

# 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	407
Proportion (%) of pupil premium eligible pupils	5.6% (23/407)
Academic year that our current pupil premium strategy plan covers	2023/ 2024
Date this statement was published	01.09.2023
Date on which it will be reviewed	31.08.2024
Statement authorised by	John Hayes 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	£38,921
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£38.921</b>

# Part A: Pupil premium strategy plan

## 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>).*

## Challenges

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

Challenge number	Detail of challenge
1	43% of disadvantaged pupils have additional learning needs and are on the SEN register.
2	A high proportion have speech and language difficulties and a proportion have social communication difficulties which affect their ability to access the curriculum.
3	Attendance and punctuality of disadvantaged children was strong in 2022/2023, but is an area where support was needed in the past.

4	30% 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 or arts activities.
7	At the end of KS2 in 2022, disadvantaged children performed well above national standards in all areas apart from maths, where their outcomes were marginally above national figures and lower than those of non-disadvantaged.

## 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.

## 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	Challenge number(s) addressed
<i>Phonics training for new members of staff.</i>	EEF Teaching and Learning Toolkit	1, 4
<i>Training for staff on social communication difficulties</i>	EEF Teaching and Learning Toolkit	1, 2, 4
<i>Training from the complex needs team</i>	EEF Teaching and Learning Toolkit	1, 2
<i>National College subscription for staff and governor CPD</i>	EEF Teaching and Learning Toolkit	1, 2, 4
<i>Technology and other resources to support teaching</i>	EEF Teaching and Learning Toolkit	1, 2, 4
<i>School Improvement Partner support and challenge</i>	EEF Teaching and Learning Toolkit	1, 2, 4

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics interventions to help disadvantaged pupils to develop word recognition and spelling skills</i>	EEF Teaching and Learning Toolkit	1, 4
<i>Additional support staff to work 1:1 with pupils with high levels of need</i>	EEF Teaching and Learning Toolkit	1, 2, 4

<i>Reading comprehension targeted support</i>	EEF Teaching and Learning Toolkit	1, 2, 4, 5
<i>Small group tuition</i>	EEF Teaching and Learning Toolkit	1, 4, 7
<i>Access to extra-curricular activities and instrumental tuition (arts participation)</i>	EEF Teaching and Learning Toolkit	6

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

Budgeted cost: £5000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Parental engagement through the mental health trailblazer</i>	EEF Teaching and Learning Toolkit	2, 4, 5
<i>Workshops for parents on supporting children with reading, phonics and maths</i>	EEF Teaching and Learning Toolkit	1, 2, 4, 5
<i>Engagement with parents to improve attendance</i>	EEF Teaching and Learning Toolkit	3

**Total budgeted cost: £46,000**

# 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.

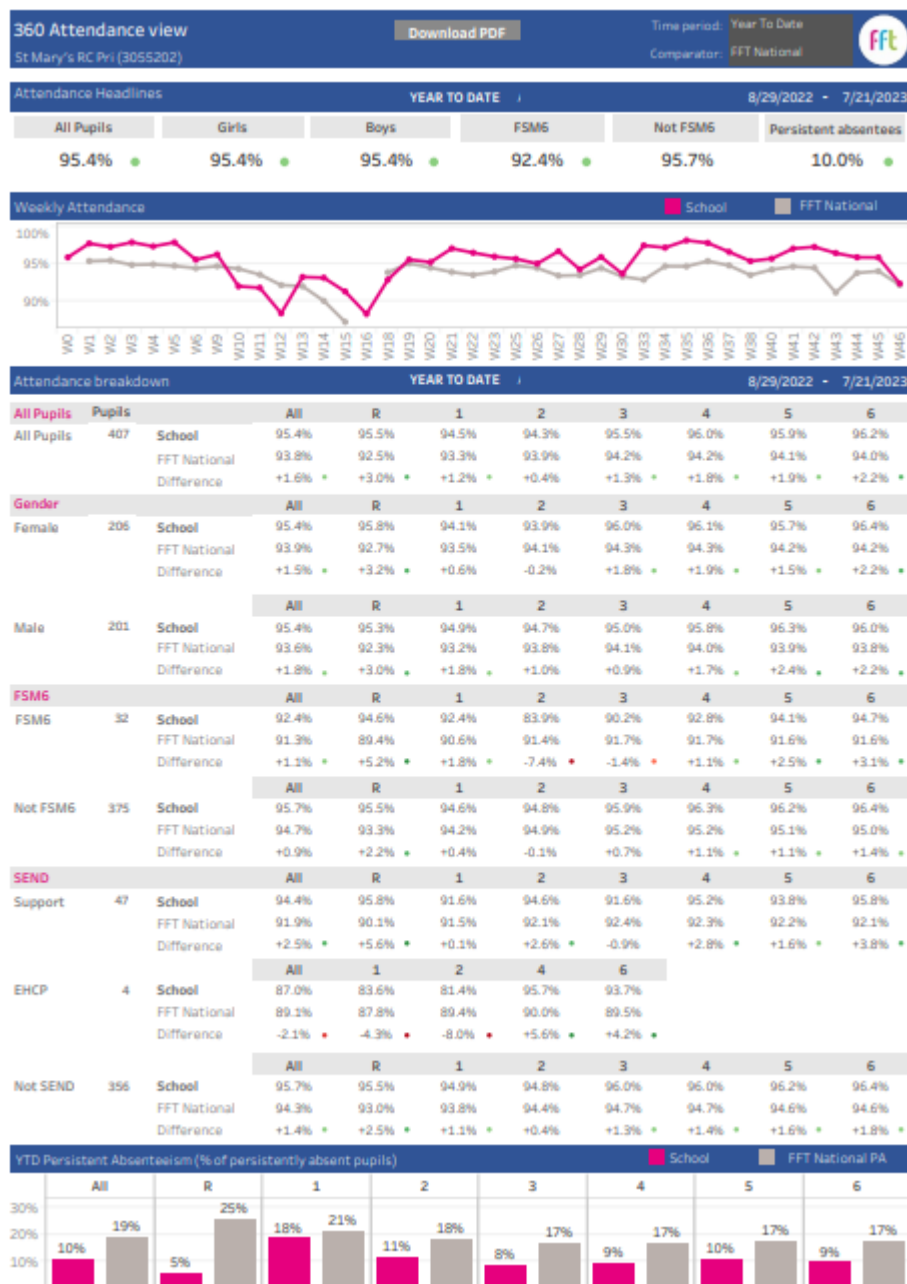
Target	Impact																																																			
Disadvantaged children have targeted support for their learning and that attainment of children eligible for PPG is in line with their peers.	<p><b><u>2023 Outcomes:</u></b></p> <p>EYFS Outcomes 1 child (1.5%) of the cohort was eligible for pupil premium and this child, who also has additional SEN needs, did not achieve a GLD.</p> <p>Year 1 Phonics Screening: 4 children (6.6%) of the cohort were eligible for pupil premium and 100% achieved the required standard compared to 71% of LA and 78% nationally.</p> <p>Year 2 Phonics Screening Recheck :2 children (3.5%) of the cohort were eligible for pupil premium and 100% achieved the required standard of the recheck compared to 81% of LA and 87% nationally</p> <p>KS1 year 2 outcomes: 2 children (3.4%) of cohort were eligible for pupil premium compared to 14.1 for LA and 23.3% nationally. Both children were working towards across all 3 subjects - comparisons with LA and National below:</p> <p><b>ASSESSMENTS</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th rowspan="2">Level</th> <th>St Mary's Catholic Primary School, Beckenham (5202)</th> <th colspan="2">Local Authority - Bromley</th> <th colspan="2">NCER National</th> </tr> <tr> <th>Value</th> <th>Value</th> <th>Gap</th> <th>Value</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>≥EXS</td> <td>0.0%</td> <td>50.8%</td> <td>-50.8%</td> <td>54.0%</td> <td>-54.0%</td> </tr> <tr> <td>GDS</td> <td>0.0%</td> <td>8.2%</td> <td>-8.2%</td> <td>9.1%</td> <td>-9.1%</td> </tr> <tr> <td rowspan="2">Writing</td> <td>≥EXS</td> <td>0.0%</td> <td>40.3%</td> <td>-40.3%</td> <td>44.6%</td> <td>-44.6%</td> </tr> <tr> <td>GDS</td> <td>0.0%</td> <td>3.4%</td> <td>-3.4%</td> <td>3.4%</td> <td>-3.4%</td> </tr> <tr> <td rowspan="2">Maths</td> <td>≥EXS</td> <td>0.0%</td> <td>51.2%</td> <td>-51.2%</td> <td>56.0%</td> <td>-56.0%</td> </tr> <tr> <td>GDS</td> <td>0.0%</td> <td>5.8%</td> <td>5.8%</td> <td>7.8%</td> <td>-7.8%</td> </tr> </tbody> </table> <p>Year 4 Multiplication Screening: 6 children (11%) of the cohort were eligible for pupil premium 100% of the cohort achieved 13/25+ and 66% of this group archived scores &gt;20+</p> <p>KS2 year 6 outcomes: 5 children (9%) of the cohort were eligible for pupil premium and their outcomes were as follows:</p>	Subject	Level	St Mary's Catholic Primary School, Beckenham (5202)	Local Authority - Bromley		NCER National		Value	Value	Gap	Value	Gap	Reading	≥EXS	0.0%	50.8%	-50.8%	54.0%	-54.0%	GDS	0.0%	8.2%	-8.2%	9.1%	-9.1%	Writing	≥EXS	0.0%	40.3%	-40.3%	44.6%	-44.6%	GDS	0.0%	3.4%	-3.4%	3.4%	-3.4%	Maths	≥EXS	0.0%	51.2%	-51.2%	56.0%	-56.0%	GDS	0.0%	5.8%	5.8%	7.8%	-7.8%
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**ATTAINMENT & ASSESSMENTS**

Subject	Level	St Mary's Catholic Primary School, Beckenham (5202)	Local Authority - Bromley		NCER National	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA)	≥EXS/Exp.Std.	60.0%	47.1%	+12.9%	44.1%	+15.9%
& Maths (test)	GDS/High Score	0.0%	3.3%	-3.3%	3.2%	-3.2%
Reading	≥Exp.Std.	100.0%	61.2%	+38.8%	60.3%	+39.7%
	High Score	20.0%	16.9%	+3.1%	17.4%	+2.6%
Writing (TA)	≥EXS	60.0%	61.5%	-1.5%	58.3%	+1.7%
	GDS	0.0%	8.0%	-8.0%	6.6%	-6.6%
Maths (test)	≥Exp.Std.	60.0%	61.3%	-1.3%	59.0%	+1.0%
	High Score	20.0%	12.1%	+7.9%	12.8%	+7.2%

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.



<p>Disadvantaged children have access to a broad range of enrichment opportunities.</p>	<p>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, 31/32 children availed of at least one opportunity, as follows:</p> <p>One child- no opportunities. Rehomed a considerable distance from the school and too young for peripatetic music lessons.</p> <p>20 children: one opportunity</p> <p>9 children: two opportunities (one club, one music)</p> <p>One child: 3 opportunities (had not attended anything in previous years. Very disadvantaged family)</p>
<p>Staff have the necessary skills to address the additional learning needs of pupils</p>	<p>Staff had training in 2022-2023 on speech and language disorders.</p> <p>The school continues to participate in the mental health trailblazer project.</p> <p>Bespoke training for staff working with a PPG child with highly complex additional needs was delivered by specialist teacher from Bromley Complex Needs Team – this child subsequently moved to specialist provision mid-way through term 3.</p>