ST MARY'S CATHOLIC PRIMARY SCHOOL

Pupil premium strategy statement 2024-2025

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

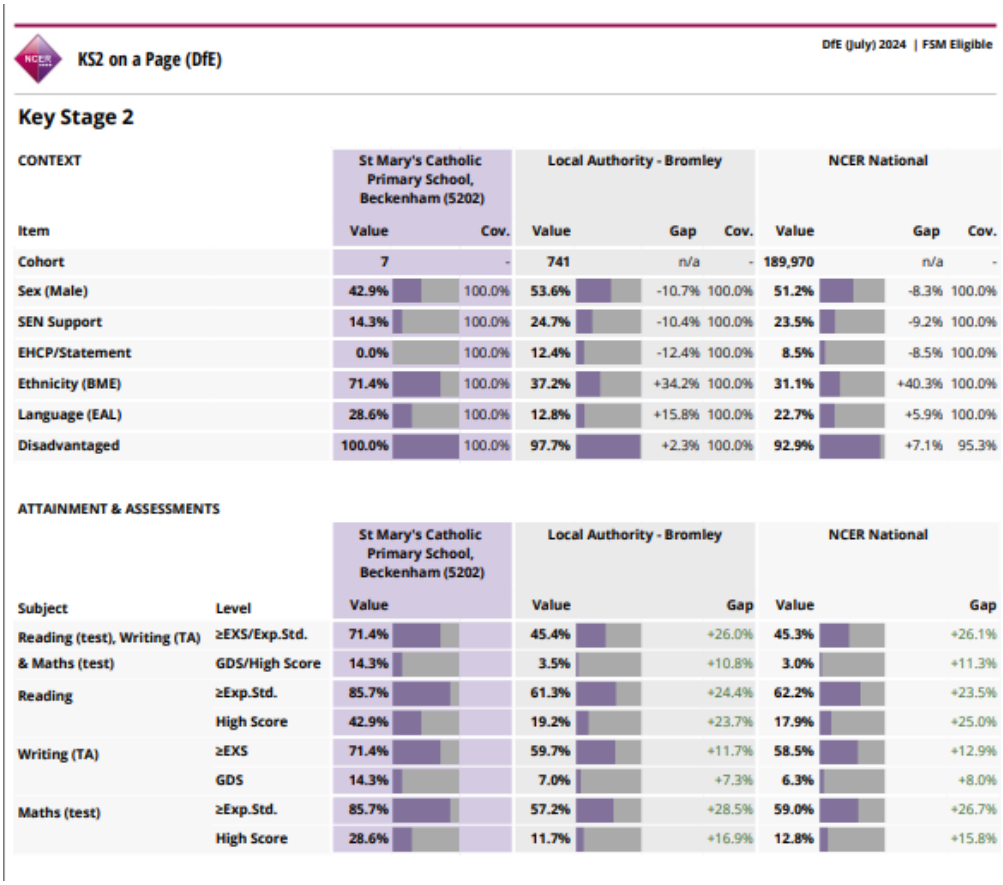
St Mary's is committed to ensuring that disadvantaged children receive the support and resources they need in order to make good progress in their learning and to ensure that their outcomes are commensurate with those of their non-disadvantaged peers. It is our aim that there is no barrier to any child 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 (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit).* *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%

	compared to 96.7% for non-disadvantaged pupils this showed an improvement on the previous year where attendance figures for disadvantaged pupils was 92.4% compared to 95.7% for non-disadvantaged pupils.
4	32% disadvantaged children joined the school as in-year admissions. A high proportion of these have additional learning, mental health and social communication needs.
5	Some eligible pupils are from vulnerable families who are difficult to engage – e.g. housing/ social/ emotional difficulties. Some families live in temporary accommodation a considerable distance from the school.
6	Without support, some of our disadvantaged children would not be able to access extra-curricular activities, educational visits (including year 6 residential) or arts activities.
7	At the end of KS2 in 2024, disadvantaged children performed well above national standards in reading and marginally above national in individual subjects and against the combined measure.



KS2 on a Page (DfE)

DfE (July) 2024 | FSM Eligible

Key Stage 2

CONTEXT	St Mary's Catholic Primary School, Beckenham (5202)		Local Authority - Bromley			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%	100.0%
SEN Support	14.3%	100.0%	24.7%	-10.4%	100.0%	23.5%	-9.2%	100.0%
EHCP/Statement	0.0%	100.0%	12.4%	-12.4%	100.0%	8.5%	-8.5%	100.0%
Ethnicity (BME)	71.4%	100.0%	37.2%	+34.2%	100.0%	31.1%	+40.3%	100.0%
Language (EAL)	28.6%	100.0%	12.8%	+15.8%	100.0%	22.7%	+5.9%	100.0%
Disadvantaged	100.0%	100.0%	97.7%	+2.3%	100.0%	92.9%	+7.1%	95.3%

ATTAINMENT & ASSESSMENTS		St Mary's Catholic Primary School, Beckenham (5202)	Local Authority - Bromley		NCER National	
Subject	Level	Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	71.4%	45.4%	+26.0%	45.3%	+26.1%
	GDS/High Score	14.3%	3.5%	+10.8%	3.0%	+11.3%
Reading	≥Exp.Std.	85.7%	61.3%	+24.4%	62.2%	+23.5%
	High Score	42.9%	19.2%	+23.7%	17.9%	+25.0%
Writing (TA)	≥EXS	71.4%	59.7%	+11.7%	58.5%	+12.9%
	GDS	14.3%	7.0%	+7.3%	6.3%	+8.0%
Maths (test)	≥Exp.Std.	85.7%	57.2%	+28.5%	59.0%	+26.7%
	High Score	28.6%	11.7%	+16.9%	12.8%	+15.8%

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

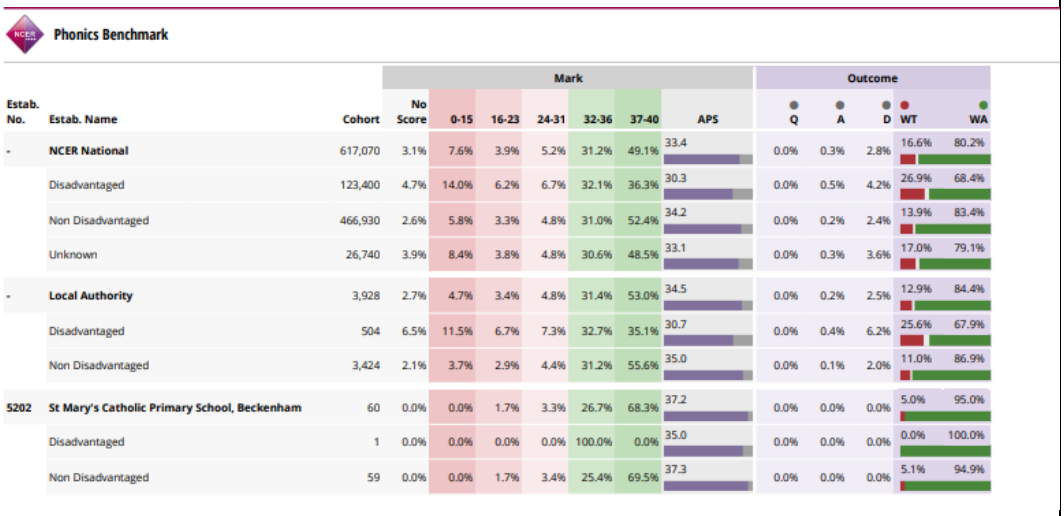
Part B: Review of outcomes in the previous academic year

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 children have targeted support for their learning and that attainment of children eligible for PPG is in line with their peers.	**2024 Outcomes:** **EYFS Good Level of Development:** EYFS Outcomes for the 4 disadvantaged children (6.6%) of the cohort was eligible for pupil premium was as follows: EYFSP on a Page — 2024 | FSM Eligible **EYFSP** **CONTEXT** St Mary's Catholic Primary School, Beckenham (5202) / Local Authority - Bromley / NCER National Item — Value — Cov. — Value — Gap — Cov. — Value — Gap — Cov. Cohort — 4 — - — 322 — n/a — - — 101,860 — n/a — - Sex (Male) — 75.0% — 100.0% — 52.5% — +22.5% — 100.0% — 50.9% — +24.1% — 100.0% SEN Support — 0.0% — 100.0% — 14.6% — -14.6% — 100.0% — 16.4% — -16.4% — 100.0% EHCP/Statement — 0.0% — 100.0% — 7.1% — -7.1% — 100.0% — 4.7% — -4.7% — 100.0% Ethnicity (BME) — 75.0% — 100.0% — 38.5% — +36.5% — 100.0% — 30.0% — +45.0% — 100.0% Language (EAL) — 0.0% — 100.0% — 15.8% — -15.8% — 100.0% — 19.0% — -19.0% — 100.0% Disadvantaged — 100.0% — 100.0% — 74.5% — +25.5% — 100.0% — 77.8% — +22.2% — 95.2% **ASSESSMENTS** St Mary's Catholic Primary School, Beckenham (5202) / Local Authority - Bromley / NCER National Item — Value — Value — Gap — Value — Gap Good Level of Development — 75.0% — 54.7% — +20.3% — 51.5% — +23.5% Average no. ELGs at expected — 16.0 — 12.9 — +3.1 — 12.3 — +3.7 All Goals, Exp+ — 75.0% — 54.0% — +21.0% — 49.9% — +25.1% Prime Goals, Exp+ — 100.0% — 64.3% — +35.7% — 61.8% — +38.2% Com. & Lang. Goals, Exp+ — 100.0% — 71.4% — +28.6% — 68.2% — +31.8% PSE Goals, Exp+ — 100.0% — 76.1% — +23.9% — 73.2% — +26.8% Phys. Dev. Goals, Exp+ — 100.0% — 76.1% — +23.9% — 75.2% — +24.8% Specific Goals, Exp+ — 75.0% — 54.3% — +20.7% — 51.0% — +24.0% Literacy Goals, Exp+ — 75.0% — 57.5% — +17.5% — 53.7% — +21.3% Maths Goals, Exp+ — 75.0% — 67.4% — +7.6% — 62.7% — +12.3% Und. The World Goals, Exp+ — 100.0% — 76.1% — +23.9% — 68.1% — +31.9% Exp. Arts & Des. Goals, Exp+ — 100.0% — 81.4% — +18.6% — 75.7% — +24.3% 75% of the disadvantaged pupils achieved a GLD compared to 52.5% locally and 50.9% nationally.

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.

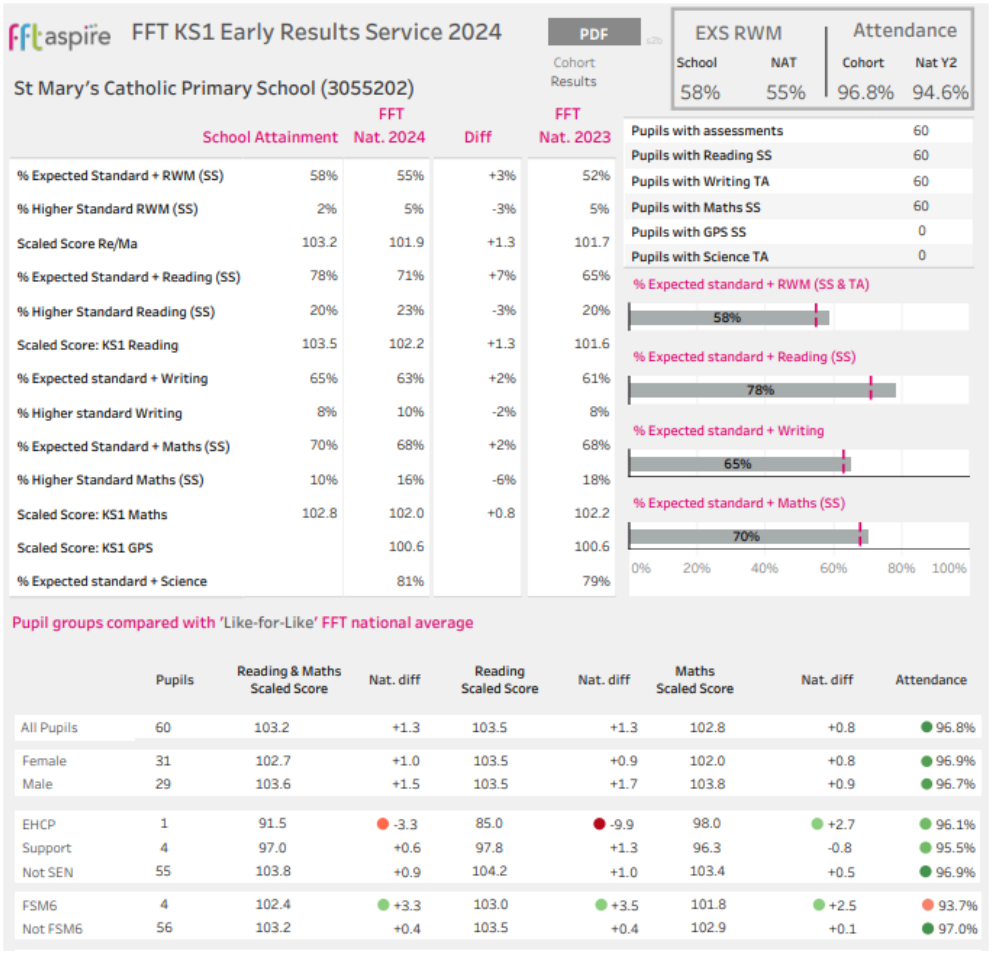


Phonics Benchmark

Estab. No.	Estab. Name	Cohort	Mark						Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	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.



FFT KS1 Early Results Service 2024

PDF

St Mary's Catholic Primary School (3055202)

Cohort Results

EXS RWM		Attendance	
School	NAT	Cohort	Nat Y2
58%	55%	96.8%	94.6%

	School Attainment	FFT Nat. 2024	Diff	FFT Nat. 2023
% Expected Standard + RWM (SS)	58%	55%	+3%	52%
% Higher Standard RWM (SS)	2%	5%	-3%	5%
Scaled Score Re/Ma	103.2	101.9	+1.3	101.7
% Expected Standard + Reading (SS)	78%	71%	+7%	65%
% Higher Standard Reading (SS)	20%	23%	-3%	20%
Scaled Score: KS1 Reading	103.5	102.2	+1.3	101.6
% Expected standard + Writing	65%	63%	+2%	61%
% Higher standard Writing	8%	10%	-2%	8%
% Expected Standard + Maths (SS)	70%	68%	+2%	68%
% Higher Standard Maths (SS)	10%	16%	-6%	18%
Scaled Score: KS1 Maths	102.8	102.0	+0.8	102.2
Scaled Score: KS1 GPS		100.6		100.6
% Expected standard + Science		81%		79%

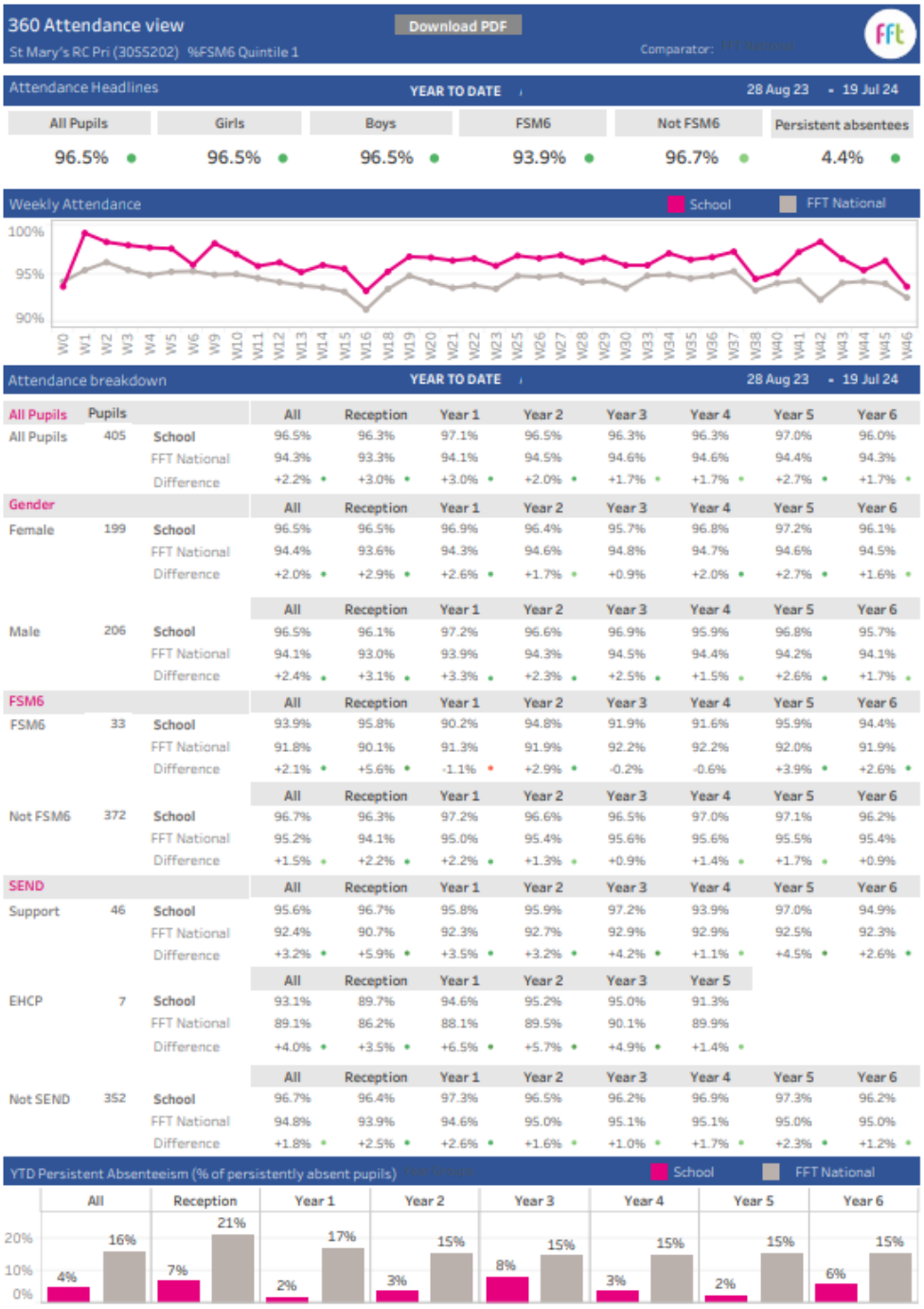
Pupils with assessments	60
Pupils with Reading SS	60
Pupils with Writing TA	60
Pupils with Maths SS	60
Pupils with GPS SS	0
Pupils with Science TA	0

Pupil groups compared with 'Like-for-Like' FFT national average

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths 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%
EHCP	1	91.5	-3.3	85.0	-9.9	98.0	+2.7	96.1%
Support	4	97.0	+0.6	97.8	+1.3	96.3	-0.8	95.5%
Not SEN	55	103.8	+0.9	104.2	+1.0	103.4	+0.5	96.9%
FSM6	4	102.4	+3.3	103.0	+3.5	101.8	+2.5	93.7%
Not FSM6	56	103.2	+0.4	103.5	+0.4	102.9	+0.1	97.0%

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 year 6 outcomes: 7 children (12.9%) of the cohort were eligible for pupil premium and their outcomes were as follows: KS2 on a Page (DfE) — DfE (July) 2024 | FSM Eligible **Key Stage 2** **CONTEXT** St Mary's Catholic Primary School, Beckenham (5202) / Local Authority - Bromley / 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% 100.0% SEN Support: 14.3% 100.0% | 24.7% -10.4% 100.0% | 23.5% -9.2% 100.0% EHCP/Statement: 0.0% 100.0% | 12.4% -12.4% 100.0% | 8.5% -8.5% 100.0% Ethnicity (BME): 71.4% 100.0% | 37.2% +34.2% 100.0% | 31.1% +40.3% 100.0% Language (EAL): 28.6% 100.0% | 12.8% +15.8% 100.0% | 22.7% +5.9% 100.0% Disadvantaged: 100.0% 100.0% | 97.7% +2.3% 100.0% | 92.9% +7.1% 95.3% **ATTAINMENT & ASSESSMENTS** St Mary's Catholic Primary School, Beckenham (5202) / Local Authority - Bromley / NCER National Subject / Level: Value | Value Gap | Value Gap Reading (test), Writing (TA) & Maths (test) / ≥EXS/Exp.Std.: 71.4% | 45.4% +26.0% | 45.3% +26.1% GDS/High Score: 14.3% | 3.5% +10.8% | 3.0% +11.3% Reading / ≥Exp.Std.: 85.7% | 61.3% +24.4% | 62.2% +23.5% High Score: 42.9% | 19.2% +23.7% | 17.9% +25.0% Writing (TA) / ≥EXS: 71.4% | 59.7% +11.7% | 58.5% +12.9% GDS: 14.3% | 7.0% +7.3% | 6.3% +8.0% Maths (test) / ≥Exp.Std.: 85.7% | 57.2% +28.5% | 59.0% +26.7% High Score: 28.6% | 11.7% +16.9% | 12.8% +15.8% In all measures pupils outperformed both local and national figures for disadvantaged children. The combined score (reading, writing (TA) and mathematics) for disadvantaged pupils at St. Mary's was 85.7% at the expected standard and 28.6% at the higher standard compared to 57.2% and 11.7% respectively locally and 59% and 12.8% respectively nationally.
Disadvantaged children attend school regularly so that there is no detriment to their learning.	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 parental

	engagement. 
Disadvantaged children have access to a broad range of enrichment opportunities.	All disadvantaged children had funded educational visits as an entitlement. They were offered funded extra-curricular clubs and peripatetic music lessons for one instrument. As a result, 20/28 children availed of at least one opportunity, as follows: 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 address the additional learning needs of pupils	The school continues to participate in the mental health trailblazer project and the school has a designated Mental Health Leader. Designated teacher has accessed training through Bromley Virtual School designed to support children in receipt of PPG+ CPD and focused Standards Teams Meetings ensure an age phase specific focus for vulnerable pupils including those who are disadvantaged.