

Pupil premium strategy statement – St Mary’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	38 children 12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024 review completed 05/03/24) & July 2024
Statement authorised by	Mrs Rosemary Akehurst
Pupil premium lead	Mrs Rosemary Akehurst
Governor / Trustee lead	Mrs Claire Freer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,285
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39,285

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium strategy statement - The Pupil Premium Grant is allocated to schools by the government to provide funding for the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Our School Priorities are: Priority 1: Quality of Education – High quality teaching; improving pedagogical approach to teaching; raising standards in reading (incl phonics); curriculum design and deployment of teaching assistants.

Priority 2: Behaviour, attitudes and personal development: High Quality Learning – RE and collective worship curriculum development.

Priority 3: Leadership and Management – High quality leadership; developing subject leaders, – creating a supportive environment for learning.

Priority 4: Early Years– Quality of Education to improve outcomes for all children.

We have allocated funding through the PP grant to support programmes and interventions. Programmes and Intervention sessions will be led by St Mary's Catholic school staff which supports the EEF statement that 'Tuition delivered by qualified teachers is likely to have the highest impact.'

Challenges

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

Challenge number	Detail of challenge
1	Specific difficulty in reading, writing or maths. We know from both summative assessment and teacher assessment that disadvantaged pupils commonly have specific difficulty in reading (including phonics), writing and/or maths. Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Emotional wellbeing / Low self-esteem. We know from both teacher observations and discussion with our SENDCo that disadvantaged pupils (and their families) commonly have low self-esteem and need additional support with their emotional and mental health. These findings are also supported by national studies.
3	Poor attendance Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than non – disadvantaged peers. Our attendance lead monitors attendance closely, meeting EWO termly to discuss barriers.
4	Low aspirations & limited life experiences We know from research and our teacher observations that disadvantaged pupils have lower aspirations compared to their peers. We know that they do not have the same life experiences outside of school, which results in lower education attainment.
5	Access to extra-curricular activities (e.g educational experiences such as trips and participation in physical activities and a range of enrichment activities). Often due to financial constraints, children are not able to attend clubs with the community which have a cost attached to them.

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
High aspiration and rates of achievement across EYFS, Key Stage One and Key Stage Two for all children eligible for PP, with particular emphasis on the expected prior attainment group with the aspiration of a higher proportion achieving greater depth by the end of Year 6.	All disadvantaged pupils, regardless of prior attainment, achieve well and make at least as much progress as their similar peers.

Attendance and punctuality	Attendance levels in line or above national figures (6.3%) for PP Children. Persistent absence to decrease so that PP pupils are in line with or better than school and national (17.7%) attendance figures.
For disadvantaged pupils' social, emotional and mental health needs to be met	Pupils have a 'growth mind-set' greater resilience, independence and confidence to engage with learning opportunities that are both challenging and engaging regardless of prior attainment. ELSA pre and post questionnaire show improvement in targeted attitudes and behaviour. Boxall Profile to be completed for all PP children to monitor progress.
Provide cultural capital experiences, raising aspirations and new interests.	All disadvantaged pupils are highly engaged in the school experience. They are eager to try new experiences and discover new interests and skills.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,852.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of curriculum tools: MyON AR Reader Maths Whizz Number Stacks .	Links with home / school learning is important for enabling children to over learn at home to feel confident in lessons in school. Having a systematic approach to maths and reading ensures that children are well practised in using their skills in lessons. Feeling of achieving on online platforms enables children to feel more confident	1, 2, 3, 4
Interventions and keep up groups, including same day interventions	Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers. Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills. Build confidence and raise achievement in English and Mathematics through targeted support (EEF Maths Guidance) ((EEF Literacy Guidance)	1,2,4
Quality First Teaching and targeted CPD 1:1 Pupil Mentoring Coaching/mentoring for teachers	To improve the teaching quality in every classroom provide targeted coaching, mentoring and CPD. Quality first teaching has the greatest impact on pupil progress (EEF Guide to PP) In-class support, to support groups of pupils and to allow class teachers to work with groups of children and carry out 1:1 pupil mentoring. Social and emotional support for pupils to enable them to learn and manage their feelings and access class learning (Small Group Tuition EEF). Deliberately targeting the development, use and broadening of vocabularies across all subject 1,2,3,4,6,8,9 5 areas, with the aim of 'closing the vocabulary gap' between those who are disadvantaged and those who are not, supporting every individual child to succeed.	1,2,4,5

	Quality first planning, teaching and learning to bridge the gaps in learning, particularly focusing on reading, writing and mathematics. Quality first teaching focusing on promoting well-being and resilience using Ten Ten.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,057.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English and Math sessions targeted at disadvantaged pupils who require further support. This will be delivered by a qualified teacher.	Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers (One to One Tuition). Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills	1,4
SEND/CO/Inclusion meetings with Class teachers (including termly pupil progress meetings) CPD re: ASD, S&L, attendance and	Barriers to learning identified and strategies suggested. Teachers confident and focussed in meeting individual pupil's needs. High quality focussed CPD for all staff to maintain high standards of teaching within an inclusive school. Enabling the needs of all learners to be effectively met with teaching and	1,2,4

SEND additional needs	learning that is responsive to need (EEF Effective CPD).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,374.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA 1:1 and small group sessions	Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2,3,4
Employment of Parental Support Worker, Pastoral Support Assistant and attendance administrator as a main points of communication between home and school regarding social, emotional challenges and identifying poor attendance.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2,3,4,5
Funds for Other Costs (uniform, attendance, trips, provision of books	School uniform EEF (educationendowmentfoundation.org.uk)	2,3,4,5

and school resources).		
Enrichment activities (including school clubs and outside provider clubs)	Pupils able to participate fully in school clubs, trips. PP pupils paid for residential PGL visit. Learning is supported by clubs and trips that are carefully planned to enhance the school's curriculum. Pupils enjoy the experience of being at school, talents, skills and efforts in non-academic subjects are celebrated and support the development of self-confidence. Help children create positive friendships and develop social skills. Reduced incidents of disruptive behaviour. Pupils enjoy coming to school	5

Total budgeted cost: £ 39,285

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 SATS results 2023

All Year 6 children:

Reading: 69%, Writing: 69% and Maths 60%

Pupil premium children: (7 children in receipt of Pupil Premium in Year 6 – one SEND did not take part in SATs due to working significantly below.).

Reading & writing 71% EXS +

Maths 43% EXS+

The children have made **excellent progress** from their starting points, including some who have not had even a year in the British education system.

KS1 SATS results 2023

All Year 2 children:

Reading: 59% writing: 52% and Maths: 57%

Pupil Premium children:(9 children in receipt of Pupil Premium in Year 2)

Reading and writing 44% EXS+

Maths 22% EXS

Staff have worked very hard to support some of these children to increase their attendance and support their additional needs, this has resulted in some pleasing progress from their starting points.

Phonics results 2023

Whole of Year 1: 69%

Pupil Premium children in Year 1: (2 children in receipt of Pupil Premium in Y1).

50% passed phonics screening and 50% did not.

EYFS GLD

All reception children: 35% of all children in 2022-23 demonstrated GLD.

Pupil Premium children in reception: (6 children in receipt of Pupil Premium in Year R)

33% demonstrated GLD in all areas and 67% have not yet demonstrated.

The school is satisfied that most of the children have made progress from their starting points academically. They have also been provided with opportunities to develop their social, emotional and mental health through a variety of experiences throughout the academic year.

Externally provided programmes

Programme	Provider
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Times Table Rockstars	Maths Circle
Maths White Rose	White Rose
Accelerated Reader	Renaissance
MyON	Renaissance
Maths Whizz	Maths whizz
Ten:ten	Ten Ten resources
Number Stacks	Number Stacks
Nessy	Nessy Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.