

# Pupil premium statement 2024/25

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Mary's Catholic Primary
Number on roll	139
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> )	2022/3 - 2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Rob Meech - Executive Headteacher
Pupil premium lead	Claire Webber - Head of School
Governor / Trustee lead	Liz Tompkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22783
Recovery premium funding allocation this academic year	£2175
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	£24958

# Pupil premium statement 2024/25

## Part A: Pupil premium strategy plan

### Statement of intent

*“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”*

**(A.P.J. Abdul Khan, 11th President of India)**

*“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,”*

**Sister Judith Russi**

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

#### Principles

- To ensure that teaching and learning opportunities meet the individual needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that there are pupils not in receipt of the funding who are equally socially disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Early identification is paramount and our staff, with guidance from the SENCO and Subject Leaders, will need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths.

#### Strategies

- Eligibility for the Pupil Premium is not to be confused with low ability, and we therefore have a focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thorough analysis of pupils who are underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the EEF teaching and learning toolkit and PP guidance) and evidence from our own and others’ experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.

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- Clear expectations that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate our best teachers/TAs to teach intervention groups to improve Mathematics and English.
- Use assessment regularly (not just at termly Pupil Progress Meeting) to check whether interventions or strategies are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Ensure all pupils are clear on their next steps and how to get there.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors in the decision making and evaluation process so they're able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of the spending on the outcomes for pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally make less consistent progress from early reading into fluency. Generally, socially disadvantaged pupils do not have a consistent experience of home to school reading. This negatively impacts on their development as readers and particularly as higher attaining readers.
2	Assessment, observation and discussions identify that socially disadvantaged pupils are more likely to have a lack of early speech and language opportunities. This can lead to underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Data identifies over 17% of children who are socially disadvantaged and are also on our SEN register - for cognition and learning; speech and language concerns and SEMH needs-
4	Referrals for social and emotional support have increased since the pandemic. Some pupils with needs that were previously met within school

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	<p>have required significant adjustment to resource and referral including transitions from in school SEND support to EHCP level support.</p> <p>Our observations and discussions with pupils identify that for some disadvantaged pupils, have difficulty taking on leadership roles. We have also observed poor self-regulation skills that impact on their ability to work collaboratively and to accept a degree of challenge in their learning.</p>
6	<p>Attendance data over the last 2 years indicates that attendance among disadvantaged pupils against non-disadvantaged pupils has widened from pre-Covid levels. Our assessments and observations indicate that school absence is negatively impacting disadvantaged pupils' progress. PP attendance remains below national non PP attendance and school non PP figures.</p>
6	<p>Our observation in school through discussion with parents identifies that disadvantaged pupils are not always willing or able to access out of school activities or attend trips. This can impact on learning and or self-esteem and create social justice barriers.</p>

### 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
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>PP (non SEND) children will be achieving in line or better than the national average for: GLD Year 1 phonics screening Year 2 reading assessments Year 6 reading assessment</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Observations of children and pupil conferencing show high engagement levels and quality talk around their learning.</li> <li>They will be observed to be confident speakers using a growing range of vocabulary.</li> <li>Writing begins to show a wider choice and range of vocabulary being used, especially vocabulary that is ambitious for the child's ability stage.</li> </ul>
Accelerated progress for SEND children	<ul style="list-style-type: none"> <li>Children who do not achieve national averages will make accelerated progress from their starting points.</li> <li>Children with SEND profiles will use strategies to develop self-regulation.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Children will be challenged through aspirational targets and coaching and mentoring techniques will be used to support accelerated progress.</li> <li>• All children will have good relationships with key adults and show a readiness to learn.</li> <li>• Speech and language programs will produce targeted interventions for pupils and be given at least twice a week.</li> </ul>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>• In year 6 over 50% of the PP children will achieve GD in writing.</li> <li>• Year 4 and 5 children will achieve accelerated progress from their starting points.</li> </ul>
Improved opportunities for leadership roles. Developed self-regulation strategies.	<ul style="list-style-type: none"> <li>• PP children will embrace opportunities to lead in roles across the school. This will be through liturgies, gift team, play leaders and supporting younger children.</li> </ul>
Develop self-regulation strategies.	<ul style="list-style-type: none"> <li>• Children will use a 5-point scale to support self-regulation strategies.</li> <li>• They will manage high trigger emotions through using these strategies.</li> </ul>
Improved attendance data for PP children and reduced cases of emotional-based school refusal.	<ul style="list-style-type: none"> <li>• Children who have attendance figures below 90% will quickly be supported through: School support Home/school agreements EWO support</li> <li>• Children who have persistent lateness will be supported to improve this.</li> <li>• Attendance data will be improved from the previous year's data.</li> </ul>
Improved participation in extra-curricular activities and trips.	<ul style="list-style-type: none"> <li>• All children accessing class trips and financial support and payment plans to help with funding issues.</li> <li>• Additional clubs provided to engage PP children and specifically offered to vulnerable and reluctant individuals.</li> <li>• Increased provision of clubs over holiday periods.</li> </ul>

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## 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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics catch-up - ability to provide a smaller teaching group so that children are learning at stage of their development rather than age group.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2 and 3
Power Maths - Extra teachers to support teaching in single age year groups in KS2.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1,2 ,3
Trauma informed Schools training	Key adults to be trained in Trauma Informed Approaches to develop the schools relational approach to supporting children the SEMH needs.	5 and 3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk time , speech and language support in early years and KS1</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 3 and 5
<i>Phonics intervention programmes for groups and one to one</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3, and 5
<i>Reading recovery approach one to one</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1 and 3
<i>Precision teaching spelling and phonics to support the removal of barriers to writing</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	4
<i>Counselling one to one</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	3 and 4
Year 6 Tutoring.	1:1 and small group interventions are proven to close the attainment gap.	3 and 4

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through the employment of a pastoral lead, provide 1:1 and small group nurture to support PP children with SEMH, including emotional based school avoidance.	<p><a href="https://www.eef.org.uk/primary/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.eef.org.uk/primary/attendance-interventions-rapid-evidence-assessment">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	3 and 5
Subsidising trips, clubs and musical tuition	<p>Enrichment activities develop positive SEMH. They help to lessen social justice barriers. They improve attendance</p> <p><a href="https://www.ncb.org.uk/about-us/media-centre/news-opinion/new-analysis-help-struggling-children-and-families-underlines">https://www.ncb.org.uk/about-us/media-centre/news-opinion/new-analysis-help-struggling-children-and-families-underlines</a></p>	5, 6 and 7

**Total budgeted cost: £33000**



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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 SEN pupils in the 2022 to 2023 academic year.

Review (2023/24)  
Demographics:

	Year Groups								
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Reception	19	10	9	0	8	3	0	2	5.0%
Year 1	17	13	4	2	5	3	2	1	5.5%
Year 2	19	10	9	2	5	3	3	0	3.9%
Year 3	19	9	10	2	7	3	2	1	3.2%
Year 4	22	10	12	3	9	5	1	0	3.4%
Year 5	20	8	12	1	8	3	3	0	3.6%
Year 6	16	9	7	0	7	4	3	2	4.7%

7 PP children have SEND provision with 4 of them on an EHCP.

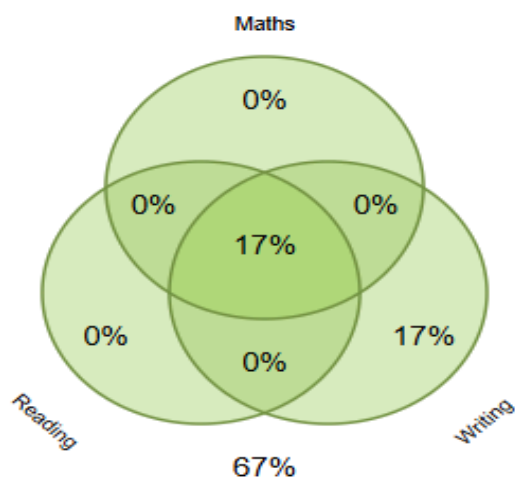
- Academic:
- 67% of PP children achieved GLD (2 out of 3)
  - 100% of PP pupils without SEND achieved GLD
  - 67100% of PP pupils without SEND achieved GLD
  - % of children with FSM passed the phonic check in Y1 (2 out of 3)
  - 100% of PP children passed the phonics check by the end of Y2
  - 20% of PP children achieved 25/25 in the MTC check, 40% achieved 20-24 and 20% achieved 15-20
  - 25% of PP children achieved combined in Reading, Writing and Maths at the end of KS2. Of the 75% who didn't, all of them are on the SEND register.
  - 75% of children at ARE in Reading in Y1-6 against 89% Non PP
  - 70% of children are at ARE in Writing in Y1-Y6 against 82% Non PP
  - 65% of children are at ARE in Maths in Y1-Y6 against 84% Non PP
  - 100% of PP non SEND achieved ARE in reading
  - 84% of PP non SEND achieved ARE in writing
  - 86% of PP non SEND achieved ARE in maths
  - 100% of Pupils targeted for additional tutoring through the PP planned achieved the expected standard in Phonics, KS2 Reading and KS2 Maths.

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## Combined attainment

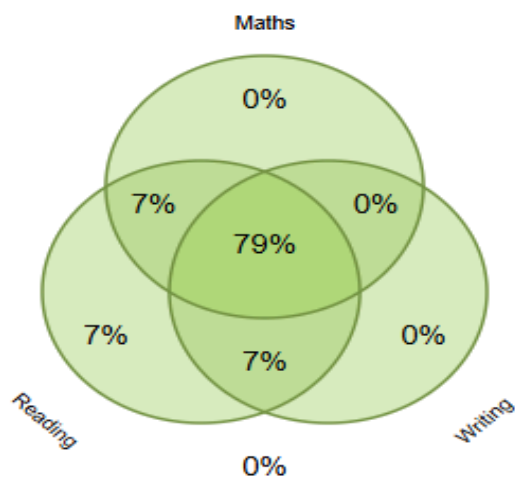
FSM, Pupils with SEND

At/above expected



FSM, Pupils without SEND

At/above expected



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## Attendance:

### Attendance percentage

FSM, Pupils with SEND	93.5%
FSM, Pupils without SEND	94.3%
Not FSM, Pupils with SEND	94.9%
Not FSM, Pupils without SEND	96.5%
National	94.5%
Local Authority	94.6%

Attendance for pupils with PP is below the non PP children and this continues to be a drive for the school through the work of our new pastoral lead (part funded by the PP plan).

## Behaviour:

- There were no exclusions for PP children.
- One child had a modified timetable for a period of 6 weeks in the Spring term but then returned to full-time school for the remainder of the academic year.

## Wider impact:

- 100% of PP children went to one or more club
- 100% of PP children attended class trips this academic year
- 100% of Y6 PP children attended the school residential trip
- 100% of Y5 PP children attended the school residential trip.