

St. Mary's Catholic Primary School Pupil Premium Strategy Statement 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the achievement and 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	87 + 7N
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	19/10/23
Date on which it will be reviewed	13/03/24
Statement authorised by	MN
Pupil premium lead	MN/DMc/LS
Governor / Trustee lead	Mr L Rippon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17775
Recovery premium funding allocation this academic year	£ 2742 (inc. tutoring)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <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>	£ 627, 701

Part A: Pupil premium strategy plan

Statement of intent

St. Mary's believes that the Pupil Premium is a tool to address underlying inequalities that some children face. It is used to tackle disadvantage so that all children have the same opportunity to achieve good educational outcomes. This is fully supportive of the principles found in our mission statement and equality statement.

St. Mary's will ensure that; teaching and learning will meet the needs of our pupils. Therefore, appropriate provision is made for those belonging to vulnerable groups and those socially disadvantaged (not just those eligible for FSM).

The pupil premium funding will be considered alongside the pupil need and the guidance contained within "Making a Difference – a planning guide for schools" (EEF May 2022) to; provide a high level of teaching support within the classroom, ensure effective targeted support is available to groups and individuals, there is deployment of specialist teachers or agencies where appropriate and also to support the provision of enrichment activities and extra-curricular activities for all.

Challenges

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

Challenge number	Detail of challenge
1	Low confidence of learners (closed mindset)
2	Poor Attendance
3	Lack of parental engagement – specifically in Early Reading
4	Readiness for school (learning behaviours, communication, PE kit, punctuality)
5	Apparent low progress made through KS2 in some strands of Maths
6	Access to enrichment opportunities
7	Apparent low attainment in KS1 Phonics (Y1 2023)

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
Above national in attendance %	97% attendance rate
Vulnerable pupils show good levels of progress in end of KS assessments	No differential between wider school population and identified groups.
Enhanced parental engagement with early reading programme	At least nat. av. Phonics check June 2023.
Good Progress Measure for KS2 Maths	At least in-line with national.

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: £ 2240

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Teachers. Premium updated package (ELS) including parent sessions.	EEF Effective Professional Development Guidance Report	3,1,7
Forest School Teacher First Aid Compliance	EEF Outdoor Learning rating high	1,2,6
Great Teaching Suite	MIT sponsored programme of CPD through academic year 2023-24. Recommendation from LA Adviser.	1,4,5,7
Teacher release to Maths Hub x6 days	EEF Effective Professional Development Guidance Report	5

Targeted academic support

Budgeted cost: £ 18600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Think Good Feel Good</i> intervention	EEF Self-regulation and metacognition high rating	1,2,4
Maths intervention groups + extra-curricular opps.	EEF High rating	1,5,6
Speech and Language Intervention programmes	EEF high rating for Oral language intervention (+6 score)	1,4,5,7

Wider strategies

Budgeted cost: £ 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School for all	EEF Outdoor Learning rating high	1,2,6
Introduction of “low-stakes” learning and assessment package (available at home).	EEF Metacognition report – High Utility score on assessment for learning (Metacognition Report 2020)	1,3,4,7
Subsidised (free at the point of use) breakfast club.	DfE 2017 Report +impact on health and well-being EEF 2019 Report concurs, yet not with regard to KS2 attainment.	1,2,4,6,7

Total budgeted cost: £ 21,140

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Strategies to improve attendance following Covid proved positive, with school achieving a rebound in levels above national average. Attendance for PP children was good (with the exception of one pupil who had multiple extended hospital stays).

*During academic year 2022-23 end of KS2 data was positive for “disadvantaged” pupils, with SEN children making **greater than the national average progress** across Maths, Reading and Writing.*

A full programme of Forest School enabled outdoor learning to become a feature of the school. This included an overnight experience for Y5. Pupil voice evaluations concluded that this was an aspect of school life that had a positive impact on well-being and health.

Internal assessments and evaluations showed most children made good progress at the end of KS2 with targeted interventions. This has been evident in the achievement of specific pupils across the curriculum.

The result of metacognition and self-regulation support meant that all children were able to access the curriculum on a daily basis. There were no exclusions in academic year 2022-23.