an impact in writing across all subject areas.</p>	<p>An increase in the % of children reading at home to 85% of the class or more being heard read at home and 100% of children with school support. Reading as a visible priority across the school. % increase in children's reading attainment - particularly those who have been worst hit by COVID (Years 2/3/4) see above data with the aim of raising it so that it is inline with or better than national average.</p> <p>Writing and reading will be raised across the school and in particular for the disadvantaged. A visible improvement in pupils' handwriting so that it becomes closer in line to the school's handwriting policy and legible to staff within and outside of their class during school and external moderation sessions.</p> <p>Children can clearly articulate their responses orally across the curriculum as measured through DDIs and pupil conversations with subject leads.</p>

<p>SEND</p> <p>Developing pupil's ability to regulate their emotions and be able to access learning - removing barriers.</p>	<p>Children who are focused and engaged in their learning during observations as shown on DDIs where this has been a focus before and after support.</p> <p>There will be an improvement in the perception of verbal and physical bullying.</p> <p>Children will be assertive and equipped for healthier relationships.</p>
<p>Attitudes to learning are good and PP pupils develop independent learning strategies. High aspirations and expectations are evident. Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils.</p>	<p>PP pupils display resilience, self-confidence and independence as well as non-disadvantaged. Book looks and pupil conversations show high expectations and consistent progress and quality of work for all. Lesson observations show strong attitudes to learning for all disadvantaged pupils.</p>
<p>Develop individual learning packages for PP children who require additional support that will lead to accelerated progress.</p>	<p>Interventions run by various staff including SENDCo, PSA and MAST have a positive impact on progress of disadvantaged children.</p>
<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Good provision for emotional, social, physical and spiritual development.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Attendance</p> <p>Increase attendance of PP children so that they are spending longer at school and in a mindset to learn. Foster a joint approach to improving attendance.</p>	<p>Attendance of PP children to improve from last year to 96%+ Persistent attendance figures to remain at least above 90%.</p>

Activity in this academic year (2024/25)

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: £ 28,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adults in EYFS and Key Stage One ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively Phonics groups have high proportion of adult support to ensure small targeted groups. RWI CPD for all staff - access to the portal and regular coaching.	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that high quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.	1, 2, 3, 4, 5
High Quality Teaching underpinned by CPD and peer review (Rosenshine principles; metacognition; self-regulated learning; language development and comprehension)	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment including the EEF publication 'Closing the Attainment Gap'. To maintain high quality teaching, continued professional development must be embedded. Professional development to help teachers implement the core teaching elements will be a priority. A pedagogy firmly rooted in Rosenshine principles and underpinned by a secure understanding of cognition and learning will ensure high quality teaching and learning for all.	1, 2, 3, 4, 5
To improve the quality of education at Keyham Barton by ensuring all subject leads have a positive impact on the outcomes. This will be achieved through improved subject knowledge of staff and	Coaching and Mentoring of subject leaders to develop subject leader confidence and knowledge across the curriculum and to further develop our mastery approach in mathematics through the embedding of 'Power Maths in mixed age classes. A pedagogy firmly	1, 2, 3, 4, 5

a developmental coaching/mentoring programme based on the CAST Principles of Teaching. Development Drop-ins (DDIs) To improve the quality of education at Keyham Barton by ensuring all subject leads have a positive impact on the outcomes through improved subject knowledge of staff and a developmental coaching/mentoring programme based on the CAST Principles of Teaching.	rooted in Rosenshine principles and underpinned by a secure understanding of cognition and learning will ensure high quality teaching and learning for all. Developmental drop ins based on the principle of marginal gain, will support teachers to develop best practice informed by research.	
Release of subject leaders to attend training and disseminate to other staff (Oracy Project [CAST and Plymouth], Subject Hubs, No More Marking Writing CPD) Coaching/mentoring by SLT alongside high quality CPD to develop subject leaders. AHT to lead on oracy and develop whole school strategy.	Studies show that the biggest impact on learning for vulnerable pupils is high quality teaching (EEF and John Hattie)	1, 2,3, 4
CPD to increase the impact of TA support in terms of academic and pastoral <i>interventions for pupils.</i> <i>Continuing - One member of staff is undertaking the NPQLBC and we have two new apprentice TAs.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(education endowment foundation.org.uk)	1, 2, 3, 4, 5
Release for teachers to ensure high quality provision and outcomes for PP pupils to inform planning teaching and individual support plans Continuing	Diagnostic assessment practices and the forensic analysis of data is crucial in tracking the attainment and progress of pupils so as to ensure needs are met through a differentiated and individual needs-based approach.	1, 2,3,5
Accelerated Reader	Other schools in our trust report that Accelerated Reader has had a positive impact on children's engagement with and attainment in reading. This resource will benefit middle and higher attaining pupil premium children, as well as those who find reading more challenging. This is a key recommendation from the EEF.	1, 2,

	Children need to be fluent readers in order to fully access and learn from and about the wider curriculum.	
RWI Training	<p>EEF research reports that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. This CPD will provide this.</p> <p>It will ensure that there is a consistent, effectively implemented approach to the delivery of a systematic phonics programme, which is the third recommendation of the EEF's Guidance Report for Improving Literacy in KS1.</p>	1

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

Budgeted cost: £17,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Writing conferencing</i> Teachers to be released to provide 1:1 writing conferencing for PP children who are under-achieving or at risk of underachieving (Participation in Able Writers events/drama).</p>	<p>Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	1,2
<p>RWInc Phonics intervention Small group interventions in phonics/reading (Pinny time and pre-teaching)</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment.</p>	1, 2

<p>with individual target focus.</p> <p>Daily Precision Teaching to address gaps where needed and high quality resources to support children's learning (Accelerated Reader, Dyslexia Gold).</p> <p>Parental workshops to provide support.</p> <p>Continued - Support from Ilsham hub with whole school CPD and leadership support to ensure the quality of provision is of a high standard.</p>	<p>Empower children with effective learning strategies to help them become successful, independent and resilient learners.</p> <p>Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, (Visible Learning by John Hattie and the EEF Toolkit).</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2 months</p>	
<p>Small group tutoring in mathematics (pre-teaching, gap filling, fluency) following diagnostic analysis of assessments (NfER and IXL, Power Maths)</p> <p>Daily fluency and skills practice - TTRS, Power maths, IXL, Numbots).</p> <p>Parental workshops to provide support.</p> <p>Continued - School Jam, Maths Flex and Power Maths progress tests.</p>	<p>When used effectively diagnostic assessment can help us adapt our teaching to the specific needs and difficulties pupils experience, addressing errors and targeting the areas for improvement through appropriate levels of scaffolding, support, and challenge This approach to adaptive teaching and assessment is integral to high quality teaching.</p> <p>EEF</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment.</p> <p>Sutton Trust: small group tuition +4mths; individualised instruction +2mths</p>	<p>3,4, 5</p>

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

Budgeted cost: £23,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly individual/small group pastoral and behaviour support (ELSA/learning mentoring) Continuing	EEF toolkit identifies metacognition and self-regulation has a high impact for low cost, based on extensive evidence. It also shows behaviour interventions have a moderate impact. Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. Sutton Trust: Social & emotional aspects of learning +4 months	4, 5, 6
Plymouth Multi Agency Support Team (MAST) Mentor, therapist, Educational Psychologists, Family Support Workers Group referrals to meet SEMH needs of pupils and to maximise impact.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met at a universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support. Research suggests high impact strategies and positive talk maintains momentum for improvement. Metacognition & self-regulation +8 months	4, 5, 6
Plymouth LA - Early Help DDSL to monitor attendance alongside SLT lead. Attendance Lead to attend attendance conferences and workshops facilitated by PCC	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. 'Improving Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	5, 6

	Parental involvement +3 months	
Higher Level Teaching Assistant (HLTA)/Trauma Informed Practitioner to support families	<p>Raises the importance of attendance. Gaps are not missed.</p> <p>PSA spends over half her time working with the families of PPA children.</p> <p>The needs of families often require a supportive approach so that children can learn</p> <p>Parental involvement +3 months</p>	1,2,3,4,5,6
<p>SENDCo to ensure early identification of vulnerabilities/needs; to support staff in meeting the needs of pupils with challenging behaviour to ensure SEMH intervention impacts on learning successfully; to support parents at early intervention stage leading to improved outcomes.</p> <p>Continuing - Coaching and mentoring programme in place to support and develop SENDCO</p>	<p>Targeted children will build their resilience and feel more secure and confident.</p> <p>This will in turn provide a firm foundation for them to be ready to learn</p> <p>Meta-cognition and self-regulation +8 months</p> <p>Children who are doubly disadvantaged (they receive PP funding and they are SEN - 56% of all SEN pupils) in our setting perform poorer on average than children who belong to just one category. Therefore these children need additional support to ensure that they are reaching their full potential.</p>	2,3,5
<p>Provision of experiences which build cultural capital eg trips, clubs, residential and Rock Steady (including financial support) to ensure all children can access extra-curricular provision.</p> <p>Continuing Start Small, Dream Big Project</p> <p>Think Equal</p>	<p>Children from low income families should not lose out on the educational experiences and opportunities.</p> <p>Sutton trust: Outdoor and adventurous learning +4 months, individualised instruction +2 months</p> <p>PP attendance remains below non PP with some key pupils being responsible for this difference. When children are in school they are learning and low attendance leads to lower attainment and progress. Poor attendance can also be a safeguarding concern for this potentially vulnerable group - NFER 2015, Supporting the Attainment of Disadvantaged Pupils Addressing Behaviour and Attendance.</p>	4, 5
Provision of second-hand uniform through swap shed	In the current economic climate, many families are struggling to provide school uniform. While efforts have been made to reduce the cost (removing the requirement for school logo items) many still struggle to provide the basics.	

Total budgeted cost: £69,965

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 to 2024 academic year.

| 2023/24 Performance

	School	Greater Depth	National	Greater Depth			School	Greater Depth	National	Greater Depth
KS2 Reading	75%	31%	74%	29%		KS1 Reading	76%	24%	66%	19%
KS2 Writing	81%	19%	72%	13%		KS1 Writing	65%	0%	60%	8%
KS2 Maths	88%	25%	73%	24%		KS1 Maths	76%	18%	70%	16%
KS2 Combined	75%	13%	61%	8%		KS1 Combined	56%	0%	58%	6%

	School	National			School	National
EYFS	67%	68%		Year 1 Phonics	75%	80%

	School	National
Y4 Multiplication Check	55%	34%

Link to access Dfe Analysing School Performance data: [Summer 2024 Performance](#)

2023-2023 Review

We have continued to focus on relationships with our parents and children and we have prioritised the attendance of our PP children. Our PSA has worked with our parents to develop positive relationships which has had a positive impact on the attendance of our pupils with our current attendance of 93.1%. The introduction of free bagels for breakfast has also impacted positively on our attendance and there has been a reduction in the numbers of children who are persistently late. Through the analysis of our reading data, we identified that we needed to implement a consistent approach to the teaching of early reading. We have ensured that all of our staff have received the full RWI training so that all staff are fully aware of how to deliver high quality, early reading sessions. Furthermore, we have also implemented a coaching model so that our early reading leader is able to monitor the effectiveness of the implementation. Where additional coaching has been required, the early reading leader has been quick

to ensure that support is provided. We have also focused on our EYFS provision and we have invested in 'Drawing Club' to expose our EYFS children to higher level vocabulary. Due to many of our children joining EYFS from disadvantaged backgrounds and with low starting points, we have prioritised vocabulary and early language as a priority for our children. Our EYFS teacher has attended the 'Making a strong start in EYFS' training and looks to ensure that all of our children, regardless of their starting point, make good progress quickly. During the previous academic year we also had two fully trained (diploma) Trauma Informed staff.

For the 2024-25 year, we have appointed 20 hours worth of a Pupil and Parent Support Advisor.

Attendance

Summary of 145 Pupils ((from 2023-2024) in Years R-6)

Attendance percentage

School	93.7%
National	94.5%
Local Authority	94.2%

15-18 days missed

School	12
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19+ days missed

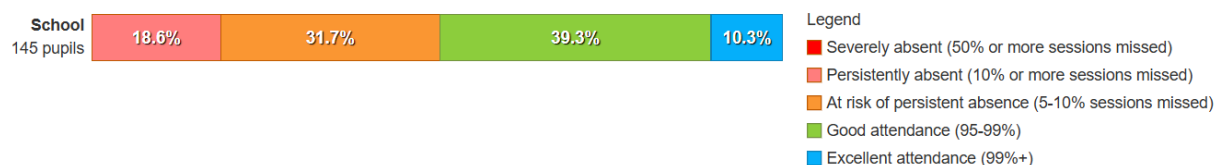
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DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 21 pupils previously met the threshold between 05/09/2023 and 23/07/2024

Attendance Ranges



Absences

- 6.3% overall absence
 - 5.1% authorised
 - 1.2% unauthorised
- 2 pupils unauthorised absent for 10+ days

Absence Patterns

- 10 pupils have been repeatedly late to school on the same day
- 61 pupils have been absent before or after a school holiday

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.

Programme	Provider
Read Write Inc.	Ruth Miskin Training
Accelerated Reader	Accelerated Reader
Power Maths	Pearson
Start Small, Dream Big	Teach First
Counting Collections	Nottingham University (EEF)
Bag of Maths	Plymouth LA
Think Equal	Global Initiative - Plymouth Virtual School
NELI	Pearson