# 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

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| Detail | Data |
| School name | St. Mary’s Catholic Primary School |
| Number of pupils in school | 198 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers (**3 year plans are recommended**) | 24/25  25/26  27/28 |
| Date this statement was published | 27th November 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Mr A Wilkes |
| Pupil premium lead | Ms R. Mosley |
| Governor | Mr T Guigan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £68 080 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £68 080 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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. * 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.

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| 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 (21-22 89% comparatively to 95%, 65% of persistent absentees 21-22 year were disadvantaged pupils) |
| 2 | Assessment, analysis and observations shows that disadvantaged pupils have lower, on average, academic starting points, in comparison to non-PP pupils (e.g.: PSED 67% compared 80%, Literacy 33% compared 55%) |
| 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.

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| Intended outcome | Success criteria |
| Pupil Premium children attendance increases and persistent absenteeism decreases | Average PP pupils’ attendance data (including persistent absenteeism) is closer to the national average or better.  Pupils report a desire to come to school |
| Most pupils with low starting points, make at least expected progress and appropriate challenge is given to those who are academically more able. | Pupils make at least expected progress against their starting points in RWM  Progress is evident in pupils’ work |
| The whole curriculum is language rich, increasing children’s vocabulary and exposing them to a variety of texts. | Children can explain and share new vocabulary they have learnt  Children in Reception make good progress on the language screen assessment using WelComm  Children progressively build a varied and rich vocabulary which is evident in both written and spoken work  Pupils make at least expected progress, against their starting points, in reading fluency (word reading- EYFS) |
| Pupil Premium pupils more regularly display positive behaviour and conduct. | Pupils report feeling safe and secure in school.  Staff report improvement in behaviour  Relative to additional needs, the number of negative behavioural incidents will decrease over time |
| To support children with their social, emotional and mental health. | Pupils report feeling safe and secure in school  Individual pupil’s behaviour and conduct will be more positive  Engagement in teaching and learning improves |

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: £18 635

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| 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: £18,633

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| 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: £30 812

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Further develop break out spaces for pupils to access during structured and unstructured time.  Create individualised behaviour pathways where appropriate to meet pupils’ needs  Continue to utilise SLA with EPE for Educational Psychologist support. Staff apply external agency recommendations  Continue to utilise SLA with Sycamore Behaviour Support  Provide identified pupils with resources to support them e.g. fidget toys, chewellry, ear defenders  De-escalation CPD provided for all staff. | EEF Guidance report: Improving Behaviour in Schools. | 4 |
| Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.  Engage with families of low-attenders to implement support  Where necessary, consideration is given to providing a place in breakfast clubs to identified pupils | DfE “Improving school attendance: support for schools and local authorities” | 1 |
| Renew SLA with EPE to enable identified pupils to access Play Therapy.  Daily check-ins available with learning mentors for identified pupils.  Apply recommendations from external agencies  Include internal training for staff on supporting pupil’s mental health and wellbeing  Support pupils understanding their mental health and wellbeing through the RSHE curriculum, purchased via diocesan-approved schema  Identified children are supported with their social and emotional development through small group intervention.  Mental Health First Aider identified and CPD provided. | EEF Teaching and Learning Toolkit - Social and emotional learning  DfE guidance - Teaching about mental wellbeing  EEF Guidance report: Improving Social and Emotional Learning in Primary Schools | 5 |
| Contingency fund for acute issues. | 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. | All |

**Total budgeted cost: £68 080**

# 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 2023 to 2024 academic year

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| **Pupil Premium children attendance increases and persistent absenteeism decreases**  Whole school attendance 22-23: 91.27% Whole School attendance 23-24: 93.12%  PP attendance 22-23: 81.07% PP attendance 23-24: 87.35%  PP persistent absentees 22-23: 63.93% PP persistent absentees 23-24: 51.67  Although attendance is still below national and not in line with the whole school percentage, there has been an increase in PP attendance and a decrease in PP persistent absentees.  **Most pupils with low starting points, make at least expected progress and appropriate challenge is given to those who are academically more able.**  Non-PP eligible expected progress 22-23: 4.9 grades  PP expected progress 22-23: 4.6 grades  Non-PP eligible 23-24: 6.1 grades  PP expected progress combined RWM 23-24: 6 grades  Emmaus expected progress is 6 grades from baseline.  **The whole curriculum is language rich, increasing children’s vocabulary and exposing them to a variety of texts**  % of pupils needing intervention through the ‘Language link’ programme decreased**.**  Adaptations to the curriculum with a focus on key vocabulary to increased children’s understanding and knowledge.  Learning walls expectations adapted to ensure key vocabulary is present to support children as an adaptive teaching strategy.  School worked with Dudley’s echo team to audit the communication environment of the school; further support and CPD will be taking place in 2024-25.  **Pupil Premium pupils more regularly display positive behaviour and conduct.**  This target will remain a focus for the school. Research into best practice has been undertaken and the nurture nest introduced into school to support children with SEMH additional needs and during unstructured times during the day.  Furthermore, SLAs with EPE and Sycamore behaviour support will be continued to provide staff with effective CPD and strategies to support PP children.  **To support children with their social, emotional and mental health.**  Analysis of a pupil questionnaire found that 90% of PP children felt safe in school. 100% of pupils who received Play Therapy this year were in receipt of PP. In house nurture groups took place to support pupils across the school. Mental Health lead received on-going training as needed. Sycamore Outreach service and School nursing team utilised to support children with their social and emotional development. |

## Externally provided programme

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| Programme | Provider |
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