

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	225 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	20%
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)	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Amy Pritchard
Pupil premium lead	Amy Pritchard
Governor / Trustee lead	Mike Moran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,800
Pupil 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>	£64,000

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's it is our intention to provide an educational experience that provides excellent academic, social, cultural and moral education. In keeping with the finest traditions of Catholic education, our ultimate goal is that no child is left behind socially, or academically, because of disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

At the heart of our approach is high quality teaching and pastoral care. Ensuring that the day-to-day experience in classrooms is of the highest quality, combined with excellent pastoral care, provides the best possible outcome for all pupils, including those who may be disadvantaged.

Common barriers to learning for disadvantaged children can be that they:

- are less supported at home,
- have weak language and reading skills,
- lack confidence,
- lack access to high quality IT equipment and broadband,
- have more frequent behaviour difficulties
- have attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all."

We use the Education Endowment Foundation (EEF) guide to pupil premium, based on high-quality teaching, targeted academic support and wider strategies to develop social and emotional skills. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment is sustained and improved, alongside progress for their disadvantaged peers.

We implement our strategy by ensuring that targeted support is effective and we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our strategy plan for all disadvantaged children will:

- Ensure that more able disadvantaged pupils are supported to reach the higher standard.
- Ensure pupils who lack confidence or self-esteem have a variety of support in place to build up resilience, therefore improving their access to learning.
- Enable pupils to have access to a broad offer of academic and enriching opportunities to ensure they develop high aspirations.
- Ensure pupils have good attendance and punctuality so that gaps in learning are not widened.

- Ensure that parents are supported to engage and confidently support their children to achieve their full potential.
- Ensure that pupils' social and emotional needs are met.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data last year showed that the attendance among disadvantaged pupils is 4% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress. Lateness is also higher in our disadvantaged pupils, which mean that they are missing the input of the morning lesson. This makes it harder for the pupils to understand what is being asked of them.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments and observations indicate that disadvantaged pupils have a lower attainment on entry across all areas of learning.
4	Some pupil premium pupils have less access to cultural experiences, which hinders their understanding of the wider curriculum and life experiences.

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
To achieve and sustain improved attendance for all, especially disadvantaged pupils.	Attendance of all pupils is above the National Average. Incidences of lateness decreases for disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, ongoing formative assessment and the use of Wellcomm as a diagnostic and assessment tool.

For achievement of ELG's at the end of Reception to be in-line with National Average (70%).	% of disadvantaged pupils achieving ELG's shows a year on year increase
Improved KS2 SATS results.	KS2 outcomes show an increase from last year and are in-line or above with National.
Improved PSC	PSC outcomes above National

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Significant investment in relevant CPD for all staff to ensure high quality teaching. This includes Catholic Partnership CPD programme, Number Sense courses and leadership formation programmes. Also strong partnerships, collaborative opportunities and CPD across the MAC, learning community and Local Authority. CPD includes Diane Pye leadership courses for all subject leaders, leadership formation for all current and potential leaders, Building the Kingdom for senior staff.	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1,2,3.
The Write Stuff Training. All teaching and support staff to receive a day's training	The Write Stuff, created by Jane Considine, is a system that will sharpen the teaching and learning of writing within your classroom.	

<p>on TWS approach to the teaching of writing. This is to improve outcomes in writing across all key-stages and phases.</p>	<p>It is research informed and practically applies evidence into effective best bets for improving writing outcomes.</p> <p>Teachers will be guided through the rationale and approaches to ensure that they have a deep understanding of the processes they can follow to become <u>more effective teachers of writing</u>.</p> <p>Engaging, research informed CPD and highly detailed schemes of work. (jane-considine.com)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLA with SALT service.</p> <p>School have assigned therapist in school, one day each week.</p>	<p>Poor Language and Communication skills on entry to school. Many children are working below their age band and are unlikely to have the breadth of vocabulary that reflects their experiences, on entry to Reception.</p> <p>In KS1 and KS2, some children struggle to use talk to connect ideas and explain what is happening coherently.</p> <p>Higher than average numbers of children access SALT in Reception.</p> <p>SALT also trains TAs to ensure long-term benefit.</p>	<p>2, 3.</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3.</p>

including those who are high attainers.		
Additional phonics sessions targeted at disadvantaged pupils.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)	2,3
Wellcomm toolkit used as a diagnostic assessment for oral comprehension. Big book of ideas used for weekly intervention to develop oracy.	Delayed language skills lead to under-performance later in life. WellComm helps you to identify pre-school and primary school children who are experiencing barriers to speech and language development so that you can support them early in their education journey.	2,3

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

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meetings with all PP families who had attendance below 95% last academic year to create a strategy together to support the family to improve attendance. Examples include free admission to breakfast club and before school extra-curricular clubs to encourage children to get to school early.	NCCP's national data analysis found that chronic absence (attendance below 90%) in primary school is associated with lower academic performance for all children regardless of gender, ethnicity or socioeconomic status. Public Health England – “positive association exists between academic attainment and physical activity levels of pupils.”	1
Ensure all pupils have equal access to wider opportunities.	3. Wider strategies EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcomes 22-23
Improved oral language skills and vocabulary among disadvantaged pupils.	Wellcomm data at the end of N & R shows significant improvement.	From 50% achieving red at the start of the year this has improved to 20% achieving red. Meaning 80% of pupils are at ARE for receptive and perceptive language.
Improved attainment for disadvantaged pupils at the end of reception.	% of pupils achieving GLD in reception is in-line with National average.	4 disadvantaged pupils in 22-23. Only 1 child achieved GLD which was a 25% decrease on previous year.
Attendance for disadvantaged is in-line with non-disadvantaged pupils.	% attendance is above local and National averages.	Disadvantaged – 91.5% Non-disadvantaged – 94.5% NatAv. 92.8%
Improved reading attainment among disadvantaged pupils.	% of pupils passing the PSC is in-line with National average. % of pupils achieving ARE in Y6 is in-line with National average.	85.7% of disadvantaged pupils passed the PSC compared to 69.6% non-disadvantaged. NatAv. 78% % disadvantaged achieving expected standard – 78% % non-disadvantaged 71% Nat Av. 73%
Improved writing attainment for disadvantaged pupils at the end of KS2.	% of pupils achieving ARE in Y6 is in-line with National average.	% disadvantaged achieving expected standard – 33% % non-disadvantaged 86% Nat Av. 71%
Improved maths attainment for disadvantaged pupils at the end of KS2.	% of pupils achieving ARE in Y6 is in-line with National average.	% disadvantaged achieving expected standard – 44% % non-disadvantaged 76%

		Nat Av. 73%
All disadvantaged pupils to be provided with enrichment opportunities in school.	Increase in uptake of after-school clubs.	Targeted offer means uptake has increased.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

