# Pupil premium strategy statement – St Jerome’s

## School overview

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| Detail | Data |
| Number of pupils in school | 195 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-27 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | April 2025 |
| Statement authorised by | Gemma Veevers |
| Pupil premium lead | Gemma Veevers |
| Governor / Trustee lead | Catherine Houghton |

## Funding overview

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £30,170 |
| 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* | £30,170 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *At St Jerome’s, our mission is for our children to ‘Grow in God’s love.’ As part of this Mission, considering the best interests of all of the children we serve is at the heart of all that we do. In producing this Pupil Premium strategy, we have referred to the EEF’s ‘Tiered approach to Pupil Premium (2024).’ This approach ensures that additional funding ensures that all children are in receipt of high quality teaching, targeted academic support and it also considers any wider strategies to be implemented.*  *We believe in forming excellent relationships with parents as we know that the key to a successful time in school is based on this. Working with families and parents also enables us to remove any barriers to attendance that may be in place. Our Pupil Premium strategy is shared with all staff, thus ensuring high priority is given to support pupils in receipt of additional funding. Children are at the very heart of all that we do at St Jerome’s and our disadvantaged pupils are prioritised in all that we do. We believe in creating a holistic school experience where every child feels supported and is given access to high-quality provision and opportunities, regardless of their starting points.* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Poor mental health of some children |
| 2 | Poor social and emotional intelligence for some disadvantaged children |
| 3 | An increase in the number of children requiring additional adult support |
| 4 | School attendance is poor for some disadvantaged children |
| 5 | Lower attainment of some disadvantaged |

## 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.

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| Intended outcome | Success criteria |
| Children’s attendance improved where needed | Increase in persistent absence of vulnerable pupils |
| Support for interventions | Increasing number of children accessing interventions |
| Children to be happy coming into school | Reduction in adult intervention required for children to come into school |
| Children to at least maintain current academic profile | Internal assessment data to indicate that children have maintained or improved in R, W and M from starting points |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All teaching staff to access high-quality CPD. The aim is to develop high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils | We will be focusing on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment. (EEF) | 5 |
| Professional development to support the implementation of evidence-based approaches. | Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques and embed new approaches. (EEF) | 1,2,5 |
| Technology and other resources to support high quality teaching and learning | To improve learning we will audit our technology provision. This will allow us to address any barriers in technology– particularly for disadvantaged pupils – and use technology in a way that is informed by effective pedagogy.  See EEF – updates in relation to EdTech, Using Digital technology to Improve Learning | 5 |

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

Budgeted cost: £7000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| One to one, small group or peer academic tuition | Intensive support, either 1:1 or as part of a small group, used to support learning if provided in addition to and explicity linked with normal lessons. Careful consideration is given to the implementation of tuition, including how learning gaps are assessed, curriculum content is selected and impact monitored. | 5 |
| Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND | Disadvantages pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the targeted use of technology, (EEF)  See – Special Educational Needs in Mainstream Schools – five evidence-based recommendations to support pupils with SEND, Five a Day Poster | 5 |
| Teaching assistant deployment and interventions | Strategic deployment of teaching assistants in important to ensuring that priority pupils are supported. Tas should be fully prepared for their role in any given lesson or intervention and their input should complement, rather that replace, high quality provision from the class teacher. (EEF)  See – Making the Best Use of Teaching Assistants | 1,2,3 |

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

Budgeted cost: £ *15,170*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supporting pupils’ social, emotional, and behavioural needs | Social and emotional skills support effective learning and are linked to positive outcomes later in life. We aim to take into account whole class approaches as well as targeted interventions, monitoring impact of these choices carefully. (EEF)  Increased support from internal Relax Kids therapist and number of referrals to MHST.  See – Improving Social and Emotional learning in Primary Schools, Improving Behaviour in Schools, Teaching and Learning toolkit – strands on social and emotional learning and behaviour interventions | 1,2 |
| Supporting attendance | Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. (EEF)  We aim to work closely with our school attendance officer to support vulnerable families and children.  Purchase of rewards for celebrating good attendance.  See Supporting School Attendance. | 4 |
| Extracurricular activities | Extra- curricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. (EEF)  We aim to broaden our offer for all children and give them the opportunity to participate in a wide variety of extra curricular activities.  See Teaching and Learning Toolkit – arts participation and physical activity | 1,2,4 |
| Communicating with, and supporting, parents | Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. (EEF)  See - Teaching and Learning Toolkit – parental engagement, Working with Parents to Support Children’s Learning. | 1,2 |

**Total budgeted cost: £30,170**

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