

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	412
Proportion (%) of pupil premium eligible pupils	6.7% (28/412)
Academic year that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	01.09.2024
Date on which it will be reviewed	31.08.2025
Statement authorised by	Robin Hoyles Chair of Governors
Pupil premium lead	Isobel Vassallo Headteacher
Governor / Trustee lead	Paul Monaghan Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,719.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,719.00

Pupil premium strategy plan

Part A:

Statement of intent

St Mary's is committed to ensuring that disadvantaged children receive the support and resources they need in order to make good progress in their learning and to ensure that their outcomes are commensurate with those of their non-disadvantaged peers. It is our aim that there is no barrier to any child availing of the wider opportunities our school offers, including access to extra-curricular opportunities and instrumental tuition. We recognise the importance of parents as our partners and work closely with our families.

Our plan is based on evidence of the challenges our disadvantaged children face. We have identified these challenges through observations of our pupils, scrutiny of work and data and through discussions with families. We know our children well and understand what they need.

Our strategies are based on evidence both from our experience and on educational evidence from the Education Endowment Foundation Teaching and Learning Toolkit (<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</u>).

All Data from Bromley LA Strategy and Performance Results Service, FFT Aspire or Internal

Challenges

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

Challenge number	Detail of challenge
1	10% of disadvantaged pupils have additional learning needs and are on the SEND register
2	Children on the SEND register have a range of needs including SEMH and social communication difficulties
3	Attendance and punctuality of disadvantaged children was strong in 2023- 2024, but is an area where support was needed in the past and the school has continued to be vigilant. School commissioned an independent EWO service to work with school and families to improve attendance of all children including disadvantaged. Attendance of disadvantaged pupils for 2023-2024 was 93.9%

		ared to 95.7	% for non-	-disa	dvantag	ed pupils.	•	l pupils was			
	proportion of	 32% disadvantaged children joined the school as in-year admissions. A high proportion of these have additional learning, mental health and social communication needs. Some eligible pupils are from vulnerable families who are difficult to engage – 									
5	Some eligible e.g. housing/s accommodation	social/ emo	tional diffic	cultie	s. Some	e families li					
3	Without suppo cess extra-cui arts activities.				•						
7	At the end of I tional standard and against th	ds in readin	g and mar	gina		•					
	KS2 on a Page	(DfE)					DfE (j	uly) 2024 FSM Eligible			
	Key Stage 2										
			St Mary's Catho	olic	Local Auth						
	CONTEXT		Primary Schoo Beckenham (52	ol,		ority - Bromley	NCE	ER National			
	CONTEXT		Primary School	ol,	Value	Gap Cov.	NCE Value	ER National Gap Cov.			
			Primary Schoo Beckenham (52	ol, 202)							
	Item		Primary Schoo Beckenham (52 Value	ol, 202)	Value	Gap Cov.	Value	Gap Cov.			
	ltem Cohort		Primary Schoo Beckenham (52 Value 7	ol, 202) Cov. -	Value 741	Gap Cov. n/a -	Value 189,970	Gap Cov. n/a -			
	Item Cohort Sex (Male) SEN Support EHCP/Statement		Primary Schoo Beckenham (52 Value 7 42.9% 14.3%	ol, 202) Cov. - 100.0% 100.0%	Value 741 53.6% 24.7% 12.4%	Gap Cov. n/a -10.7% 100.0%	Value 189,970 51.2% 23.5%	Gap Cov. n/a - -8.3% 100.0%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME)		Primary Schoo Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4%	el, 202) Cov. 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 12.4%	Gap Cov. n/a - -10.7% 100.0% -10.4% 100.0% -12.4% 100.0% +34.2% 100.0%	Value 189,970 51.2% 23.5% 8.5% 31.1%	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% -8.5% 100.0% +40.3% 100.0%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement		Primary Schoo Beckenham (52 Value 7 42.9% 14.3%	ol, 202) Cov. - 100.0% 100.0%	Value 741 53.6% 24.7% 12.4%	Gap Cov. n/a - -10.7% 100.0% -10.4% 100.0%	Value 189,970 51.2% 23.5%	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% -8.5% 100.0%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME) Language (EAL)	ents	Primary School Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4% 28.6% 100.0%	ol, 202) Cov. - 100.0% 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 12.4% 37.2% 12.8% 97.7%	Gap Cov. n/a - -10.7% 100.0% -10.4% 100.0% -12.4% 100.0% +34.2% 100.0% +15.8% 100.0% +2.3% 100.0%	Value 189,970 51.2% 23.5% 8.5% 31.1% 22.7% 92.9%	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% +40.3% 100.0% +5.9% 100.0%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME) Language (EAL) Disadvantaged		Primary School Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4% 28.6% 100.0% St Mary's Cathe Primary School Beckenham (52	ol, 202) Cov. - 100.0% 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 12.4% 37.2% 12.8% 97.7% Local Author	Gap Cov. n/a - -10.7% 100.0% -10.4% 100.0% -12.4% 100.0% +34.2% 100.0% +15.8% 100.0% +2.3% 100.0%	Value 189,970 51.2% 23.5% 3.1.1% 22.7% 92.9%	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% +40.3% 100.0% +5.9% 100.0% +7.1% 95.3%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME) Language (EAL) Disadvantaged ATTAINMENT & ASSESSM	Level	Primary School Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4% 28.6% 100.0% St Mary's Cathe Primary School Beckenham (52 Value	ol, 202) Cov. - 100.0% 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 12.4% 37.2% 12.8% 97.7% Local Author Value	Gap Cov. n/a - -10.7% 100.0% -12.4% 100.0% +34.2% 100.0% +15.8% 100.0% +2.3% 100.0%	Value 189,970 51.2% 23.5% 3.1.% 22.7% 92.9% 92.9% NCE	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% +40.3% 100.0% +5.9% 100.0% +7.1% 95.3%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME) Language (EAL) Disadvantaged ATTAINMENT & ASSESSM Subject Reading (test), Writing (T	Level (A) ≥EXS/Exp.Std.	Primary School Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4% 28.6% 100.0% St Mary's Catho Primary School Beckenham (52 Value 71.4%	ol, 202) Cov. - 100.0% 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 12.4% 37.2% 97.7% 20.0 Local Auth Value 45.4%	Gap Cov. n/a - -10.7% 100.0% -12.4% 100.0% +34.2% 100.0% +15.8% 100.0% +2.3% 100.0% ority - Bromley Gap	Value 189,970 51.2% 23.5% 31.1% 22.7% 92.9% 92.9% Value Value 45.3%	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% +40.3% 100.0% +5.9% 100.0% +7.1% 95.3%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME) Language (EAL) Disadvantaged ATTAINMENT & ASSESSM Subject Reading (test), Writing (T & Maths (test)	Level (A) ≥EXS/Exp.Std. GDS/High Score	Primary School Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4% 28.6% 100.0% St Mary's Catho Primary School Beckenham (52 Value 71.4% 14.3%	ol, 202) Cov. - 100.0% 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 12.4% 37.2% 97.7% 20.0 Colored Author Value 45.4% 24.5\% 24.5\%	Gap Cov. n/a - -10.7% 100.0% -10.4% 100.0% -12.4% 100.0% +34.2% 100.0% +15.8% 100.0% +2.3% 100.0% +2.3% 100.0% +2.3% 100.0% +2.6.0% +26.0%	Value 189,970 51.2% 23.5% 31.1% 22.7% 92.9% 92.9% Value Value 45.3% 3.0%	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% +40.3% 100.0% +5.9% 100.0% +7.1% 95.3%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME) Language (EAL) Disadvantaged ATTAINMENT & ASSESSM Subject Reading (test), Writing (T	Level (A) ≥EXS/Exp.Std.	Primary School Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4% 28.6% 100.0% St Mary's Catho Primary School Beckenham (52 Value 71.4%	ol, 202) Cov. - 100.0% 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 12.4% 37.2% 97.7% 20.0 Local Auth Value 45.4%	Gap Cov. n/a - -10.7% 100.0% -12.4% 100.0% +34.2% 100.0% +15.8% 100.0% +2.3% 100.0% ority - Bromley Gap	Value 189,970 51.2% 23.5% 31.1% 22.7% 92.9% 92.9% Value Value 45.3%	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% +40.3% 100.0% +5.9% 100.0% +7.1% 95.3%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME) Language (EAL) Disadvantaged ATTAINMENT & ASSESSM Subject Reading (test), Writing (T & Maths (test) Reading	Level (A) ≥EXS/Exp.Std. GDS/High Score ≥Exp.Std.	Primary School Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4% 28.6% 100.0% St Mary's Catho Primary School Beckenham (52 Value 71.4% 14.3% 85.7%	ol, 202) Cov. - 100.0% 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 12.4% 37.2% 97.7% 0 12.8	Gap Cov. n/a - -10.7% 100.0% -10.4% 100.0% -12.4% 100.0% +34.2% 100.0% +15.8% 100.0% +2.3% 100.0% +2.3% 100.0% +2.3% 100.0% +2.3% 100.0% +2.3% 100.0% +2.3% 100.0%	Value 189,970 51.2% 23.5% 31.1% 22.7% 92.9% 92.9% Value Value 45.3% 3.0% 62.2%	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% +40.3% 100.0% +5.9% 100.0% +7.1% 95.3% ER National - +26.1% +11.3% +23.5% -			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME) Language (EAL) Disadvantaged ATTAINMENT & ASSESSM Subject Reading (test), Writing (T & Maths (test)	Level (A) 2EXS/Exp.Std. GDS/High Score 2Exp.Std. High Score	Primary School Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4% 28.6% 100.0% St Mary's Catho Primary School Beckenham (52 Value 71.4% 14.3% 14.3%	ol, 202) Cov. - 100.0% 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 12.4% 12.4% 97.7% 12.8% 97.7% Cocel 45.4% 3.5% 13.5% 19.2% 10.0% 10.	Gap Cov. n/a - -10.7% 100.0% -10.4% 100.0% +34.2% 100.0% +34.2% 100.0% +15.8% 100.0% +2.3% 100.0% +2.3% 100.0% +2.3% 100.0% +2.3% 100.0%	Value 189,970 51.2% 23.5% 31.1% 22.7% 92.9% 92.9% Value Value 45.3% 3.0% 52.2% 17.9% 10.0	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% +40.3% 100.0% +5.9% 100.0% +7.1% 95.3% ER National - +26.1% +11.3% +23.5% +25.0%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME) Language (EAL) Disadvantaged ATTAINMENT & ASSESSM Subject Reading (test), Writing (T & Maths (test) Reading	Level A) ≥EXS/Exp.Std. GDS/High Score ≥Exp.Std. High Score ≥EXS	Primary School Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4% 28.6% 100.0% 5t Mary's Cath Primary School Beckenham (52 Value 71.4% 14.3% 14.3% 14.3% 14.3%	ol, 202) Cov. - 100.0% 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 24.7% 12.4% 97.7% 12.8% 97.7% Contact Author Value Value 45.4% 3.5% 61.3% 19.2% 59.7% 25.7\% 25.7\%	Gap Cov. n/a -10.7% 100.0% -10.4% 100.0% +34.2% 100.0% +34.2% 100.0% +15.8% 100.0% +2.3% 100.0% contry - Bromley Gap +26.0% +10.8% +22.3% +23.7% +11.7%	Value 189,970 51.2% 23.5% 31.1% 22.7% 92.9% 92.9% Value 45.3% 3.0% 62.2% 17.9% 58.5%	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% +40.3% 100.0% +5.9% 100.0% +7.1% 95.3% ER National - +26.1% +11.3% +22.5% +22.5% +25.0% +12.9%			
	Item Cohort Sex (Male) SEN Support EHCP/Statement Ethnicity (BME) Language (EAL) Disadvantaged ATTAINMENT & ASSESSM Subject Reading (test), Writing (T & Maths (test) Reading Writing (TA)	Level 2EXS/Exp.Std. GDS/High Score 2Exp.Std. High Score 2EXS GDS	Primary School Beckenham (52 Value 7 42.9% 14.3% 0.0% 71.4% 28.6% 100.0% St Mary's Cath Primary School Beckenham (52 Value 71.4% 14.3% 85.7% 42.9% 71.4%	ol, 202) Cov. - 100.0% 100.0% 100.0% 100.0%	Value 741 53.6% 24.7% 24.7% 12.4% 77.2% 77.2% 77.2% 70.8% 70	Gap Cov. n/a - -10.7% 100.0% -10.4% 100.0% +34.2% 100.0% +34.2% 100.0% +15.8% 100.0% +2.3% 100.0% +2.3% 100.0% +2.6.0% +26.0% +223.7% +22.7% +11.7% +7.3%	Value 189,970 51.2% 23.5% 31.1% 22.7% 92.9% 92.9% Value 45.3% 3.0% 62.2% 17.9% 58.5% 63.5%	Gap Cov. n/a - -8.3% 100.0% -9.2% 100.0% +40.3% 100.0% +5.9% 100.0% +7.1% 95.3% ER National - +26.1% +11.3% +25.5% +25.0% +12.9% +8.0%			

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
Disadvantaged children have targeted support for their learning and that attainment of children eligible for PPG is in line with their peers.	That attainment of disadvantaged children is in line with that of non-disadvantaged children in reading, writing and mathematics.
Disadvantaged children attend school regularly so that there is no detriment to their learning.	Attendance of children eligible for PPG is in line with that of their non-disadvantaged peers.
Disadvantaged children have access to a broad range of enrichment opportunities.	All PPG children attend at least one extra-curricular sports or performing arts activities. All PPG children from Years 3 to 6 offered 15 minutes per week of free instrumental tuition.
Staff have the necessary skills to address the additional learning needs of pupils	Through training, staff have the skills to address pupils' learning and communication needs.
Staff have the necessary skills to address the mental health needs of pupils	Through training, staff have the skills to address pupils' mental health needs. Staff will be supported by the Mental Health Lead.
Staff to have the necessary skills to address specific behaviour needs of disadvantaged pupils	Through working in partnership with BT Midfield Outreach Service to support disadvantaged and vulnerable 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: £ 15,000

Activity	Evidence that supports this approach
Phonics training for new members of staff.	EEF Teaching and Learning Toolkit
Training for staff on social communication difficulties	EEF Teaching and Learning Toolkit

Training from the complex needs team	EEF Teaching and Learning Toolkit
National College subscription for staff and governor CPD	EEF Teaching and Learning Toolkit
Technology and other resources to support teaching	EEF Teaching and Learning Toolkit
School Improvement Partner support and challenge	EEF Teaching and Learning Toolkit
Support from BT Midfield Outreach service	EEF Teaching and Learning Toolkit

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach
Phonics interventions to help disadvantaged pupils to develop word recognition and spelling skills	EEF Teaching and Learning Toolkit
Additional support staff to work 1:1 with pupils with high levels of need	EEF Teaching and Learning Toolkit
Reading comprehension targeted support	EEF Teaching and Learning Toolkit
Small group tuition	EEF Teaching and Learning Toolkit
Access to extra- curricular activities and instrumental tuition (arts participation)	EEF Teaching and Learning Toolkit

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

Budgeted cost: £6000

Activity	Evidence that supports this approach
Parental engagement through the mental health trailblazer	EEF Teaching and Learning Toolkit
Workshops for parents on supporting children with reading, phonics and maths	EEF Teaching and Learning Toolkit
Engagement with parents to improve attendance	EEF Teaching and Learning Toolkit

Total budgeted cost: £41,000.00

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 2023 to 2024 academic year.

Target	Impact										
Disadvantaged	2024 Outcomes:										
children have											
targeted	EYFS Good Level	of Dev	elopme	ent: EYF	S Outcome	es for	the 4 disadva				
support for	children (6.6%) of t	the coho	ort was	eligible	for pupil pre	emiun	n was as follow				
their learning											
and that							2024 FSM Eligibi				
attainment of	EYFSP on a Page										
children	EYFSP										
	CONTEXT	St Mary's	Catholic	Local Aut	hority - Bromley		NCER National				
eligible for	CONTEXT St Mary's Catholic Local Authority - Bromley NCER National Primary School, Beckenham (5202)										
PPG is in line	Item	Value	Cov.	Value	Gap Cov.	Value	Gap Cov				
with their	Cohort	4	-	322	n/a -	101,860	n/a				
peers.	Sex (Male)	75.0%	100.0%	52.5%	+22.5% 100.0%	50.9%	+24.1% 100.09				
	SEN Support	0.0%	100.0%	14.6%	-14.6% 100.0%	16.4%	-16.4% 100.09				
	EHCP/Statement	0.0%	100.0%	7.1%	-7.1% 100.0%	4.7%	-4.7% 100.09				
	Ethnicity (BME)	75.0%	100.0%	38.5%	+36.5% 100.0%	30.0%	+45.0% 100.09				
	Language (EAL)	0.0%	100.0%	15.8%	-15.8% 100.0%		-19.0% 100.09				
	Disadvantaged	100.0%	100.0%	74.5%	+25.5% 100.0%	77.8%	+22.2% 95.29				
	ASSESSMENTS										
	ASSESSMENTS	St Mary's Primary Beckenha	School,			NCER National					
	Item	Value		Value	Gap	Value	Ga				
	Good Level of Development	75.0%		54.7%	+20.3%	51.5%	+23.59				
	Average no. ELGs at expected	16.0		12.9	+3.1	12.3	+3.				
	All Goals, Exp+	75.0%		54.0%	+21.0%		+25.19				
	Prime Goals, Exp+	100.0%		64.3%	+35.7%		+38.29				
	Com. & Lang. Goals, Exp+	100.0%		71.4%	+28.6%		+31.89				
	PSE Goals, Exp+ Phys. Dev. Goals, Exp+	100.0%		76.1%	+23.9%		+26.89				
	Specific Goals, Exp+	75.0%		54.3%	+20.7%		+24.09				
	Literacy Goals, Exp+	75.0%		57.5%	+17.5%		+21.39				
	Maths Goals, Exp+	75.0%		67.4%	+7.6%	62.7%	+12.39				
	Und. The World Goals, Exp+	100.0%		76.1%	+23.9%	68.1%	+31.99				
	Exp. Arts & Des. Goals, Exp+	100.0%		81.4%	+18.6%	75.7%	+24.39				

Year 1 Phonics Screening Check: 1 child (1.6%) of the cohort was eligible for pupil premium and achieved the required standard compared to 67.9% of LA and 68.4% nationally.

						Ma	rk				0	utcom		
Estab. No.	Estab. Name	Cohort	No Score	0-15	16-23	24-31	32-36	37-40	APS	e Q	A	e D	wr	WA
	NCER National	617,070	3.1%	7.6%	3.9%	5.2%	31.2%	49.1%	33.4	0.0%	0.3%	2.8%	16.6%	80.2%
	Disadvantaged	123,400	4.7%	14.0%	6.2%	6.7%	32.1%	36.3%	30.3	0.0%	0.5%	4.2%	26.9%	68.4%
	Non Disadvantaged	466,930	2.6%	5.8%	3.3%	4.8%	31.0%	52.4%	34.2	0.0%	0.2%	2.4%	13.9%	83.4%
	Unknown	26,740	3.9%	8.4%	3.8%	4.8%	30.6%	48.5%	33.1	0.0%	0.3%	3.6%	17.0%	79.1%
	Local Authority	3,928	2.7%	4.7%	3.4%	4.8%	31.4%	53.0%	34.5	0.0%	0.2%	2.5%	12.9%	84.4%
	Disadvantaged	504	6.5%	11.5%	6.7%	7.3%	32.7%	35.1%	30.7	0.0%	0.4%	6.2%	25.6%	67.9%
	Non Disadvantaged	3,424	2.1%	3.7%	2.9%	4.4%	31.2%	55.6%	35.0	0.0%	0.1%	2.0%	11.0%	86.9%
5202	St Mary's Catholic Primary School, Beckenham	60	0.0%	0.0%	1.7%	3.3%	26.7%	68.3%	37.2	0.0%	0.0%	0.0%	5.0%	95.0%
	Disadvantaged	1	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	35.0	0.0%	0.0%	0.0%	0.0%	100.0%
	Non Disadvantaged	59	0.0%	0.0%	1.7%	3.4%	25.4%	69.5%	37.3	0.0%	0.0%	0.0%	5.1%	94.9%

Year 2 Phonics Screening Recheck: 4 children (6.6%) of the cohort were eligible for pupil premium however none were required to complete the re-check with all have achieved the required standard in year 1.

End of KS1 Outcomes: Schools are no longer required to report on end of KS1 outcomes nationally however school data submitted to FFT Aspire shows the following outcomes. There were 4 (6.6%) disadvantaged children in the cohort and FFT data, which compares data with all other FFT schools, demonstrates that against their own peers and that of disadvantaged children in other FFT schools the 4 disadvantaged children achieved the expected standard in reading, writing and mathematics.

aspire	FFT KS1 E	arly Result	s Service	2024	PDF Cohort	EXS RWM	At Cohor	tendance		
t Mary's Ca	tholic Prima	ry School (30	ool (3055202)				5% 96.8			
	Scho	ol Attainment		Diff	FFT Nat. 2023	Pupils with assessments	5	60		
						Pupils with Reading SS		60		
6 Expected Stand	iard + RWM (SS)	58%	55%	+3%	52%	Pupils with Writing TA		60		
6 Higher Standar	d RWM (SS)	2%	5%	-3%	5%	Pupils with Maths SS		60		
Scaled Score Re/Ma 103.			101.9	+1.3	101.7	Pupils with GPS SS		0		
						Pupils with Science TA		0		
6 Expected Stand	lard + Reading (SS	5) 78%	71%	+7%	65%	% Expected standard +	RWM (SS & TA)			
6 Higher Standar	d Reading (SS)	20%	23%	-3%	20%	58%				
Scaled Score: KS1	Reading	103.5	102.2	+1.3	101.6	% Expected standard + Reading (SS)				
% Expected stand	lard + Writing	65%	63%	+2%	61%	78%				
% Higher standard	d Writing	8%	10%	-2%	8%					
% Expected Stand	iard + Maths (SS)	70%	68%	+2%	68%	% Expected standard +	writing			
% Higher Standar	d Maths (SS)	10%	16%	-6%	18%					
Scaled Score: KS1	Maths	102.8	102.0	+0.8	102.2	% Expected standard + Maths (SS)				
Scaled Score: KS1	GPS		100.6		100.6	70%	- i	_		
% Expected stand	lard + Science		81%		79%	0% 20% 40%	60%	80% 100%		
upil groups cor	mpared with 'L	ike-for-Like' FF1		rage Reading		Maths				
	Pupils	Scaled Score	Nat. diff	Scaled Score	e Nat. dif	f Scaled Score	Nat. diff	Attendance		
All Pupils	60	103.2	+1.3	103.5	+1	.3 102.8	+0.8	96.8%		
Female	31	102.7	+1.0	103.5	+0	.9 102.0	+0.8	96.9%		
Male	29	103.6	+1.5	103.5	+1	.7 103.8	+0.9	96.7%		
	1	91.5		85.0		98.0				
	1	91.5	• -3.3		• -9. +1	5 50.0	• +2.7	96.1%		
		97.0	+0.6	97.8	+1	.5 96.3	-0.8	95.5%		
EHCP Support		102.9	10.0	104.2		0 102.4	10.5	A 00 000		
	4 55	103.8	+0.9	104.2	+1	.0 103.4	+0.5	96.9%		

Year 4 Multiplication Screening Check: 7 children (11.8%) of the cohort were eligible for pupil premium 100% of the cohort achieved >20/25+ and 28% of the disadvantaged children achieved a score of 25/25.

	KS2 on a Page (DfE)							ay) 2024 FSM	Enginie
	Key Stage 2								
	CONTEXT	St Mary's Catholic Local Authority - Bro Primary School, Beckenham (5202)				NCER National			
	Item		Value	Cov.	Value	Gap Cov.	Value	Gap	Cov
	Cohort		7		741	n/a -	189,970	n/a	
	Sex (Male)		42.9%	100.0%	53.6%	-10.7% 100.0%	51.2%	-8.3%	100.09
	SEN Support		14.3%	100.0%	24.7%	-10.4% 100.0%	23.5%	-9.2%	100.09
	EHCP/Statement		0.0%	100.0%	12.4%	-12.4% 100.0%	8.5%	-8.5%	100.09
	Ethnicity (BME)		71.4%	100.0%	37.2%	+34.2% 100.0%	31.1%	+40.3%	100.09
	Language (EAL)		28.6%	100.0%	12.8%	+15.8% 100.0%	22.7%	+5.9%	100.09
	Disadvantaged		100.0%	100.0%	97.7%	+2.3% 100.0%	92.9%	+7.1%	95.39
	ATTAINMENT & ASSESSMEN	TS	St Mary's Cath Primary Scho Beckenham (S	ol,	Local Auth	ority - Bromley	NCE	R National	
	Subject	Level	Value		Value	Gap	Value		Gap
	Reading (test), Writing (TA)	≥EXS/Exp.Std.	71.4%		45.4%	+26.0%			+26.19
	& Maths (test)	GDS/High Score	14.3%		3.5%	+10.8%			+11.39
	Reading	≥Exp.Std.	85.7%		61.3%	+24.4%	62.2%		+23.59
		High Score	42.9%		19.2%	+23.7%	17.9%		+25.09
	Writing (TA)	≥EXS	71.4%		59.7%	+11.7%	58.5%		+12.99
		GDS	14.3%		7.0%	+7.3%	6.3%		+8.09
	Maths (test)	≥Exp.Std.	85.7%		57.2%	+28.5%	59.0%		+26.79
		High Score	28.6%		11.7%	+16.9%	12.8%		+15.89
	In all measures disadvantaged mathematics) f expected stand and 11.7% res nationally.	children. for disadv dard and	The com antaged 28.6% at	ibine pupil the l	ed score Is at St. nigher s	(reading, Mary's wa tandard co	writing as 85.7% omparee	(TA) ar % at the d to 57	nd Ə
Disadvantaged children attend school regularly so hat there is no	The attendance of disadvantaged children was in line with those of non- disadvantaged. A small number were persistently absent and school worked with the commissioned EWO service to further improve attendance and parenta								

	engageme	nt.											
	360 Atter St Mary's R		2 view 55202) %FSM6 Qi	uintile 1	Do	wnload PD	F	Com	parator: BET N	ational	fft		
	Attendance				YE	AR TO DATE			2	8 Aug 23 •	19 Jul 24		
	All Pu	pils	Girls		Boys		FSM6	N	ot FSM6	Persistent	absentees		
	96.	5% •	96.59	% •	96.5%	•	93.9%	• •	96.7% •	4.	4% •		
	Weekly Att	endance	2						School	FFT N	lational		
	100%	-								~			
	95%	-	V	~				\sim	-	\angle	\sim		
	90%				\sim						~		
		W2 W3	W4 W5 W6 W9 W10	M11 M12 M13 M13	W15 W16 W18 W19	W20 W21 W22	W25 W26 W27 W28	W29 W30 W33	W35 W36 W37	W40 W40 W41 W42	W44 W45 W46		
	Attendance	e breakd	own			AR TO DATE				8 Aug 23 -			
	All Pupils	Pupils		All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
	All Pupils	405	School FFT National	96.5% 94.3%	96.3% 93.3%	97.1% 94.1%	96.5% 94.5%	96.3% 94.6%	96.3% 94.6%	97.0% 94.4%	96.0% 94.3%		
	Carton		Difference	+2.2% •	+3.0%	+3.0%	+2.0%	+1.7% *	+1.7% *	+2.7% •	+1.7% *		
	Gender Female	199	School	All 96.5%	Reception 96.5%	Year 1 96.9%	Year 2 96.4%	Year 3 95.7%	Year 4 96.8%	Year 5 97.2%	Year 6 96.1%		
			FFT National	94.4%	93.6%	94.3%	94.6%	94.8%	94.7%	94.6%	94.5%		
			Difference	+2.0% •	+2.9% •	+2.6% •	+1.7% *	+0.9%	+2.0%	+2.7% •	+1.6% *		
	Male	206	School	All 96.5%	96.1%	Year 1 97.2%	Year 2 96.6%	Year 3 96.9%	Year 4 95.9%	Year 5 96.8%	Year 6 95.7%		
			FFT National Difference	94.1% +2.4%	93.0% +3.1%	93.9% +3.3% •	94.3% +2.3%	94.5% +2.5% •	94.4% +1.5% *	94.2% +2.6%	94.1% +1.7% *		
	FSM6		Service Grade	All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
	FSM6	33	School FFT National	93.9% 91.8%	95.8% 90.1%	90.2% 91.3%	94.8% 91.9%	91.9% 92.2%	91.6% 92.2%	95.9% 92.0%	94.4% 91.9%		
			Difference	+2.1% •	+5.6% *	-1.1%	+2.9% *	-0.2%	-0.6%	92.0% +3.9% •	+2.6% •		
	Not FSM6	372	School	AII 96.7%	Reception 96.3%	Year 1 97.2%	Year 2 96.6%	Year 3 96.5%	Year 4 97.0%	Year 5 97.1%	Year 6 96.2%		
	mat rawo		FFT National	95.2%	94.1%	95.0%	95.4%	95.6%	95.6%	95.5%	95.4%		
	SEND		Difference	+1.5% •	+2.2% • Reception	+2.2% • Year 1	+1.3% • Year 2	+0.9% Year 3	+1.4% • Year 4	+1.7% • Year 5	+0.9% Year 6		
	Support	46	School	95.6%	96.7%	95.8%	95.9%	97.2%	93.9%	97.0%	94.9%		
			FFT National Difference	92.4% +3.2% •	90.7% +5.9% •	92.3% +3.5% •	92.7% +3.2% •	92.9% +4.2% •	92.9%	92.5% +4.5% •	92.3% +2.6% •		
				All	Reception	Year 1	Year 2	Year 3	Year 5				
	EHCP	7	School FFT National	93.1% 89.1%	89.7% 86.2%	94.6% 88.1%	95.2% 89.5%	95.0% 90.1%	91.3% 89.9%				
			Difference	+4.0%	+3.5% •	+6.5% •	+5.7% •	+4.9% •	+1.4% •				
	Not SEND	352	School	All 96.7%	Reception 96.4%	Year 1 97.3%	Year 2 96.5%	Year 3 96.2%	Year 4 96.9%	Year 5 97.3%	Year 6 96.2%		
	NUC SENU	532	FFT National	94.8%	93.9%	94.6%	95.0%	95.1%	95.1%	95.0%	95.0%		
			Difference	+1.8% *	+2.5% •	+2.6%	+1.6% *	+1.0% *	+1.7% *	+2.3% •	+1.2% *		
	YTD Persist	ent Abse All	nteeism (% of personal Reception	sistently abso Year 1		ar 2	Year 3	Year 4	School	FFT Na	tional Year 6		
	20%	16%	21%		17%	15%				15%	15%		
	10% 4%	2070	7%			1.570	15%		596	15%6			
	0%			2%	3%			3%	2%				
	0%			2%				5.4	2.70				
advantaged	All disadva	ntac	od obildr	on had	fundad	oduor	ational	vicito or		titlomo	nt The		
Idren have		-											
	were offere												
cess to a	instrument	. AS	a result, 2	20/28 0	maren	avalle	u or at I	east of	ne opp	onunity	, as		
bad range of	follows:												
richment	Two childron no opportunition. Dehemod a considerable distance from the												
portunities.	Two children - no opportunities. Rehomed a considerable distance from the												
	school and too young for peripatetic music lessons.												
	One child was EYFS and did not take advantage of available clubs.												
					- () - !					_			

	20 children: one opportunity
	7 children: more than one opportunity
Staff have the necessary skills to	The school continues to participate in the mental health trailblazer project and the school has a designated Mental Health Leader.
address the additional	Designated teacher has accessed training through Bromley Virtual School designed to support children in receipt of PPG+
learning needs of pupils	CPD and focused Standards Teams Meetings ensure an age phase specific focus for vulnerable pupils including those who are disadvantaged.