

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
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Yorke, Headteacher
Pupil premium lead	Rachel Jones
Governor / Trustee lead	Mary Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,125
Recovery premium funding allocation this academic year	£10,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,580
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	£127,580

Part A: Pupil premium strategy plan

Statement of intent

At St. Mary's Catholic Primary School, it is our intention to deliver a fully inclusive curriculum where every child makes progress across all areas of learning from their given starting points and develops the skills and resilience needed to flourish and overcome challenges as they move into the next stage of their lives.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve these objectives and to close the attainment gap between disadvantaged and non-disadvantaged pupils by:

- Providing high-quality teaching to all pupils. This has been proven to have the greatest impact on closing the disadvantage attainment gap and will have a positive impact on all pupils' learning and progress, not just those who are disadvantaged.
- Accurately assessing and addressing gaps in learning, including the early language development of our youngest pupils.
- Supporting children socially and emotionally, where needed. Not only does this benefit the 'whole child', but is associated with higher achievement in primary school.
- Providing targeted additional academic support as part of our wider school plans for education recovery in key curriculum areas.
- Equipping pupils with the knowledge and cultural capital they need to succeed in life by helping them to appreciate human creativity and achievement.

Underpinning our Pupil Premium Strategy is our whole-school approach through which all staff recognise, and take responsibility for, the attainment and progress of all pupils, including those who are disadvantaged, and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment.

Challenges

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

Challenge number	Detail of challenge
1	Home circumstances (<i>e.g. parental separation; family unable to support learning at home</i>) that affect children's emotional well-being and/or academic progress
2	Lower than expected attainment or progress in Reading .

3	Lower than expected attainment or progress in Writing .
4	Lower than expected attainment or progress in Maths .
5	Fewer opportunities for cultural enrichment or participation in activities outside of the classroom
6	Poorer attendance and punctuality than that of non-disadvantaged pupils which results in lost learning opportunities.

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
Improved Reading attainment and progress among disadvantaged pupils	School % achievement will be greater than National data at all Key Stages
Improved Writing attainment and progress among disadvantaged pupils	School % achievement will be greater than National data at all Key Stages
Improved Maths attainment and progress among disadvantaged pupils	School % achievement will be greater than National data at all Key Stages
Improved emotional well-being and resilience among disadvantaged pupils	Greater well-being will be evidenced through qualitative data (e.g. pupil surveys)
Improved attendance and punctuality among disadvantaged pupils	Pupils' attendance improves across the year and persistent absence is addressed

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: £25,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will receive training in Quality First Teaching and scaffolding techniques to better support learners of all abilities.	'Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' (EEF)	2, 3, 4
A new evidence-informed, bespoke curriculum will be designed and implemented.	EEF evidence relating to schema building, spacing content and organising key concepts will be considered when designing the English, Maths and non-core curriculum.	2, 3, 4
The Maths lead will train to become a Primary Mastery Specialist and a new evidence-informed Mathematics curriculum will be implemented.	According to the EEF, 'mastery learning is a learning strategy with high potential, which appears to be particularly effective for low attaining students', especially 'primary-aged pupils' and in subjects including Mathematics.	4
Resources to support high-quality teaching and learning and reduce teacher workload will be purchased.	According to DfE Guidance (2018) on reducing teacher workload, 'effective planning makes use of high-quality resources.'	2, 3, 4

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

Budgeted cost: £50,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils' early language development will be assessed on entry and oral language approaches will be implemented.	EEF research has found that all children appear to benefit from communication and language approaches but 'some studies show slightly larger effects for children from disadvantaged backgrounds'.	2,3,4
Specialist assessment of Special Educational Needs will be provided to allow the effective support of individuals.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	2, 3, 4
Phonics Keep up and Catch up sessions will be provided, where needed.	According to the EEF, 'targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced barriers to learning' caused by disadvantage.	2
Teaching assistants will deliver structured interventions e.g. <i>precision teaching</i> to individuals and small groups.	EEF research has found that using teaching assistants 'to deliver an intervention to small groups or individuals' is the most impactful way to deploy teaching assistants.	2, 3, 4
Teachers will deliver 'booster' sessions to small groups of pupils to support those who are falling behind.	EEF research has found that 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs' and can have 'an average impact of four months' additional progress over the course of a year'.	2, 3, 4

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

Budgeted cost: £43,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group support, where needed, to improve	EEF research has found that targeted interventions that involve working with individuals or small	1, 2, 3, 4

the emotional well-being of disadvantaged children to enable them to make good or better progress academically.	groups who might benefit from developing their social and emotional skills have a greater impact on raising academic attainment than universal SEL approaches.	
Digital technology will be used to provide engaging audio experiences to enhance teaching and learning across the curriculum.	EEF research has found that 'arts participation approaches may increase participation in learning' and 'can have a positive impact on academic outcomes'.	5
In order to develop pupils' cultural capital and increase participation in educational visits, wider curriculum experiences and residential trips, some costs will be paid for disadvantaged children.	OFSTED promotes the development of cultural capital which can help children develop skills and realise talents. We recognise that many of our disadvantaged pupils do not have the wide range of opportunities that some of their classmates have and our aim is to address this.	5
Items of school uniform and stationery will be provided for disadvantaged children, where needed.	This strategy is an integral part of our broader school improvement process. As such, the EEF recognises a potential benefit.	1
A 'homework club' will be offered to disadvantaged pupils, especially where a need, such as a lack of a quiet place to work, has been identified.	EEF research has found that activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours can be effective, especially where homework is linked to classroom work.	1
A DfE accredited whole-school approach to improving the mental health and wellbeing of children will be introduced.	EEF research has found that 'social and emotional skills support effective learning and are linked to positive outcomes later in life' and that 'children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.'	1
Attendance and punctuality will be	The EEF had identified attendance as one of the most significant non-	6

closely monitored, data shared with the pastoral team and appropriate action taken, where needed.	academic barriers to success in school.	
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Total budgeted cost: £118,801

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.

Pupil Attainment

In almost all cases, where data has been published, our disadvantaged pupils attained more highly than disadvantaged pupils nationally and, in some cases, more highly than our non-disadvantaged pupils. Where gaps in attainment exist, we aim to address these through our on-going Pupil Premium Strategy.

EYFS	GLD	Prime areas	Specific areas	Average ELGs
All pupils	73.3%	78.3%	71.7%	14.4
Disadvantaged	62.5%	75.0%	62.5%	14.6
Non-disadvantaged	75.0%	87.5%	73.1%	12.9

(National data for disadvantaged pupils in EYFS is not yet published)

Phonics	Year 1 % Working At	End of KS1 % Working At
All pupils	95.0%	98.3%
Disadvantaged	90.9%	100%
Non-disadvantaged	95.9%	98.0%
<i>(Disadvantaged National)</i>	66.5%	80.6%

KS1	Reading		Writing		Maths	
	Exp+	GD	Exp+	GD	Exp+	GD
All pupils	81.7%	28.3%	73.3%	8.3%	86.7%	23.3%
Disadvantaged	80.0%	10%	70.0%	0%	90.0%	10.0%
Non-disadvantaged	82.0%	32.0%	74.0%	10.0%	86.0%	26.0%
<i>(Disadv. – national)</i>	<i>(53.7%)</i>	<i>(9.1%)</i>	<i>(44.3%)</i>	<i>(3.4%)</i>	<i>(56.6%)</i>	<i>(7.8%)</i>

KS2	Reading		Writing		Maths	
	Exp+	GD	Exp+	GD	Exp+	GD
All pupils	91.1%	56.7%	86.7%	11.7%	85.0%	50.0%
Disadvantaged	92.9%	28.6%	64.3%	7.1%	78.6%	14.3%
Non-disadvantaged	91.3%	65.2%	93.5%	13.0%	87.0%	60.9%
<i>(Disadv. – national)</i>	<i>(60.0%)</i>	<i>(17.4%)</i>	<i>(58.0%)</i>	<i>(6.6%)</i>	<i>(58.8%)</i>	<i>(12.8%)</i>

Social and emotional well-being

During the 2022-23 academic year, we have continued to recognise the importance of supporting pupils' social and emotional well-being, behaviour and mental health. We have continued to provide well-being support for all pupils, and targeted interventions where required. Although observations and qualitative data such as well-being surveys indicate that whole-school approaches such as our behaviour and rewards system are having a positive impact, we are introducing further lunchtime activities during the 2023-2024 academic year to enhance our provision.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.