

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

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2023 to 2024 academic year.

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	St Mary’s Catholic Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (<i>3-year plans are recommended</i>)	2023/2024 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jennifer Gill Headteacher
Pupil premium lead	Jennifer Gill Headteacher
Governor / Trustee lead	Lorraine Murray (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£53,835

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School, all members of staff and governors have high expectations and aim to provide the best possible educational experience for every child. We recognise that a number of children, including some not eligible for pupil premium funding, may require additional support and intervention at times during their time in primary school. In our school, every child is valued, respected and entitled to develop to their full potential. We are fully committed to meeting the pastoral, social and academic needs of all children to enable them to do this within a nurturing environment.

The objectives for our children eligible for pupil premium funding are:

- To ensure that the attendance of children in receipt of pupil premium is in line with their peers in school.
- To ensure that the outcomes for children eligible for pupil premium are at least in line with their peers.
- To ensure that the wellbeing needs of children are met to enable them to make at least expected progress.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Attendance of children eligible for PP is below that of their peers and below the Government target of 96%; a greater proportion are classed as persistent absentees.
2 Pastoral	Emotional wellbeing, social and behavioural needs are affecting children's readiness to learn which impacts their ability to make progress.
3 Outcomes	Some children who are eligible for PP are not making the expected progress despite interventions.
4 SEND	Some children eligible for PP have specific SEND needs and an increasing number require speech and language intervention.

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
<p>Attendance of children in receipt of PP is line with their peers.</p> <p>Proportion of children classed as persistent absentees is reduced.</p>	<p>Gap between PP and non-PP children is reduced. (4.2% for summer term 2022)</p> <p>A reduced number of children in receipt of PP are classed as persistent absentees.</p> <p>6 pupils (17.65%)</p> <p>Target attendance for all children to be 97%.</p>
<p>The wellbeing needs of all children in receipt of PP are met.</p>	<p>Children’s wellbeing needs are met; feedback from children and staff is positive. They demonstrate positive attitudes to learning and school life.</p> <p>Targeted intervention, where needed, has a positive impact and children no longer need additional support.</p> <p>Children engage fully with all aspects of school life and have access to wider opportunities.</p>
<p>To continue to ensure that outcomes for children in receipt of PP are at least in line with their peers through high quality teaching and effective targeted intervention.</p>	<p>Attainment gap between PP and non-PP children in reading, writing and maths is diminished.</p> <p>Reading – increase to</p> <p>Maths – increase to</p> <p>EGPS – increase to</p> <p>RWM combined – increase to</p>
<p>To ensure that all children in receipt of PP, including those with SEND, make expected progress from their starting points.</p>	<p>Progress of children in reading, writing and maths is in line with their identified baseline.</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Develop teaching techniques through focused and targeted CPD – instruction, modelling, feedback</p>	<p>See EEF research guidance report: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1675258156 Recommendation 1 and 2 Feedback recommendations: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1675259727 Metacognition and self-regulation recommendations: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1675259795</p>	<p>3 and 4</p>
<p>Effectively implement systematic synthetic phonics teaching programme (Little Wandle) School to school support to develop staff confidence and ensure high quality teaching. Implement phonics tracker to ensure that progress is monitored and timely intervention delivered where needed to keep children on track or catch up.</p>	<p>See EEF research guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Recommendations 2 and 3</p>	<p>3 and 4</p>
<p>Work with school improvement partner and BWCET maths lead to ensure that maths curriculum and teaching effectively builds mastery and fluency.</p>	<p>See EEF research guidance report: Improving Mathematics in the Early Years and Key Stage 1 (Oct 2021) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths and: Improving Mathematics in Key Stages 2 and 3 (Nov2022) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>3 and 4</p>

<p>Reading will be a key priority on the School Development Plan:</p> <p>Review reading strategy and implement new approaches to teaching of reading to ensure high quality whole class reading sessions.</p>	<p>Improving Literacy in KS2: recommendations 1, 2 and 3 focusing on high quality teaching to develop language and reading capabilities through modelling and supported practice.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1675256895</p>	3 and 4
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Targeted academic support

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Effective deployment of teaching assistants to support key children and year groups.</p> <p>Ensure that TAs receive high quality training and support, have clear guidance and a structured role. TA interventions to link explicitly to classroom teaching.</p> <p>Targeted interventions to enable children to catch up and keep up. (Phonics, reading, maths)</p> <p>Reduced size groups in UKS2 to close gaps.</p>	<p>EEF research guidance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p><i>Research on TAs delivering targeted interventions in one to one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p>	2, 3 and 4
<p>Analysis of summative data to identify children at risk of, or who are, falling behind. Closely monitored by SLT.</p> <p>Pupil progress review meetings.</p> <p>Regular review of targeted interventions.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p><i>Interventions will be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</i></p>	3 and 4

Wider strategies

Budgeted cost: £18,835

Activity	Evidence that supports this approach	Challenge addressed
<p>Family support worker targeted support for families to</p>	<p>Promoting children and young people's mental health and wellbeing report:</p>	2 and 3

<p>address wellbeing and attendance concerns.</p> <p>Create wellbeing area – calming corner to support pupils with self-regulation.</p> <p>Staff CPD – identifying and supporting wellbeing and mental health.</p> <p>Fund school-based counsellor for individual pupils as needs identified.</p> <p>Review and embed Positive Behaviour Policy to ensure that the school environment promotes respect and values diversity.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p> <p><i>A child's emotional health and wellbeing influences their cognitive development and learning (1,2) as well as their physical and social health and their mental wellbeing in adulthood (3,4,5).</i></p> <p>EEF guidance about wider strategies focusing on SEL, wellbeing and mental health.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1675262946</p>	
<p>Provide opportunities for learning outside of the classroom. Forest School, curriculum enrichment opportunities, subsidised visits, visitors, workshops, breakfast and after school clubs.</p>	<p><i>The natural world also offers children an opportunity to develop key emotional skills through adventure and play, allowing them to regulate stress and reset in a healthy environment.</i></p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://cdn.forestresearch.gov.uk/2022/02/fr0112for-estschoolsreport.pdf</p>	2, 3 and 4
<p>Promote good attendance through reward systems, regular communication and support for parents to identify and remove possible barriers.</p>	<p><i>Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</i></p> <p>School Attendance Guidance May 2022</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073591/School_attendance_guidance_May-2022.pdf</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p>	1, 2 and 3

Total budgeted cost: £53,835.00

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 2022 to 2023 academic year.

Attendance 2022 – 2023

All children = 93.2%

PP = 92%

Number of persistent absentees in 2022 – 2023

All children = 21.4%

PP = 20.0%

Impact: Attendance of PP children is below their peers and well below the government expectation of 96%; action to improve this figure remains a major priority.

Next steps:

Continue to focus on securing good attendance for all children and particularly PP children. Work with parents to identify individual reasons and/or barriers and put support in place. Review and implement new attendance policy and procedures.

Attainment outcomes 2022 – 2023

		All children		Pupil Premium	
Statutory Assessment		Number	% @ EXP	Number	% @ EXP
EYFS	GLD	7	85.7%	3	67%
Y1	PSC	13	92.3%	5	80%
Y2	PSC Y2	3	33%	1	0%
	Reading	10	70%	5	60%
	Writing	10	50%	5	0%
	Maths	10	60%	5	80%
Y4	MTC	18	0%	5	7%
Y6	Reading	19	57.9%	7	37.5%
	Writing	19	52.6%	7	37.5%
	Maths	19	57.9%	7	37.5%
	GPS	19	63.2%	7	37.5%
	RWM combined	19	31.6%	7	12.5%

Impact:

The table above indicates the attainment gap between PP children and their peers. This is especially evident in end of KS2 assessments. Due to the small numbers of children in these groups data should be viewed with caution but nevertheless raising the attainment of children eligible for PP remains a high priority. The overlap of children eligible for PP and SEND must also be taken into account and information regarding progress from starting points considered when evaluating impact of PP spending.

Next steps:

Raising the attainment of children eligible for PP will continue to be the main focus for PP spending.

Where progress falls below expected this is often linked to poor attendance and the ongoing impact of COVID-19 and gaps in learning as a result of disruption. The proportion of PP children achieving greater depth in reading, writing or maths was below that of non-PP children. Increasing the proportion of children attaining GD is a focus for 2023/24.

Targeted support

- Mental health and wellbeing

Positive impact for children who accessed school counsellor or accessed support via Family Support Worker.

Next steps:

Continue to offer targeted support through school counsellor and FSW and also implement WB/MH strategy across the whole school.

Ensure that impact evaluated with case studies available to illustrate effectiveness.

- Subsidised visits/extra-curricular opportunities

All children eligible for PP funding were able to participate in additional activities – sports, music tuition, residentials and after school clubs.

Next steps:

Implement a comprehensive, planned programme of extra-curricular opportunities which are offered to PP children to raise aspirations and build capital culture. Review uptake and gather feedback from children and parents.

Externally provided programmes

Programme	Provider
N/A	