

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	153
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Body
Pupil premium lead	Lucy Black
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,855
Recovery premium funding allocation this academic year	£19,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£137,015

Part A: Pupil premium strategy plan

Statement of intent

As a school in receipt of Pupil Premium funding, we are accountable for how we are using this additional resource to narrow the achievement gaps and raise the attainment of our disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At St Marys, our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In conjunction to high-quality teaching, we aim to diminish the gaps in attainment through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensuring that pupils who are academically able are entitled to the same provision, feeling challenged in school

- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- Extending pupils' vocabulary and reading skills, across the curriculum, so pupils grow in knowledge and skills
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Challenges

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

Challenge number	Detail of challenge
1	Attainment of Pupil Premium children at expected in Key Stage 2 SATs is notably lower than non-Pupil Premium; particularly in reading, writing and maths combined.
2	Attainment of Pupil Premium children at Greater Depth in Key Stage 2 SATs for writing is notably lower than non-Pupil Premium
3	Pupil Premium pupils are less likely to have had wider opportunities to build their 'Cultural Capital'
4	Phonics screening shows that pupil premium children are less likely to pass the check than their non-pupil premium peers
5	Punctuality and attendance issues. 2022/23 data showed that the overall attendance of pupil premium children was below non-pupil premium children. *add data*
6	Welcomm data shows that 60% of the children in Reception are below the expected age for both receptive and expressive language. 33.3 % of these children are significantly below the expected level with speech and language ages ranging from 2.5-3.5 years of age.

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
Attainment at expected level in KS2 SATs is in line with their peers.	<ul style="list-style-type: none"> • Are identified pupils targeted for additional intervention? • Had CPD been provided to all staff? • Track pupils rigorously through pupil progress meetings to ensure they are making good or better progress
Children has access to enrichment and cultural experiences.	<ul style="list-style-type: none"> • What enriched opportunities have Pupil Premium children experienced? • What impact has this had on their learning?
Pupil in year 2 get at least 80% in phonics.	<ul style="list-style-type: none"> • Have the bottom 20% been identified and targeted from week 2? • Have RWI CPD been provided to staff new to school and additional Tas? • Have the target been met?
To improve attendance and punctuality for our disadvantaged pupils.	<ul style="list-style-type: none"> • Ensure attendance of disadvantaged pupils is above 95% • Use Family Support services to assist families in ensuring attendance and punctuality improves • Provide breakfast club for vulnerable pupils • Has the targeted support had an impact on level of persistent lateness and absences? • Are reports fed back in regular attendance meetings?
Children make accelerated progress with their language development in EYFS.	<ul style="list-style-type: none"> • Have all meeting and stay and plays included questions about speech and language needs? • Is the support assistant supporting PP pupils to develop their communication skills? • Has the EYFS been supported by a speech and language therapist? • What impact is this having?

	<ul style="list-style-type: none">• Has training been provided to both staff and parents? Are language/communication skills being appropriately assessed? Has the SENCO been present for settling in days and ensured early intervention? Are at least 80% of pupils on track to meet the ELG in communication and language?
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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: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training for all staff new to ensure quality first teaching	EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	3
UPS teacher to access CPD on mentoring and coaching others	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure.	1
Experienced Support Staff in EYFS and KS1 to support language development	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	5
CPD and targeted support to teachers of Quality First Training	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	1
Training of standardised diagnostic assessments such as Welcomm assessment & ICAN Joint Communication Trust. Training for staff to ensure assessments are interpreted and administered correctly.	Purchased the Welcomm Assessment for EYs Language & Resources for intervention Groups. 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

To improve the attainment outcomes of all pupils and with a strong focus on pupil premium pupils	Early identification and robust tracking of pupil premium children enables targets to be set and targeted actions to be implemented, monitored and evaluated.	1-5
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Targeted academic support

Budgeted cost: £44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for pupils in R, Y1 and Y2 targeted at disadvantaged pupils who require further phonics support £15,000	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Speech and Language Therapy (SALT) support ½ day a fortnight. SALT to assess pupils and work with SENCO, support staff, teachers and parents for small group interventions £6500	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,3
Interventions for targeted pupils with a focus on reading comprehension, writing and maths	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.	1

<p>Y1 - Y6 1:3 (50 hours £1500)</p> <p>Interventions for lowest 20% of readers in each year group. £8,000</p> <p>Rec- Y6 1:1 with 5 children for 15 minutes a day, every day.</p> <p>45 hours per class = £9000</p>	<p>Reading Comprehension Strategies Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>ELSA support for those children identified as lacking in self-esteem/confidence £8,000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	7
<p>Literacy specialist a day a week to work with targeted pupils £6,000</p>	<p>To provide extra support to maintain progress & high attainment. Small group interventions with highly qualified staff have been shown to be effective. Research by the Sutton Trust shows that 4/5 additional months progress can be made through small group interventions and 1:1 support.</p>	2,3

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

Budgeted cost: £29,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist supports children who are having difficulty accessing	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	3,5

<p>learning through emotional issues</p>	<p>attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Emotional Literacy Support Assistant (ELSA) Individual and small group sessions dealing with themes such as bereavement, low self-esteem and friendship group problems</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations.</p> <p>Increase SENCOs additional days to lead on attendance.</p> <p>To provide pupils with the opportunity to attend the breakfast club and to avail of Magic Breakfast for free</p> <p>Wrap around care offered to PPG children to encourage attendance</p>	<p>The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</p>	<p>6</p>
<p>Cultural capital experiences promoted in the curriculum.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop</p>	<p>2,3</p>

Essential experiences built into curriculum	engagement and oral language before a writing task.	
Teachers and TAs trained to assess pupils with Welcomm materials. Teachers and TAs are taught by speech and language therapist to target gaps in pupils' language identified by Welcomm with effective activities.	<p>EEF (+6)</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Specialists modelling and working alongside staff has greater impact on student progress from staff surveys.</p> <p>Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.</p> <p>Speech and language data shows that if gaps in language are targeted then progress is accelerated.</p>	5
Access to Enrichment opportunities for disadvantaged pupils.	All disadvantaged pupils offered an opportunity to take part in an 1 enrichment club of their choice, and after school homework club. In addition all PPG Ch. Offered opportunity to take part in LAMDA/School Choir and to play a musical instrument.	2-5
Comprehensive Sports & Games Offer to all children, including access to high quality coaching such as, at Latymer Upper Swimming Lessons Year 2- Year 6	Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Physical activity EEF (educationendowmentfoundation.org.uk)	2-5

Total budgeted cost: £137,015

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 2021 to 2022 academic year.

2022-2023 Data

Results	School	National		
FS GLD	41%	67%		
Y1 Phonics	75%	75%		
Y2 Phonics	93%	87%		
KS1				
	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	71%	68%	25%	19%
Writing	68%	60%	18%	8%
Maths	71%	70%	25%	16%
SPAG	68%	n/a	18%	n/a
KS2				
	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	89%	73%	32%	28%
Writing	68%	71%	16%	13%
Maths	79%	73%	32%	24%
SPAG	84%	72%	58%	30%
R,W,M	63%	59%	5%	8%

Externally provided programmes – No non-DfE programmes purchased this year.

Further information (optional)

Leaders with a responsibility for subject areas worked with teachers to ensure planning was robust and that knowledge and skills were a focus.

Senior leaders led interventions daily and support pupils to bridge gaps. This targeted support was effective and led to strong progress for our more vulnerable pupils.

A falling roll and smaller classes has meant that we have massive restraints on our budget; but it also means that pupils have access to more support from the adults in their class and so receive more targeted support.