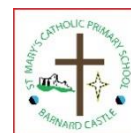


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 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	89
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022, 2022/2023, 2023/2024
Date this statement was published	25/09/2023
Date on which it will be reviewed	30/09/2024
Statement authorised by	Lesley Box
Pupil premium lead	Lesley Box
Governor / Trustee lead	Mrs E Curran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,625
Recovery premium funding allocation this academic year	£2000
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	£17,625

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. Through this we aim to overcome barriers to learning and accelerate progress so that these 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 of 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.

Challenge number	Detail of challenge
1	61.5% 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	54% of disadvantaged pupils are not achieving national expectations, with vast majority not achieving in Maths.
3	Lack of parental involvement/engagement of some families whose children are eligible for PP may lead to a lack of progress.
4	The majority of our PP children are at risk of their below average (95%) attendance rates impacting upon their progress.
5	The negative impact heightened anxieties and social & emotional needs has on the learning and progress of some of our PP children.

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
Reduce the difference between pupils eligible for PP and other children in school achieving end of year expectations.	PP children will meet end of year expectations in line with their peers.
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 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.
Parents/carers clearly understand the impact of low attendance and lost learning on their child's education.	PP pupils to have Improved attendance rates in line with others.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £4054

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality mentoring /coaching and training costs for ECT, Trainee Teacher and teaching staff. (£2294)	The EEF 'Guide to Pupil Premium' states that "good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils"	1,2
Purchase of assessment tools (Testbase) (£150)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2
Teachers given additional CPD time to embed key elements of EEF guidance and to access Maths Hub resources and CPD (including Teaching for Mastery training). (£810 cost of cover)	The EEF guidance 'Improving Mathematics in KS2' Improving Mathematics in Key Stages 2 and 3	2
Nurture Lead to access DfE approved 'SMHL' Training £800	DfE states ' <i>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn</i> '	5

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

Budgeted cost: £8550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activities and resources in place to meet the specific needs of PP children with SEND (£500)		1
Quality 1-2-1 and small group reading / phonics interventions led by experienced and trained Teaching Assistants. (£7850)	<p>EEF Toolkit – ‘Closing the Disadvantaged Gap’</p> <p><i>“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.”</i></p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
Additional targeted support in the form of small group interventions. (included in previous activity)	Some studies (evaluation of Every Child Counts) suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains the impact of small group intervention.	1,2
Lexia, spelling and maths shed used across the whole school as a learning tool and to offer further	EEF evidence suggests that increasing parental engagement in primary and secondary schools had on average two to three months’	1,2,3

opportunity for parents to become more involved with their child's learning at home. (£200)	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'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7100

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 Childrens Learning' states that " <i>Well-designed school communications can be effective for improving attainment and a range of other outcomes</i> ".	3
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
Robust procedures in place to monitor attendance rates in line with trust policy. Encourage attendance through communications (Nil Cost)	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.	4
Dedicated individual / small group wellbeing sessions (Nurture Pod). Resources purchased (£1300)	DfE Research report 253 'The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes' states that "Children with better emotional wellbeing make more progress in	5

	primary school and are more engaged in secondary school.” “For academic progression, better emotional wellbeing is a key factor in primary school.”	
Offer free after school clubs each week and free daily breakfast club from 8.30am (£4000 estimate) Cover the full cost of educational visits and 50% of residential. (£1000)	Sutton Trust research suggests that accessing enrichment activities has a positive impact on pupil outcomes teaches resilience, builds confidence and also promotes full enjoyment of school. EEF evaluation of ‘Magic breakfast programme’ confirms the benefit or providing this service on attainment and attendance by providing a nutritious breakfast.	3,4,5

Total budgeted cost: £19704

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.

Success Criteria - PP children will meet end of year expectations in line with their peers.

100% of PP children met national expectations at the end of KS2, well above national and school average. KS1 results show that PP children performed above school average for RWM combined, however not all PP children met expectations.

Success Criteria - School tracking systems will show that PP pupils with SEND achieve in line with Non-PP children with SEND.

PP pupils with SEND are not consistently achieving in line with Non-PP children at end of year expectations. This is still a focus for 2023-24.

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.

Absence among PP pupils has narrowed and is now only 1.4% higher than their peers and persistent absence has reduced significantly and is now only 3.7% higher than non-PP (down from 35.7% last year).

Success Criteria - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

100% of our PP children attended at least one enrichment club/activity in 2022/23 to promote positive health and well-being and increase confidence.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Cambian Learning Group
Rainbows and Sunbeams	Rainbows Bereavement Support GB
Maths and Spelling Shed	Education Shed Ltd
Letterjoin	Green & Tempest Ltd
Journey in Love	McCrimmon's Publishing Company Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

- Develop leadership and responsibility opportunities in school such as: Playground Leaders, Climate Change Champions and Faith In Action award.
- Enrichment sessions planned around talents of PP children to promote possible career paths and spark an interest.
- Quality Mark in English and Maths achieved 2023
- Health and Well-being award achieved 2023