

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
School name	St. Mary's Catholic Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Mrs I. Borriello
Pupil premium lead	Ms R. Mosley
Governor	Mrs R Foley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,660
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£83,845</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's Catholic Primary School, we have high aspirations and ambitions for all of our children and we believe that all learners should be given the opportunity to reach their full potential. We know that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Therefore, our aim is that all children make good progress and achieve high attainment, regardless of their background or the individual challenges they may face. While our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, we are determined to provide the support and guidance they need to help them overcome these barriers.

Our strategy is also integral to our plans for education recovery (including through the National Tutoring Programme), for pupils whose education has been worst affected, including non-disadvantaged pupils. Our intention to ensure non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The key principles of our plan are:

- to identify pupil needs, intervene early and provide pupils with 1-to-1 and small group booster sessions, to help overcome any gaps in education brought on by a variety of factors, including during COVID-19 school closures.
- to adopt an approach where all staff take responsibility for pupil outcomes and raise expectations for all (including disadvantaged pupils).
- to help towards activity costs, to enable us to provide a rich diverse experience for our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Analysis and observations show that disadvantaged pupils have lower, on average, attendance in school, in comparison to non-PP pupils <small>(21-22 89% comparatively to 95%, 65% of persistent absentees 21-22 year were disadvantaged pupils)</small>
2	Assessment, analysis and observations shows that disadvantaged pupils have lower, on average, academic starting points, in comparison to non-PP pupils <small>(e.g.: PSED 67% compared 80%, Literacy 33% compared 55%)</small>

3	Pupil Premium children, on average, have acquired and use less spoken words on entry in Reception, in comparison to non-PP pupils
4	Assessment, analysis and observations suggest that disadvantaged pupils display a greater number of behavioural challenges than non-PP pupils
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils are more likely to need support with their mental health and wellbeing than non-PP pupils
6	A number of disadvantaged pupils are also included in other pupil groups, such as SEND or GRT

## 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
Pupil Premium children attendance increases and persistent absenteeism decreases	<p>Average PP pupils' attendance data (including persistent absenteeism) is closer to the national average or better.</p> <p>Pupils report a desire to come to school</p>
Most pupils with low starting points, make at least expected progress and appropriate challenge is given to those who are academically more able.	<p>Pupils make at least expected progress against their starting points in RWM</p> <p>Progress is evident in pupils' work</p>
The whole curriculum is language rich, increasing children's vocabulary and exposing them to a variety of texts.	<p>Children can explain and share new vocabulary they have learnt</p> <p>Children in Reception make good progress on the language screen assessment following NELI/other language &amp; literacy skills programmes</p> <p>Children progressively build a varied and rich vocabulary which is evident in both written and spoken work</p> <p>Pupils make at least expected progress, against their starting points, in reading fluency (word reading- EYFS)</p>
Pupil Premium pupils more regularly display positive behaviour and conduct.	<p>Pupils report feeling safe and secure in school.</p> <p>Staff report improvement in behaviour</p>

	Relative to additional needs, the number of negative behavioural incidents will decrease over time
To support children with their social, emotional and mental health.	<p>Pupils report feeling safe and secure in school</p> <p>Individual pupil's behaviour and conduct will be more positive</p> <p>Pupils' progress against the BOXALL profile improves</p> <p>Engagement in teaching and learning improves</p>

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.

## High- Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of High-Quality Teaching in the classroom to embed a fully consistent approach across the whole school.	Evidence Based Education: Great Teaching Toolkit	2, 6
Further embed the use of curriculum adaptations to ensure independence in all groups of pupils.	EEF: Evidence-based strategies to support high-quality teaching for pupils with SEND	2, 6
Develop pupil's writing skills across the school by introducing the principles of 'Clever Writer'.	EEF Guidance report: Improving Literacy in Key Stage 1 EEF Guidance report: Improving Literacy in Key Stage 2	2, 6
Develop pupil's fluency in, and ability to apply, mathematical knowledge, concepts and procedures appropriately for their age.	EEF Guidance report: Improving Mathematics in the Early Year and Key Stage 1 EEF Guidance report: Improving Mathematics in Key stages 2 and 3	2, 6
Staff to receive focused and highly effective professional development.	EEF Guidance report: Effective Professional Development	2, 3, 4, 5, 6
Allocate mentor and provide training, including a robust transition/induction, to develop ECT	EEF "Early-career support" and DfE guidance	2, 3, 4, 5, 6

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

Budgeted cost: £18,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate and meaningful interventions (led by teachers and teaching assistants) are in place which directly link to pupils gaps in learning	EEF teaching and learning toolkit- Small group tuition	2, 3, 6

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

Budgeted cost: £45,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop break out spaces for pupils to access during structured and unstructured time.</p> <p>Create individualised behaviour pathways where appropriate to meet pupils' needs</p> <p>Continue to utilise SLA with EPE for Educational Psychologist support. Staff apply external agency recommendations</p> <p>Continue to utilise SLA with Sycamore Behaviour Support</p> <p>Provide identified pupils with resources to support them e.g. fidget toys, chewelry, ear defenders</p>	EEF Guidance report: Improving Behaviour in Schools.	4

<p>De-escalation CPD provided for all staff.</p>		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Continue with SLA with Education Attendance Solution for support, advice and home visits</p> <p>Engage with families of low-attenders to implement support</p> <p>Where necessary, consideration is given to providing a place in breakfast clubs to identified pupils</p>	<p>DfE "Improving school attendance: support for schools and local authorities"</p>	<p>1</p>
<p>Weekly nurture groups provided by 'My Feelings and Me'</p> <p>Renew SLA with EPE to enable identified pupils to access Play Therapy.</p> <p>Daily check-ins available with learning mentors for identified pupils.</p> <p>Apply recommendations from external agencies</p> <p>Include internal training for staff on supporting pupil's mental health and wellbeing</p> <p>Support pupils understanding their mental health and</p>	<p>EEF Teaching and Learning Toolkit - Social and emotional learning</p> <p>DfE guidance - Teaching about mental wellbeing</p> <p>EEF Guidance report: Improving Social and Emotional Learning in Primary Schools</p>	<p>5</p>

<p>wellbeing through the RSHE curriculum, purchased via diocesan-approved schema</p> <p>Time allocated for staff for CalmBrain training and to implement and analyse the programme.</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £83,845**



## 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

Our observations and data (Boxall Profiles and behaviour logs) demonstrated positive outcomes for supporting pupils with their mental health and wellbeing and improvements in pupil behaviour. However, through observations and activities, we know many pupils need ongoing support for this and some of our approaches have been reviewed for 23/24, in terms of their effectiveness e.g. the introduction of more in depth therapeutic support – Play Therapy.

Absence among disadvantaged pupils was 10.6% higher than their peers in 2022/23 and persistent absence 40% higher. We recognise this gap is significantly too large, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

These results mean that we are not at present on course to achieve all of the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

### Externally provided programme

Programme	Provider