

## 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	454
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Jonathan Sims
Pupil premium lead	Jacqueline Hansen
Governor / Trustee lead	Dee Michalakis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,025
Recovery premium funding allocation this academic year	£8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88290

# Part A: Pupil premium strategy plan

## Statement of intent

*At St Mary's, we use the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.*

*Our approach and strategy are underpinned by research from the Education Endowment Fund.*

*Our objectives are:*

- Remove barriers to learning created by poverty, family circumstance, and background*
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of curriculum.*
- Develop confidence in their ability to communicate effectively in a wide range of contexts.*
- Enable pupils to look after their social and emotional wellbeing and to develop resilience*
- Access a wide range of opportunities to develop their knowledge and understanding of the world.*

*Achieving our objectives:*

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching*
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work. 1:1 tuition*
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.*
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.*
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.*

*This is not an exhaustive list and strategies will change and develop based on the needs of individuals.*

**Key Principals:** We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	20% of PP children in KS1 and KS2 are on SEN register. Many of these have complex needs.
2	Emotional and behavioural
3	Lack of persistence and resilience when faced with a challenge in learning. Negative mind set
4	Lack of pre-school exposure to high quality literature leading to poor early literacy skills and comprehension levels.
5	Parental support – complex family difficulties leading to lack of support from home
6	Low levels of attendance

## 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
Accelerated progress and attainment	Children make accelerated progress in year in R,W,M
Pupils show more resilience	Pupils show more persistence and positive attitude to problem solving.
Improved attendance for key pupils	No PP child noted as a persistent absentee. Attendance rate will not fall below 95%.
SEN issues in accessing learning are addressed	Pupil's confidence and self-esteem will increase. Key pupils will show more
	positive behaviour and attitude to learning.

Emotional difficulties in accessing learning are addressed

Counselling of key pupils has a positive impact on pupils' self-esteem, behaviour and engagement.

## 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
Early intervention of speech and language in Nursery	Evidence shows early intervention is most effective and speech and language is crucial for learning and self-confidence.	1 & 3
Additional phonics intervention in Y1	Evidence shows early intervention is most effective and speech and language is crucial for learning and self-confidence.	1, 3, & 5
Additional lunch time reading interventions for key pupils run by TAs in Y3 – 6	Daily reading has shown to accelerate progress, raise attainment as well as pupil engagement	1 & 3
Effective deployment of TAs to support quality first teaching	Additional adult allows the teacher to work with targeted pupils	1, 3, & 5
Specialist teachers to work alongside class teachers in PE, Dance and French. Peripatetic instrumental music teachers delivering lessons.	Investing in specialists has led to accelerated progress and high standards. It has made pupils more self-confident and developed the skills of the class teacher.	1 & 3
Tailored resources that impact on the achievement of individuals	High quality resources engage pupils and accelerate progress.	1 & 3

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

Budgeted cost: £28,835

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
1:1 support for key pupils in lessons teacher or TA	This allows individual learning to be delivered and is more effective	1, 3, & 5
1:1 support for key pupils on playground.	The presence of an adult supports the pupil in socially, emotionally and leads to improved	1 & 3

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

Budgeted cost: £15,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
HTs and office to robustly track attendance and lateness.	Data shows the strong correlation between poor attendance and underachievement. Whilst high attendance is linked to higher achievement	3 & 5
To work closely with all outside agencies	This team approach has had positive impact on the emotional well-being and learning of pupils	2 & 5
Art therapist to work with key PP children.	Pupils who have difficulty managing behaviour or show signs of stress / anxiety benefit from the 1:1 therapy.	2 & 5
Transition resources, work, activity to support children moving on	Anxiety surrounding transition to secondary school has potential to hinder the progress and attainment in yr 6.	2 & 3
Funding support for school trips and residential	Enabling children to share in experiences with their peers	2 & 3
Funding of places in extracurricular clubs.	Enabling children to share in the experiences of their peers. Enabling children to develop an interest or pursue a talent. Easing of access to extra-curricular activity. Children can be encouraged to participate in clubs to support development of self confidence.	2 & 3

Financial support given to families.	School uniform has been shown to create cohesion and removes the potential for peer pressure	3 & 5
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**Total budgeted cost: £ £58,835**

## 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 2020 to 2021 academic year.

The 2020 - 2021 academic year was disrupted by the COVID 19 outbreak. During the national lockdown school remained open to the children of key workers. Extra measures were put in place for all pupil premium children depending on the needs identified. Pupil Premium children were prioritised throughout this period with extra laptops, food hampers, increased contact with teachers. Regular phonecalls were made to check in to see if there was anything that could be done to support the families. Where engagement with remote learning was poor, we insisted that students came into school. When children return Pupil Premium children were prioritised with extra catch up to ensure that any gaps were closed.

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### 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.*