

Pupil premium strategy statement – updated 2024 - 2025

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 School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	5/09/2024
Date on which it will be reviewed	July 2024
Statement authorised by	Ann Shevlin
Pupil premium lead	Ann Shevlin
Governor / Trustee lead	M. Thorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,195
Services Pupil Premium	£1675
Total budget for this academic year	£43870

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We want our children build resilience, confidence and self-esteem. It is important that our children become fluent and confident readers and to develop an appreciation and love of **reading** whilst gaining knowledge across the curriculum. reading and experiences in school we want to develop their vocabulary and language and communication skills helping the children to succeed.

We believe in maximising the use of the pupil premium grant (PPG) This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Low achievement in English for some children identified through assessments and pupil work
2	Children do not have independence when working and this needs to be developed
3	Some children are not reading at home consistently to help with improvement and developing a love of reading and for some children struggle with their comprehension skills due to their limited language
4	Difficulties with reasoning in mathematics identified through assessments and pupils work

5	No aspiration or value in the importance of learning for some children
5	Limited growth mindset with some children.

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
To raise standards of achievement in English and narrow the gap	Children will achieve the expected standard in English or exceed in English by the end of Key Stage 2
To raise standards of achievement in Mathematics and narrow the gap	Children will achieve the expected standard in Mathematics or exceed in Mathematics by the end of Key Stage 2
Children to have a high standard of reading and an enjoyment of books	Children will be able to read fluently at age related expectation. Children to have a love of reading
Children to develop independence in their work	Children will be able to work independently and use resources that will support them with their learning independently
Children will want to learn and have high aspirations	Children will be engaged in their learning and pupils will show they want to learn impacting on their progress
Develop a growth mindset	Children will have a good growth mind set which will be shown in observations and interviews

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff Training on helping children to develop independence. Links with LA and training with follow up on OAP (Ordinarily Available Provision) PINs project and training to support staff</i></p> <p><i>Maths Hub training and support</i></p> <p>Training on supporting writing</p> <p>Staff training on developing language</p>	<p>Using the Scaffolding framework for teaching assistant-pupil interactions.</p> <p>Training OAP and how to support children in the classroom</p> <p>Training for TAs as part of the PINs project on helping children to develop independence</p> <p><i>EEF Teaching and Learning Toolkit</i></p> <p><i>EEF guidance on Teaching assistants supporting children</i></p>	<p>All children</p>
<p><i>Staff training on different areas of the curriculum to support children with their learning. Targeted training across the year on different school priorities during staff meetings, Inset days. Also, individual staff to attend training relating to their development needs, school priorities and also needs of children they are supporting</i></p> <p><i>Training on making good use of the environment to support learning</i></p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes</p> <p>Training on different areas of the curriculum for teachers and TAs to support the children.</p> <p>This will include training to support children with their mental health</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Working with the Maths hub to support Mathematics</p> <p>Training and monitoring on developing the classroom environment to support learning</p> <p><i>Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students</i></p> <p><i>EEF Teaching and Learning Toolkit</i></p>	<p>All Children</p>

	EEF Teaching and Learning Toolkit – Oral Language Interventions	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support groups for children and one to one support in mathematics	Mathematics tuition for children, one to one and also in small groups. This tuition will be based on identified gaps in learning for the children in mathematics EEF Teaching and Learning Toolkit	Identified children
<i>Pre-teaching for children</i>	Help with pre-teaching in different subject areas – this will be done one to one or in a small group to help children to access learning in the classroom. Helping children with their understanding. <i>EEF Teaching and Learning Toolkit</i> EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	Identified Children
<i>Additional small group support in phonics, vocabulary and spelling and language</i>	Phonics tuition for children, one to one and also in small groups. This tuition will be based on phonics support the children need. Additional work on vocabulary and spellings Using technology to also support children. <i>EEF Teaching and Learning Toolkit</i>	Identified Children
<i>Support with reading – reading strategies and also comprehension skills</i>	One to one and small group work on reading. Increased knowledge of vocabulary and comprehension <i>EEF Teaching and Learning Toolkit</i>	Identified Children

<i>Additional support with writing</i>	Support with both handwriting and also with grammar and writing content. Staff training on supporting handwriting <i>EEF Teaching and Learning Toolkit</i>	Identified Children
<i>Supporting children with daily reading and home work. Identified children have daily reading</i>	<i>Children are reading daily and showing improvement in their reading and comprehension (ARE)</i> <i>Children are completing their homework to help them consolidate learning</i> <i>EEF Teaching and Learning Toolkit</i>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support with music Helping with music lessons	Build self-esteem and helping to develop growth mindset	Identified children
Supporting children with sports lessons – learning a sport	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. EEF Teaching and Learning Toolkit – physical activity/extending school time	Identified children
<i>School Journey support in Year 6</i>	Helping children broaden their experiences beyond their locality. Help children to develop independence and learn to be part of a team. To support learning in wider curriculum areas and develop their interest. Children can also challenge themselves with new physical activities helping their mental health.	Identified children
<i>Support for children's mental health and well-being – continued staff training and support for</i>	Support for the children during the school day to help them with their mental health and well-being both in class and also one to one support.	All children when needed

<i>the children during the school day</i>	Helping the older children to prepare for secondary school transition	
<i>Trying to engage parents more in the life of the school through – workshops, information for parents, curriculum afternoons, Come and Read with me afternoons, Mathematics afternoons etc. Extended meetings with teachers to support parents</i>	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning Toolkit – Parental Engagement)	All children
<i>Supporting some families with technology</i>	By having a laptop at home the children can continue to consolidate and improve learning	

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 2020 to 2021 academic year.

2022 Results

Key Stage One

100% of children met the expected standards in Reading, Writing and Mathematics.

Key Stage Two

100% of the children met in reading

66% met in mathematics and writing (One child did not meet)

2023 Results

Key Stage One Results

100% of children met the expected standards in Reading, Writing and Mathematics

Key Stage 2 Results

75% writing (One child did not meet)

75% Mathematics (One child did not meet)

75% Reading (One child did not meet)

2024 Results

We did a lot of work on ensuring all gaps in learning were addressed and met through assessment and support was given with identified gaps in knowledge or misconceptions.

All children who receive Pupil Premium are discussed in detail in pupil progress meetings. As a school we have also looked at how we can challenge the children to exceed.

100% of children were meeting in reading, mathematics and grammar, spelling and punctuation at the end of KS2

A 1/3 of the children were exceeding in mathematics and reading

One child did not get their writing at the end of KS2

Key Stage One

100% of children achieved expected standards in reading and mathematics.

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How do you spend your service pupil premium allocation last academic year?	<p>Last year we used Service pupil Premium allocation to provide one to one support for some children to help them work towards meeting the expected standards in the English and Mathematics. Other children who were new to English got support with English language.</p> <p>We also supported some children by giving them a mentor and additional well-being support.</p> <p>We will continue to do this next year.</p>

Further Information

For some children we have provided them with additional resources to support their learning at home. Staff also supported some children with their homework and daily reading. The staff also help some parents with paperwork and ordering of lunches etc.

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