

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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  | Twelve Apostles RCPS          |
| Number of pupils in school   | 212                           |
| Proportion (%) of pupil premium eligible pupils  | 32% October census<br>Inc CLA |
| Academic year/years that our current pupil premium strategy plan covers 2022-23 2023-24 2024-25<br><b>(3 year plans are recommended)</b> | 2023-24                       |
| Date this statement was updated / published  | September 2023                |
| Date on which it will be reviewed  | September 2024                |
| Statement authorised by  | Mrs T Whitton HT              |
| Pupil premium lead data analysis   | Mrs T Whitton HT              |

### Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £100,808        |
| Recovery premium funding allocation this academic year                                 | £8,900          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£109,708</b> |

## Overview and Evidence

### Pupil Premium

Our philosophy remains the same and is aligned to EEF research, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (The EEF Guide to Pupil Premium) We will continue to use PPG to release the SENDco to work with our youngest children to develop language and communication and to work with children in the nurture setting. As the EEF (2019) states all pupils benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds of up to six months' additional progress.

The purpose of the pastoral support and intervention is based on the understanding that for children to be successful, and therefore to narrow the achievement gap, they need their physical, social and emotional needs to be met. As the DfE reports in ‘Supporting Mental Health and Well-Being in Schools (2018)’ Targeted intervention groups such as nurture provision have positive outcomes for children.

### Intervention Programmes

In order to support pupils who have fallen behind furthest, structured interventions, are delivered either one to one or in small groups. A particular focus for interventions is likely to be on English and Maths. There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills; therefore, the acquisition of literacy skills is a priority. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, including regular sessions maintained over a sustained period. These are carefully planned and timetabled to enable consistent delivery. Interventions also focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs. Effective intervention always follows assessment; this ensures that support is well-targeted and enables accurate monitoring of pupil progress. Additional information utilised regarding high-quality programmes that have undergone rigorous evaluation is available on the EEF’s Promising Projects list.

Our main intervention programmes include

ELKLAN: Blank Levels

Maths Intervention

Precision Monitoring

September 2023

## Recovery Premium

First Quality Teaching and Extending the School Day: Research to support our approach

There is extensive evidence supporting the impact of high quality **one to one and small group tuition** as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches. **Tuition delivered by qualified teachers is likely to have the highest impact.**

**Extended school time:** In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.

After school tuition ensures our pupils are not denied access to a broad and balanced curriculum and therefore they do not miss out on crucial learning in other areas.

## Part A: Pupil premium strategy plan

### Statement of intent

The duty of ensuring that XII Apostles has the distinctive nature and ethos of a Catholic School is regarded as a very important and fundamental responsibility. The ethos of the school in all its spiritual, moral and cultural aspects reflects the message proclaimed by Christ in the Gospels. These beliefs and values inform and unify every aspect of school life, providing for, and subsequently shaping the curriculum and so offering a living experience of the Christian way of life.

At the heart of our mission statement is the recognition that each child is unique and to ensure that each child is educated to fulfil their human. We strive to remove the barriers to learning that many of our disadvantaged children face to enable them to fulfil their potential.

A significant number of pupils arrive at school with a poverty of ambition and aspiration and therefore we know we must challenge and overcome this by adopting a three-pronged approach. First, we recognise the importance of an appropriate curriculum that addresses the many gaps in pupil's basic skill and knowledge. Second, we want all our children to have the entitlement of a full curriculum. Third, we must ensure that children achieve well and attain good standards as result of the curriculum. Over time the school has developed a meaningful curriculum that enables pupils to develop their knowledge and skills in a variety of subjects. The curriculum focuses on opening hearts and minds to their heritage and the world beyond their immediate community. Reading, speech and language are at the heart of our curriculum and as a school we recognise that these are the gateway to future success and escaping the poverty trap. They lead to future work opportunities and therefore financial and economic well-being and social mobility.

In addition to EEF research as outlined above, it is important to consider the context of the school when making decisions about allocating Pupil Premium funding and the subsequent challenges faced.

80% of pupils live in the bottom 30% of Super Output Areas (SOA) as ranked by the Income Deprivation Affecting Children Index (IDACI). The IDACI score for the school is 0.26 compared to Wigan 0.18 and nationally 0.21. The school is in the 5th quintile of the most deprived areas between 0.29-0.69, the most deprived fifth of schools being greater than 0.29. This means the school is in the bottom 20% of schools nationally, the deprivation indicator being 0.29 compared to 0.21 nationally. This picture of deprivation is further reinforced when one refers to the ACORN categorisation of home backgrounds where 78% of children live in ACORN categories 4 or 5 which are described as financially stretched or urban adversity. The number of pupils living in areas of deprivation is among the highest in LA.

33% of pupils are currently on the ever 6 register (Jan 2023 Census) above national FSM entitlement is 33% (Jan 2023 census) which is again above LA 28% and national 24%

The Borough of Wigan is 30th out of 354 authorities on income deprivation (Local Area Statistics) and 9<sup>th</sup> nationally in employment deprivation. The fact that the majority of the pupils live in 3 of the poorest wards in the borough is reflected by the school, along with the other

schools in Leigh, being part of a series of initiatives set up by the Government and LA over the years to benefit the wider community of Leigh.

Social deprivation is further reinforced through the Government's Social Mobility Index Oct 2018 in which Leigh is 533/533 for the social mobility chances of its youngest residents. Local ward data in the Wigan primary school Health Profile evidence that two thirds of Leigh communities are ranked in the top 25% most deprived in England. 20.5% of residents claim out-of-work benefits, above the borough average of 15.9%.

Common barriers to learning for disadvantaged children can be: poor spoken and receptive language and communication skills, lack of confidence, more frequent behaviour difficulties. There may also be complex family situations that prevent children from flourishing.

**Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to all vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged but may not access Pupil Premium.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Lost learning in maths and English as a result of COVID particularly in writing across the school        |
| 2                | Gap between attainment of disadvantaged and non-disadvantaged children                                   |
| 3                | Poor language and communication on entry to school   |
| 4                | Poor social and emotional skills on entry to school  |
| 5                | High number of pupils with SEND displaying difficulties regulating behaviour                             |
| 6                | High number of children with EHCPs and EYAR (currently 7 EHCP and a further 2 being assessed and 3 EYAR) |
| 7                | High number of CLA (currently 11 )   |

## 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   |
|--|--|
| <ul style="list-style-type: none"> <li>Improved speech and language of our younger children with an increasing number working within the expected standard at the end of the Reception year</li> </ul> | <p>TALC assessments demonstrate ongoing progress in verbal reasoning</p> <p>Baseline scores children assessed on entry September 2022 2023 2024 , improved score re-tested at the end of the academic year for each new cohort</p> |
| <ul style="list-style-type: none"> <li>Identify pupils and provide intervention so that they can accelerate progress and catch up</li> </ul>   | <p>Assessments clearly identify targeted children make progress from their starting points</p>   |
| <ul style="list-style-type: none"> <li>Gaps in learning created by the pandemic are narrowed focus on English and Maths</li> </ul>   | <p>Additional writing, reading and maths interventions support children in narrowing gaps and progress towards age related expectations (exception those children with significant needs : EHCPs )</p>                             |
| <ul style="list-style-type: none"> <li>Children are emotionally ready to learn and meet the demands of school</li> </ul>   | <p>Children are able to regulate their behaviour and access the curriculum as they enter KS 2</p>  |

## Activity in this academic year 2022-23

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: £ 6,000 release SENDco (SALT) £25,000 staff to run nurture setting

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|  |  |                |
|--|--|----------------|
| <p>Specialist Speech and Language provision : SENDCO ELKLAN trained .<br/>To screen all children on entry and to plan bespoke programmes of work<br/>Release SENDCO 1 morning per week to work with children needing a high level of language intervention</p> <p>Tas to deliver bespoke speech and language tasks as directed by SENDco</p> | <p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and as evidenced year on year have very poor receptive and spoken language. Higher than average numbers of children access SALT in Reception children and will either require small group support or 1:1 support from the school speech and language SENCO or external agency support</p> <p>TALC Assessments demonstrate on entry there is only one child working at the developmental norm for acquisition of English</p>                               | <p>1,2,3</p>   |
| <p>To provide a nurture provision for children with barriers to learning including SEMH<br/>SENDCO and TAs to run this provision</p>   | <p>The number of children with SEMH as a primary need requiring provision / intervention</p> <p>Impact: Children who have accessed nurture provision and programmes of work are now able to access the class/ curriculum for longer periods of time. Soft data: children are able to identify and regulate behaviours, their emotional literacy has improved, friendships and relationships have developed.</p> <p>Hard data: Children make progress evidenced through SDQ scores and access to the curriculum</p> <p>EEF : S and E moderate impact +4</p> | <p>4,5,6,7</p> |

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

Budgeted cost: £8,900 recovery premium funding 50 %

Top up Pupil Premium £8,900 50%

Total Cost Targeted Academic Support £17,800

TAs salaries to deliver SALT, Language and Maths interventions £ 8,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

## September 2023

|  |   |     |
|--|---|-----|
| School led tutoring for targeted children to years 3- 6 in maths, reading and writing delivered by qualified teachers        | EEF : small group tuition with a qualified teacher<br>Effective feedback in a small group high impact<br>30 children<br>6 children in each cohort<br>Targeted Pupil Premium and CLA | 1,2 |
| To provide a range of catch up intervention :Phonics interventions, maths intervention ,precision monitoring ,daily readers. | EEF ; Quality first teaching with a specialist TA interventions Moderate impact +4  | 1,2 |

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

Budgeted cost: Pastoral support £20,000 Well Being Coach £4,258 Mindful Therapist £2,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| To provide access to a school counsellor and well-being therapist | Children overcome barriers to learning enabling them to achieve their potential using our own in-house qualified staff<br>1;1 sessions wellbeing coach and therapist<br>In house well-being coach completed “mindfulness for children” Level 3<br>Counselling Skills Level 5<br>S and E moderate impact +4<br>, | 1,2.45,6,7                    |

## Total budgeted cost:

### Costings 2023-24

|  |         |
|--|---------|
| School Led Tutoring                            | £17,800 |
| Recovery Premium £8900 (50%)                   |         |
| School Contribution £8900 (50%)                |         |
| Speech and Language Programme (release SENDCO) | £6,000  |

September 2023

|   |                 |
|---|-----------------|
| Teacher and teaching assistant salaries to manage nurture provision | £30,000         |
| Pastoral mentor salary  | £20,000         |
| Wellbeing sessions TA trained counsellor                            | £4,258          |
| Relaxation and mindful therapist                                    | £2,500          |
| Teaching Assistants Salaries to support intervention programmes     | £29,150         |
| <b>Total</b>  | <b>£109,708</b> |

## 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 children in the 2022-2023 academic year.

#### Challenges

1. Lost learning in maths and English because of COVID particularly in writing across the school
2. Gap between attainment of disadvantaged and non-disadvantaged children
3. Poor language and communication on entry to school
4. Poor social and emotional skills on entry to school
5. High number of pupils with SEND displaying difficulties regulating behaviour.
6. High number of CLA (currently 13)

#### Impact

1. Lost learning in maths and English because of COVID particularly in writing across the school

#### Statutory Attainment

##### Statutory Tests

DFE disclaimer 2023: “pupils experiencing disruption to their learning during the pandemic”.  
There is still some recognition from the DFE that the children may be impacted by the pandemic.

#### EYFS

| EYFS | National and LA 2023 | School 2023 |
|------|----------------------|-------------|
| GLD  | 67% LA 63%           | 60% BELOW   |

#### Phonics

| Year 1   | National 2023 | School 2023 |
|----------|---------------|-------------|
| Year one | 79% LA 79%    | 80% ABOVE   |
| Year 2   | 89% LA 89%    | 83% BELOW   |

#### Key Stage One Year 2

September 2023

| ARE /GD     | National 2023     | School 2023       |
|-------------|-------------------|-------------------|
| Reading     | 68%<br>LA 67%/18% | 57% /14%<br>BELOW |
| Writing     | 60%<br>LA 60%/9%  | 40% /7%<br>BELOW  |
| Mathematics | 71%<br>LA 69%/16% | 63% /10%<br>BELOW |
| Combined    | 56%<br>LA 56%/7%  | 37%<br>BELOW      |

**Key Stage two Year 6**

| ARE/GD     | National and LA 2023 | School 2023                         |
|------------|----------------------|-------------------------------------|
| Reading    | 73%<br>LA 75% /29%   | 76% /23%<br>ABOVE ARE               |
| Reading AS | 104.9                | 105                                 |
| Writing    | 71%<br>LA 76% / 17%  | 73%/17%<br>ABOVE ARE<br>In Line GD  |
| Maths      | 73%<br>LA 77% / 26%  | 83%/27%<br>ABOVE ARE and in line GD |
| Maths AS   | 104.5                | 105                                 |
| SPAG       | 72%<br>LA            | 77%/37%<br>ABOVE                    |
| SPAG AS    | 106.3                | 106                                 |

|                |                          |                                     |
|----------------|--------------------------|-------------------------------------|
| Combined R/W/M | 59% /10%<br>LA 64% / 10% | 67% /10%<br>ABOVE ARE<br>In line GD |
|----------------|--------------------------|-------------------------------------|

Excellent Progress

| KS 2 Progress | National 2023 | School 2023 |
|---------------|---------------|-------------|
| Reading       | +0.37         | +1.8        |
| Writing       | +1.06         | +2.9        |
| Maths         | +0.74         | +3          |

The data demonstrates that throughout their journey in school, children make outstanding progress from a low starting position. The interventions in place are having a positive impact on the attainment and progress of children. Year on year children narrow gaps in learning and progress towards age-related expectations. Extra provision has been put in place to support children in developing their writing skills, this is ongoing and as the children progress through school monitoring and evaluation indicates that this support is having a positive impact.

**2. Gap between attainment of disadvantaged and non-disadvantaged children**

**Overall attainment and progress**

There are 74 pupil premium children or 35% of the children on roll. 32% of pupil premium children have SEND. Throughout school, non-pupil premium attain higher than pupil premium in all subjects at age related and greater depth. Pupil premium data can be distorted due to the small numbers of pupil premium children compared to non-pupil premium. The gap between the children is identified on entry into school and specific interventions are implemented for those children who are not on track to achieve National Expectations. Throughout the academic year, pupil premium children are monitored through data analysis, pupil progress meetings, lesson observations and pupil interviews to ensure that they are making at least expected progress. To narrow the attainment gap and ensure pupil premium children narrow the attainment gap, they have been prioritised for interventions including after school tuition.

**Narrowing the Attainment Gap Year 2 to Year 6**

When the Year 6 cohort were in Year 2 there was 7 pupil premium children, 3 of them SEND. There are now 10 pupil premium children, 3 of them SEND including 1 EHCP.

Although non pupil premium children attain higher than pupil premium a higher percentage of pupil premium children achieved age related expectations:

- writing from 56% at key stage 1 to 60% at key stage 2
- maths from 55% at key stage 1 to 70% at key stage 2

At greater depth:

- reading from 0% at key stage1 to 10% at key stage 2

- writing from 0% at key stage 1 to 10% at key stage 2.

**3. Poor language and communication on entry to school**

Reception children were reassessed using the TALC in June / July 2023.

The TALC assessments demonstrated the following:

| Date of assessment | Have not achieved Blank Level 1 | Passed Blank Level 1 (60 % of 3 year olds can do) | Passed Blank Level 2 (60 % of 3 year olds can do – they have passed blank level 2) | Passed Blank Level 3 and Blank Level 4 (65% of children understand blank level 3 and 4 when aged 5) |
|--------------------|---------------------------------|---|--|---|
| Sept 2022          | 10/30<br>33%                    | 11/30<br>37%                                      | 5/30<br>17%  | 3/30    1/30<br>10%    3%   |
| Dec 2022           |                                 | 13/30<br>43%                                      | 11/30<br>37%   | 6/13<br>20%   |
| July 2023          |                                 | 2/30<br>6%  | 8/30<br>27%  | 15/30    5/30<br>50%    17%   |

On entry to Reception approximately 13% of children were working within Blank Levels 3 & 4, compared to 67% of children working at or having achieved Blank Levels 3 & 4 by the end of Reception. As a result of TALC interventions and the emphasis on the development of communication and language skills in the mainstream class, all children have made progress in their raw scores assessed in July, and those working at Blank Level 3 and 4 has increased from 13 to 67%.

**4. Poor social and emotional skills on entry to school**

80% of children in the Reception cohort achieved the expected level in Personal, Social & Emotional Development at the end of the academic year July 2023. This is compared to only 21% on track at ARE on entry. 50% of pupil premium achieved this ELG.

**5. High number of pupils with SEND displaying difficulties regulating behaviour.**

The nurture provision has proved invaluable to assist children in regulating behaviour and over time has enabled children with significant SEMH to access the class for longer periods of time and indeed full time. It is accessed by children from Reception to year 6 and provides a safe haven for children who have experiences early childhood trauma. We have invested funding to ensure we have an in school trained children’s counsellor and also members of staff have a diploma in early childhood trauma informed. Our mindful therapist has also had a significant impact in this area giving children strategies to use in times of crisis.

Impact:

Self-regulation demonstrated at times of challenge; calming down more quickly and learnt strategies to aid this process

Focused listening and attention demonstrated.

Developing relationships with others in class improvements in following instructions in small group situations

Children are more-able to work in class more independently

Fewer incidents of emotional outbursts Less anxiety displayed in class and more confidence in speaking in class.

Sensory Circuits provided daily Impact:

- Improvements seen in fine motor skills / gross motor skills.
- Improvements in behaviour for learning after sensory circuits
- (Further children utilise sensory circuits throughout the school day for sensory breaks)

**6. High number of CLA (currently 13)**

**CLA 5 children**

| CLA (1 EHCP) | Reading    | Writing    | Maths      |
|--------------|------------|------------|------------|
| ARE          | 20% (1/5)  | 40% (2/5)  | 60% (3/5)  |
| Target       | 100% (5/5) | 100% (5/5) | 100% (5/5) |

Data indicates that children made at least expected progress from the beginning of the year and children achieved their end of year targets. For children looked after reading is the subject with the lowest attainment and maths is the subject with the highest attainment. 3 of the children looked after are in the Year 6 cohort and the data indicates excellent progress from the end of key stage 1. In maths all 3 children achieved age related expectations compared to 1 at key stage 1. In writing 2 of the children achieved age related expectations compared to 1 child and in reading the child who achieved age related expectations at key stage 1 achieved age related at key stage 2. formative assessment evidence excellent progress for one of the children who achieved pre key stage at key stage 1 and working towards at key stage 2.

**Post CLA 8 children**

| CLA (1 EHCP) | Reading   | Writing   | Maths     |
|--------------|-----------|-----------|-----------|
| ARE          | 50% (4/8) | 25% (2/8) | 38% (3/8) |
| Target       | 88% (7/8) | 88% (7/8) | 88% (7/8) |

Data indicates that children made at least expected progress from the beginning of the year and the vast majority of children achieved their end of year targets. For post children looked after writing is the subject with the lowest attainment and reading is the subject with the highest attainment. 1 of the children looked after is in the Year 6 cohort and the data indicates expected progress from the end of key stage 1. The child achieved secure in reading writing and maths at key stage 1 and secure in reading writing and maths at key stage 2.

September 2023

## 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*

N/A DFE programmes

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |