

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	420
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Nicola Brown, Headteacher
Pupil premium lead	Amelia Stanley
Governor lead	Laura Hewitt, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102, 553
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102, 553

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	PPG pupils do not achieve in line with non-PPG pupils at EYFS (GLD).

2	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with applying phonetic knowledge to their reading than their peers. This negatively impacts their development as readers.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
3	<p>Our attendance data last year indicated that attendance among disadvantaged pupils was 2.13% lower than for non-disadvantaged pupils.</p> <p>17% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our observations and discussions with pupils and families have identified a lack of cultural capital opportunities for many pupils, and a lack of enrichment opportunities during school closure. 32% of our PPG children also access our Early Help services for family support. These challenges particularly affect disadvantaged pupils, including their attainment.</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
Increase the number of PPG children attaining a GLD.	EYFS end of year data shows an increasing number of PPG children achieve a GLD so that they are more in line with non-PPG children.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025 show that PPG children are achieving in line with non-PPG children.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

<p>To achieve and sustain improved cultural capital for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of cultural development from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from pupil voice, pupil and parent surveys and teacher observations• attendance registers showing a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.• learning walks will show an increased engagement and participation in lessons as a result of increased cultural awareness
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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: **£79,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Join the Learners First Teaching Alliance to support staff development training opportunities (and cover).</p> <p>£1,000</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Evidence-based teaching methods used to improve outcomes for children.</p>	<p>1,2</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2</p>
<p>Create additional capacity to allow core subject leaders in school to work with colleagues in 1:1 CPD sessions (or small group sessions).</p>		<p>1,2</p>
<p>Ongoing purchase of resources for a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils.</p> <p>Purchase bi-annual RWI development days.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an</p>	<p>1,2</p>

	average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	
Ongoing purchase of resources for a mathematics mastery scheme and development days to secure stronger maths teaching for all pupils. 12,000	The EEF states that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	1,2
Reducing a class size £40,000	Reducing class size appears to result in around three months' additional progress for pupils, on average.	2
Purchase new reading books for Y2-Y6.	EEF states that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	2

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

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 or small group intervention in every year group.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. This results in an additional four months progress.	1,2
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	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:	1, 2

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Weekly homework club to support PPG children and those unable to complete homework at home.	EEF Toolkit Research into Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on strategies for dealing with challenging behaviour through purchasing Behaviour Support from the LA and training through Paul Dix (When the Adults Change...)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Family Support Worker and School Counsellor working with families to	The EEF states that the association between parental	3

improve attendance and support at an Early Help level.	engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. This gives an additional three months progress.	
Educational visits/ residential visit. Discounts PPG and FSM 25% and 50% £11,000	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	4
Cultural Capital Lead to develop, plan and undertake opportunities to increase the cultural capital of PPG pupils linked to curriculum.		4
Participation in after school clubs. £7,000	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). Overall, the impact of arts participation on academic learning appears to be positive but low.	4

Total budgeted cost: £102, 553

Externally provided programmes

Programme	Provider
Time Tables Rock Stars/Numbots	Maths Circle Ltd
Monster SATS	Monster SATS
Oxford Owl/Ruth Miskin RWI Portal	Oxford Reading Tree
Rising Stars Mark	Rising Stars
Test Base	AQA
My Mastery (Ark Mathematics Mastery)	Ark

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-2023 Review

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Increase the number of PPG children attaining a GLD.

End of year data shows that the number of PPG children achieving a GLD has increased by 8% from 2022-2023.

Improved reading attainment among disadvantaged pupils.

End of KS2 data demonstrated that KS2 PPG pupils at St Mary's achieved above national attainment for PPG pupils in reading.

School PPG = 73%.

National PPG = 60%.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Overall absence for disadvantaged pupils is 5.8%. This is lower than the national disadvantaged average of 10.7% absence.

Authorised absence for disadvantaged pupils is 4.9% which is lower than the national disadvantaged percentage of 6.5%.

Unauthorised absence for disadvantaged pupils is 0.9% which is lower than the national disadvantaged percentage of 4.2%.

Persistent absence for disadvantaged pupils is 16.1% which is lower than the national disadvantaged percentage of 34.7%.

(End of year data 22/23)

To achieve and sustain improved cultural capital for all pupils in our school, particularly our disadvantaged pupils.

Children have been able to access a range of activities to support their culture capital and these have been planned carefully to support children in identified areas.

Observations from our cultural capital lead have found that over the year some children have become more active within the sessions and have enjoyed the activities which they have participated in. Pupil voice, questionnaires and activity registers this year will be analysed to gather further information about the impact of this area as it progress into its second year of implementation.

Additional Analysis of Strategies

We have changed the weekly homework club and any children who have not completed their homework either complete it at other times during the school day or

this is tackled through conversations with parents. We found that running a weekly homework club during lunchtimes was not very effective in supporting our children to complete this work to a good standard or supported their progress. Class teachers now have the independence to decide how to approach completing homework on a case-by-case basis which can be more sensitive to individual circumstances.

We will continue to apply and embed our strategies as they are currently supporting us to achieve our intended outcomes. We will continue to make adaptations to our strategies over the year, if necessary, which will ensure that we are providing our pupils with the most effective support.