# 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.

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

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| **Detail**  | **Data**  |
| Number of pupils in school  | 89  |
| Proportion (%) of pupil premium eligible pupils  | 19%  |
| 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)**  | 2024/2025, 2025/2026, 2026/2027  |
| Date this statement was published  | 02/12/2024  |
| Date on which it will be reviewed  | 30/09/2025  |
| Statement authorised by  | Lesley Box  |
| Pupil premium lead  | Lesley Box  |
| Governor / Trustee lead  | Emma Curran  |

## Funding overview

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| **Detail**  | **Amount**  |
| Pupil premium funding allocation this academic year  | £20,073  |
| 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*  | £20,073  |

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary’s Catholic Primary School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from interventions and activities based on accurate understanding of what support best suits each pupil.

We aim to overcome barriers to learning and accelerate progress through increased levels of self -belief, confidence and resilience so that disadvantaged pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

The funding received is to help improve the attainment and benefit full cohorts, it is not a personal budget for individual children.

## 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  | 59% of PP pupils also have SEND including cognition and learning difficulties, social/emotional difficulties which impacts upon academic progress and achieving national expectations and greater depth.  |
| 2  | 50% of our PP children are at risk of their below average (95%) attendance rates impacting upon their progress. Punctuality is also a concern.  |
| 3  | 80% of disadvantaged pupils are not achieving end of year expectations.  |
| 4  | Lack of parental engagement with home learning/ reading.  |
| 5  | PP children not able to regulate emotions due to weaker social and emotional skills resulting in missed teaching time and disruption to learning, impacting their progress. Not having PE uniforms and swim wear impact on emotional well-being and made to feel different.  |

## 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**  |
| PP children with SEND will make the same progress as NPP with SEND  | School tracking systems will show that PP pupils with SEND achieve in line with non-PP children with SEND.  |
| Improved punctuality and attendance in line with non-disadvantaged pupils  | Children in, ready to learn, increased self-worth and emotional regulation Walking bus will ensure children are in school on time.  |
| Reduce the difference between pupils eligible for PP and other children in school achieving end of year expectations.  | PP children (without SEND) will meet end of year expectations in line with their peers.  |
| Improved partnership and relationships between school and parents/carers ensuring that all children are consistently supported both at home and in school.  | Improved engagement from PP families such as attending parents evening, consistently completing homework, and reading diary entries.  |
| Children are equipped and explicitly taught the skills to successfully self-regulate and control emotions. Improved social and emotional learning. Children are equipped for PE lessons including swimming. All PP children will be able to swim 25m by the end of Year 6 Increased confidence rather than heightened anxieties around not having the right kit in school  | Calmer classrooms Increased independence in pupils’ self-control and ability to self-regulate to control heightened emotions. Children can access a full curriculum with confidence and sense of belonging. Children will meet end of KS2 National Curriculum expectations in swimming by the end of Y6.  |

## 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: £4994

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| CPD including quality mentoring /coaching and training costs for ECT, targeted CPD for teachers and teaching staff. (£4294)  | The EEF ‘Guide to Pupil Premium’ states that “good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”  | 1,3  |
| CPD – Including Zones of regulation curriculum (£250)  | EEF states: - *“There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.”* [https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)   | 5  |
| Additional adult in pool (£450)  | Swim England state ‘*Some pupils may not be able to meet national curriculum expectations after swimming and water safety lessons in core PE. The premium can be used for Top-up Swimming. This is an intervention designed to provide additional help to those pupils who would benefit from extra support, enabling every child to achieve the key stage 2 standard in swimming and water safety at primary school*.’ [https://www.swimming.org/schools/swimming-nationalcurriculum/](https://www.swimming.org/schools/swimming-national-curriculum/)   | 5  |

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

Budgeted cost: £9580

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Increased attendance using resources and CPD – Clennell Solutions (£500)  Walking Bus Scheme (£150 – road safety resources)  | The Department for Education (DfE) published research in 2016 which found that: *'The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.’*   | 2  |
| Lexia, spelling and maths shed used across the whole school as a learning tool and to offer further opportunity for parents to become more involved with their child’s learning at home. (£1080)  | EEF evidence suggests that increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact. The EEF website states ‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes’  | 1,3,4  |
| Evidence based 12-1 and small group reading / phonics interventions led by experienced and trained Teaching Assistants. (£7850)   | EEF Toolkit – ‘Closing the Disadvantaged Gap’ “*One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.”* Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)    | 1,3  |

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

Budgeted cost: £10,026

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| School to tailor communications to encourage positive partnerships – Weduc & MCAS app (£300)  | The EEF Guidance Report ‘Working with Parents to Support Children's Learning’ states that *“Well-designed school communications can be effective for improving attainment and a range of other outcomes”.*   | 1,2,3,4  |
| Engage the services of a school counsellor for individual therapy sessions as required. (£500)   | The NHS ‘School based counselling review’ states: - Many pupils report improvements in their capacity to study and learn following counselling and frequently report that counselling helps them to concentrate.   | 5  |
| First Aid Training £525  | School and public health association states: - ‘*First aid training encourages children to be self-reliant and empowers them with invaluable skills to help themselves and others in medical emergencies' ‘Knowledge of first aid also encourages young people to be more risk aware and will consequently lead to a reduction in avoidable accidents.’* [https://saphna.co/wp-content/uploads/2021/06/teachingFA-in-schools.pdf](https://saphna.co/wp-content/uploads/2021/06/teaching-FA-in-schools.pdf)   | 5  |
| Purchase: - Swim & PE kits Washing machine £400  | Children arriving at school without correct kits are unsettled and anxieties are heightened prior to the lesson in the afternoon which results in the children not fully focussed and engaged in class.  | 5  |
| Offer free after school clubs each week and free daily breakfast club from 8.30am (£3000 estimate)  | *‘Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.*  | 2,5  |
|  Cover the full cost of educational visits and 50% of residentials. (£1200)   | *There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.’* [*https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity*](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)  |  |
| Nurture Interventions with senior mental health lead. (£3441)  | EEF - Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. [https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)      | 1,3,5   |
| Funded Music Lessons £165 per pupil x 4 £660  | Pupil Premium budget can also be used to enhance arts participation, funding used on music lessons can slowly encourage good study habits and engaging attitudes in the classroom.  | 1,3,5  |

**Total budgeted cost: £23,900**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Success Criteria - PP children will meet end of year expectations in line with their peers.** PP children did not meet end of year expectations in line with their peers across the rest of school. 20% of PP achieved RWM compared to 69% of Non-PP. **Success Criteria - School tracking systems will show that PP pupils with SEND achieve in line with Non-PP children with SEND.** Met - PP pupils with SEND are performing in-line with non-PP SEND pupils, although they are slightly lower at reaching expected standard in all three subjects combined. This is still a focus for 2024-2025. **Success Criteria - Improved engagement from PP families such as attending Parents evening, consistently completing homework and reading diary entries.** 100% of PP families attended parents’ evenings, ensuring next steps for their child/children are clear and examples of how to support learning at home were understood. Most relationships between school and parents/carers have developed to ensure children are consistently supported both at home and in school. As a result, the impact has been evidenced such as homework being completed more frequently and increased dialogue in reading diaries. **Success Criteria - PP pupils to have Improved attendance rates in line with others.** Partially Met - Absence among PP pupils have increased in 2023-2024 and was 2.9% higher than their peers. Persistent absence is similar to that of their peers: - 10% PP = PA 6.15% Non-PP = PA **Success Criteria - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils**  Met - 100% of our PP children attended at least one enrichment club/activity in 2023/24 to promote positive health and well-being and increase confidence. Communication and encouragement has influenced the attendance of PP at enrichment activities.  |
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## Externally provided programmes

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

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| **Programme**  | **Provider**  |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**  |
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| **The impact of that spending on service pupil premium eligible pupils**  |
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# Further information (optional)