

## Pupil premium strategy statement St.Mary's Catholic Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	S.Deakin
Pupil premium lead	S.Deakin
Governor / Trustee lead	P.Rydeard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7400
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7400

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to ensure that all children, irrespective of their background or the challenges they face, develop into confident, resilient and determined learners prepared for the next stages in their learning. We hold high aspirations and are ambitious for all learners in all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including securing excellent progress for those who are already high attainers.

Once we have assessed the performance of our disadvantaged pupils against national benchmarks, we examine what could be hindering the attainment and progress of those pupils who are below age-related expectations or any higher attainers who could be extended further. This will involve diagnosis of academic challenges, for example, identifying which pupils require additional support to develop literacy skills and in which specific areas.

We consider:

- attendance data and levels of persistent absence, including internal absence from lessons;
- attainment and programmes data;
- teacher feedback on pupils' levels of engagement and participation;
- behaviour incidences and exclusions data;
- pupil feedback;
- reviews of pupil learning;
- information on wellbeing, mental health, and safeguarding; and
- information on access to technology and curricular materials.

We will consider all the challenges faced by our vulnerable pupils. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality 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.

- To ensure they are effective we will:
  - ensure disadvantaged pupils are challenged in the work that they're set
  - act early to intervene at the point need is identified
  - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

As a school, we keep a live database to monitor our pupil premium children's needs, progress, attainment, social, emotional and mental health needs and to track attendance. This is centralised and supports our senior leadership conversations in supporting the right support for our children.

- Closing the attainment gap between disadvantaged pupils and their peers
- Ensuring all children receive quality first teaching each lesson
- Providing targeted academic support for children who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

## Challenges

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

Challenge number	Detail of challenge
1	Social and emotional difficulties – through observation, assessment, pupil discussions and parental requests it is evident that our children require more emotional and mental health support than in previous years.
2	Limited access to extra curricular clubs – our pupil surveys indicate that a high percentage of our pupil premium eligible children do not access extracurricular clubs and activities.
3	Behaviour/attitude to learning
4	Complex home circumstances
5	Gaps in learning

## 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
The social and emotional needs of PP children are met so that they can thrive in the playground; in the classroom, home and make the transition to the next stage of their education successfully.	PP children interacting well within social groups. PP children becoming more independent, resilient and confident over time. PP children able to share feelings and emotions with school staff.

Increased opportunities and aspirations for PP children.	<p>Increasing range and take up of opportunities offered. Increase in self-esteem/self-belief of identified PP children.</p> <p>Increasing take up of opportunities offered</p> <p>Increase in self-esteem/self-belief of identified PP children</p> <p>PP children will enjoy music provision offered and develop their confidence through music and arts.</p>
Narrow the gap between pupils eligible for PP and other children	<p>% of PP children reaching expecting standard is closer to the % of other children reaching standard</p> <p>All children reach the same standard by the end of Key Stage outcomes through quality teaching and additional TA support in classrooms.</p>

### Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Quality first teaching CPD for teaching staff including metacognition, key learning, sticky learning and assessment</p>	<p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>1,3,4 and 5</p>
<p>Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback</p> <p><i>Targeted DfE approved SSP training and mastery maths</i></p>	<p>Extensive evidence shows that the positive overall impact of quality teaching of phonics in an intensive small group or one to one is an additional 5 months progress over the course of a year.</p> <p>SSP training is available for all teachers and support staff to ensure the sound SSP and to ensure all children make good progress.</p> <p>Whitrose maths training for all staff throughout the year contributes to teaching styles and CPD.</p>	<p>5</p>
<p>Sequential and cyclical teaching including CPD and use of assessment to ensure knowledge is retained.</p> <p>To develop metacognition in the classroom.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallelearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallelearning</a></p> <p>Professional discussions</p> <p>Formative and summative assessment.</p> <p>Ofsted research review series for all subjects</p>	<p>5</p>

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

Budgeted cost: £ 4400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions</p> <p>Additional TA support in each class to ensure access for PP children to quality first teaching</p>	<p>There is strong evidence to enable the best use of teaching assistants to support and enhance what the teacher provides in class and to deliver high quality interventions where connections are made between everyday learning in class and the interventions provided by the TA. <a href="https://d2fic4wvo1iusb.cloudfront.net/eef-guidancereports/teachingassistants/TA_Recommendations_Summary.pdf?v=1635870535">https://d2fic4wvo1iusb.cloudfront.net/eef-guidancereports/teachingassistants/TA_Recommendations_Summary.pdf?v=1635870535</a></p> <p>Additional TA support in each class to ensure access for PP children to quality first teaching.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	<p>1, 3, 4, and 5</p>
<p>In school interventions</p> <p>One to one /small group</p> <p>A wide variety of interventions</p>	<p>Targeted reading aloud and book discussion with young people explicitly extends children's vocabulary. Metacognition to be developed by the use of structured approach to reading comprehension</p> <p>Accelerated progress evidenced by teacher assessment and SATS</p> <p>EEF research</p>	<p>1, 3, 4, 5</p>



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

Budgeted cost: £ 2000 (REACH £1000 included)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support staff for wellbeing support and to support children's confidence in lessons.</p> <p>Daily nurture check ins and work with families</p>	<p>There is strong evidence to enable the best use of teaching assistants to support and enhance what the teacher provides in class and to deliver high quality interventions where connections are made between everyday learning in class and the interventions provided by the TA. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/teachingassistants/TA_Recommendations_Summary.pdf?v=1635870535">https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/teachingassistants/TA_Recommendations_Summary.pdf?v=1635870535</a></p>	1,3,4,5
<p>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</p> <p><i>Supporting social, emotional and behavioural needs through extracurricular activity-music lessons</i></p> <p><i>School purchases musical instruments for PP children and provides free weekly music lessons and school band/choir.</i></p>	<p>EEF</p> <p>School observations</p> <p>Ofsted research reviews</p> <p>Children's feedback</p> <p>Anna Freud wellbeing assessment</p>	1,2,3,4
<p>Designated adult for weekly drop ins and</p>	<p>Strong support for children with EHA plans and CFW service involvement</p>	1,2,3,4,5

Breakfast club and meal provision	EEF Pupil voice Parent voice	1,2,3,4
REACH behaviour support	PP children able to share feelings and emotions with school staff	4

**Total budgeted cost: £ 7400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

*EYFS:*

*0 PP (2022-23 100% met GLD in all areas)*

*Year 1 Phonics:*

*100% passed*

*Key Stage 1:*

*0 PP children*

*Key Stage 2:*

*0%*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Weekly counselling, behaviour support and family support/home visits.	REACH behaviour support

NELI	Nuffield
Project X	Oxford University Press
Spelling support	Nessy Learning
Dyslexia support	BEAT dyslexia
Number mastery	NCTEM
Toe by Toe	Keda Cowling, Harry Cowling

### Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>0 children</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p> </p>

### **Further information (optional)**

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