

Pupil premium strategy statement

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	Twelve Apostles RCPS
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	33% October census Inc CLA
Academic year/years that our current pupil premium strategy plan covers 2023-24 2024-25 (3 year plans are recommended)	2023-24
Date this statement was updated / published	September 2024
Date on which it will be reviewed	September 2025
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	£110,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£110,400

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

Precision Monitoring

September 2024

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.

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.

79% 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 0.18. 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 0.26 compared to 0.18 nationally. This picture of deprivation is further reinforced when one refers to the ACORN categorisation of home backgrounds where 65% 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.

36% of pupils are currently on the ever 6 register (Jan 2023 Census) above national FSM entitlement is 32% (Jan 2023 census) which is again above LA 29% and national 24%

The Borough of Wigan is 30th out of 354 authorities on income deprivation (Local Area Statistics) and 9th 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%.

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.

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 (11 children)
6	High number of children with EHCPs and EYAR (currently 9 EHCP children 1 child EYAR)
7	High number of CLA (currently 2 children CLA and 8 children Post CLA total 10 children)

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

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: £ 7,200 release SENDco (SALT) £27,000 staff to run nurture setting

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Speech and Language provision : SENDCO ELKLAN trained .	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	1,2,3

<p>To screen all children on entry and to plan bespoke programmes of work 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>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>To provide a nurture provision for children with barriers to learning including SEMH 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)

TAs salaries to deliver SALT, Language and Reading interventions £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a range of catch up intervention :Phonics interventions, maths intervention ,precision monitoring ,daily readers.</p>	<p>EEF ; Quality first teaching with a specialist TA interventions Moderate impact +4</p>	<p>1,2</p>

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

September 2024

Budgeted cost: Pastoral support £35,000 Well Being Coach £5000 Mindful Therapist £2,500
 £4700 Subsidise breakfast club, trips and visits, £2000 Provide homework and reading clubs at
 lunchtime

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 1;1 sessions wellbeing coach and therapist In house well-being coach completed "mindfulness for children" Level 3 Counselling Skills Level 5 Drawing and Talking moderate impact +4	1,2.45,6,7
To provide access to pastoral support	Children's pastoral needs are identified and targeted support and external support/ interventions are implemented	1,2.45,6,7
To provide access to breakfast club provision	Children will pupil premium status are offered breakfast club free of charge so that they have access to a healthy breakfast and enriching activities before school	2,3
To provide access to activities that enrich and enhance the curriculum	Children will pupil premium status are offered financial support to enable them to access enriching experiences such as museum visits and music concerts that will enhance their language acquisition.	2,3
To provide access to adult support to complete reading and homework	Children are offered homework/ reading club during lunchtime so that they have access to adult support, a quiet environment and IT resources to complete their homework.	2,3

Total budgeted cost:

Costings 2024-25

Speech and Language Programme (release SENDCO)	£7,200
Teacher and teaching assistant salaries to manage nurture provision	£27,000
Pastoral mentor salary	£35,000

September 2024

Wellbeing sessions TA trained counsellor	£5000
Relaxation and mindful therapist	£2,500
Teaching Assistants Salaries to support intervention programmes	£26,000
Subsidise breakfast club and school trips for pupil premium children	£4700
Provide homework and reading clubs at lunchtime and breaktime	£2000
Total	£110,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023-2024

This details the impact that our pupil premium activity had on children in the 2023-2024 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

EYFS

EYFS	National 2023/ LA 2023		School 2023	National/ LA 2024		School 2024
GLD	67%	63%	60%	68%	64%	53%

Phonics

	National 2023	School 2023	National 2024	School 2024
Year 1	79%	86%	81%	83%
Year 2	89%	80%	N/A	90%

Key Stage 1 Year 2

ARE/ GD	National 2023	School 2023	LA 2024	School 2024
Reading	68%/ 19%	57%/ 13%	70%/ 19%	69%/ 14%
Writing	60%/ 8%	40%/ 7%	63%/10%	63%/ 7%
Maths	70%/ 16%	63%/ 10%	73%/17%	69%/ 7%
Combined	56%/ 6%	37%/ 3%	60%/8%	59%/3%

Progress from Reception: The data at Key Stage 1 indicates that children have made excellent progress from low on entry base line scores in reception. On entry Reception Reading 20% expected compared to 69% expected Year 2 +49%. On entry Reception Writing 6% compared to 62% expected Year 2 +56%. On entry Reception Maths 13% compared to 69% expected Year 2 +56%. End of year reception GLD 67% Year 2 combined 59% -8%.

Key Stage 2 Year 6

ARE/ GD	National 2023 ARE/ GD	School 2023 ARE/ GD	National 2024 ARE/ GD	School 2024 ARE/ GD
Reading	73%/ 29%	77%/ 23%	74%/ 28%	77%/ 10%
Reading AS	105	105	105	104
Writing	71%/ 13%	73%/ 17%	72%/ 13%	70%/ 15%
Maths	73%/ 24%	83%/ 27%	73%/ 24%	80%/ 10%
Maths AS	104	105	104	105
GPS	72%/ 30%	77%/ 37%	72%/32%	77%/ 23%
GPS AS	105	106	105	105
Combined R/W/M	59%/ 8%	67%/ 10%	61%/ 8%	63%/

Progress Key Stage 1 to Key Stage 2

There is no progress data provided by the DFE this year. This Cohort did not complete Key Stage 1 SATs due the COVID pandemic and school closures.

Internal Progress Data

At Key Stage 2, the data indicates that the children have made excellent progress from on entry to reception. There is no Key Stage 1 data for this cohort due to the COVID pandemic. In reading 77% achieved age related expectations compared to 20% on entry to reception +57%. In writing, 70% achieved age related expectations compared to 24% on entry to reception +46%. In maths, 80% achieved age related expectations compared to 40% on entry to reception. GLD at the end of reception was 60% compared to 63% reading, writing and maths combined (+3%). When comparing school data to national data, 63% of children achieved age related expectations in reading, writing and maths compared to 64% LA (-1%) and 61% National (+2%). In reading, 77% compared to 76% LA (+1%) and 74% National (+3%). In writing, 70% compared to 75% LA (-5%) and 72% National (-2%). In maths, 80% compared to 77% LA (+3%) 73% National (+7%). At greater depth combined reading, writing and maths 7% compared to 9% LA (-2%) National 8% (-1%). In reading, 10% compared to 28% LA (-18%) 28% National (-18%). In writing, 15% compared to 16% LA (-1%) 13% National (+2%) In maths 10% compared to 24% LA (-14%) 24% National (-14%)

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 59 pupil premium children or 28% 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

GLD All Pupils	Pupil Premium	Non-Pupil Premium	Gap
53%	29%	61%	-32%

Phonics 2024	All pupils	Pupil Premium	Non Pupil Premium	Gap
	83%	64%	95%	-31%
Key Stage 1				
	All Pupils	Pupil Premium	Non-Pupil Premium	Gap
Reading	69%	43%	77%	-34%
Writing	62%	43%	68%	-25%
Maths	69%	43%	77%	-34%

Key Stage 2 Expected Standard				
	All Pupils	Pupil Premium	Non-Pupil Premium	Gap
Reading	77%	75%	78%	-3%
Writing	70%	58%	78%	-20%
Maths	80%	67%	89%	-22%

The data indicates that although there continues to be gap in attainment when comparing pupil premium and non- pupil premium the gap in attainment is narrowed by the end of Key Stage 2.

3. Poor language and communication on entry to school

The children were assessed on entry by the SENCO. On average, 60% of 3 year olds should have achieved both levels 1 & 2 on the TALC assessment. On entry, only 17% of the 2023-24 cohort were assessed as achieving level 2. As of Dec 2023 63% of children passed Level 2 or above. The children in the Reception class were grouped according to their TALC results. ELKLAN intervention began in September 2023 and progress has been very positive. Blank Level 1 and 2 children complete daily input by the TA/ class teacher and weekly intervention by the SENCo. Vocabulary sequencing, word finding and understanding others (the ability to feel and / or see things from another's point of view) were highlighted as main areas of difficulty in the TALC assessments. This is a focus for whole class teaching as well as intervention. Notably, there are a high number of children in this class with EAL; therefore, the results for vocabulary were especially low. End of year assessments indicate that children have made good, some outstanding progress. The children 's progress has been assessed on an on-going basis, and progress against the TALC levels assessed at the end of the year. VIPERS has been introduced to ensure that the children's vocabulary and reading skills are improved. The number of children on track for ARE has increased.

Impact and Evidence

Children are in receipt of specialised language and communication programme which targets their needs, which is delivered by the SENCO and followed up daily by class teaching assistants. Speech and Language TALC Update July 2023 On entry to Reception approximately 0% of children were working within Blank Levels 3 & 4, compared to 63% of children working at or having achieved Blank Levels 3 & 4 (norm is 65% of 5 year olds are at this level) by the end of year going basis, and progress against the TALC assessed at the end of the year. VIPERS has been introduced to ensure that the children's vocabulary and reading skills are improved. The number of children achieving ARE has increased. As a result of TALC interventions and the emphasis on the development of communication and language skills in class, the number of children who achieved ARE has increased from 17% on-entry to 67% at the end of the year. On entry to Reception

only 6% of children were working within the ARE in all areas used to measure a Good Level of Development. At the end of Reception 53% of children have achieved the GLD. Pupil Premium Children All but 1 (attendance issues) of the children have made progress in all of the areas measured in the Good Level of Development. 28% of the pupil premium children have achieved the GLD

The TALC assessments demonstrated the following:

Date of assessment	Have not achieved Blank Level 1	Passed Blank Level 1	Passed Blank Level 2	Passed Blank Level 3 and Blank Level 4	
		(60 % of 3 year olds can do)	(60 % of 3 year olds can do – they have passed blank level 2)	(65% of children understand blank level 3 and 4 when aged 5)	
Sept 2023	8/30 27%	14/30 46%	8/30 27%	0/30 0%	
Dec 2023	12%	21%	52%	15%	
July 2024	2/30 6%	6/30 20%	4/30 13%	7/30 23%	11/30 37%

4. Poor social and emotional skills on entry to school

83% of children in the Reception cohort achieved the expected level in Personal, Social & Emotional Development at the end of the academic year July 2024. This is compared to only 21% on track at ARE on entry. 83% 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 Children Looked After CLA (currently 8)

CLA and Post CLA children

CLA (1 EHCP)	Reading	Writing	Maths
ARE	50% (4/8)	25% (2/8)	38% (3/8)
Target	75% (6/8)	75% (6/8)	50% (4/8)

Data indicates that most children made at least expected progress from the beginning of the year and children achieved their end of year targets. For children looked after writing is the subject with the lowest attainment and reading is the subject with the highest attainment.

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