

Pupil premium strategy statement – St Marie’s Catholic Primary School

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

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	72
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2027
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr M White
Pupil premium lead	Miss E Scott
Governor / Trustee lead	Mr R Coakley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,610 EYFS £ 3043
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£20,880.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
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>	£230,533.00

Part A: Pupil premium strategy plan

Statement of intent

At St Marie's we strive to deliver a holistic curriculum which nurtures each child's talents and aspirations. All children can access a low floor high ceiling, fully resourced curriculum which meets our high aspirations which our staff are equipped to deliver. Our staff receive high quality assured CPD that improves learning for all pupils. Our families are well supported to meet our aspirations through support with uniform, enrichment experiences and attendance. Our building and classrooms also promote our high aspirations. Our priority is to close the gap and diminish the difference between attainment and achievement of our children and the national average. Using the Pupil Premium funding in a variety of ways to promote achievement and progress of all pupils and remove the barriers to learning that many of our disadvantaged children face.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and punctuality which reduces children's school hours and causes them to miss vital input during morning sessions.
2	Vulnerable children and families who require additional support from outside agencies.
3	Oral language skills on entry are lower for pupils within our locality due to low starting points and parents own language needs. This can slow reading/phonics and subsequently writing progress in future years throughout the school.
4	PP children have lower levels of independence, resilience and aspirations to achieve in life.
5	Reduced access to technology and educational materials.
6	Some PP parents have their own negative experiences of schooling which results in a barrier to supporting their child's education

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 improve the attainment of PP pupils, aiming to close the gaps, in line with age related expectations, including Early Reading	<p>Children start each day, fed and ready to learn by accessing breakfast club</p> <p>All children have the opportunity to eat free breakfast, in preparation for a full day of learning high quality whole class teaching.</p> <p>High quality first teaching in all classes</p> <p>Interventions in place – small group and 1:1</p> <p>Children make at least expected progress</p> <p>Children eligible for the Pupil Premium attain at least as well as other children (reducing the in-school gap)</p> <p>Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children not receiving the pupil premium</p>
To improve and maintain attendance levels in PP pupils and decrease the gap between PP and non PP pupils	<p>Children who are eligible for the Pupil Premium attend school at least as well as other children</p> <p>Children eligible for the Pupil Premium close the gap between their attendance and the national attendance % for all children</p>
To improve curriculum engagement and enrichment opportunities	<p>Children have many opportunities throughout their education at St Marie's to broaden their life experiences.</p> <p>We offer a range of after-school clubs which are free of charge</p> <p>Children's language is enriched by their enrichment experiences</p>
To address the gaps in writing for PP pupils by providing effective teaching and learning	<p>Highly effective approach in the quality of teaching, learning and assessing writing to improve pupil outcomes.</p> <p>Increase in Pupil Premium children achieving expected by the end of the year across the school</p>

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for all teachers	All teachers accessing high quality CPD from outside agencies (SIL) to develop teaching and learning in all curriculum areas.	1,3,4,5
Books and RWI training and resources	Children have limited access to high quality texts outside of school. Children have access to high quality phonics sessions promoting early reading.	1,3,4,5
Phonics booster sessions	Targeted children have extra support in phonics to achieve the screening check.	3,4,5,6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics booster sessions	Targeted children have extra support in phonics to achieve the screening check.	3,4,5,6
<i>Additional specialist teacher in school</i>	Commissioned MFL and Ukuele teachers to support learning	1,3,4,5,6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports coach	The Sports coach works with our children to support individual needs through sensory circuits.	
Attendance service	School buys in the attendance service which promotes active, targeted support	
Breakfast bagels available for all children – promoting attendance and being ready to learn	It is important that all children have the opportunity to start the day fed and ready to learn. This is a basic need that, as a school, we need to meet. Offering a bagel to each child as they come into school also supports attendance/punctuality.	
Breakfast Club – promoting good attendance and ready to learn	It is important that all children have the opportunity to start the day ready to learn. It is also important to us that children start the day with positive interactions with adults and their peers alike – a smile, talk with the friends etc. Offering a subsidised Breakfast Club to all children also supports attendance/punctuality.	
Afterschool clubs	Our children have limited access to clubs/extra-curricular opportunities outside of school. We offer free after-school clubs in a range of activities – football, basketball, sewing, computing, Stem clubs etc, which change and vary throughout the year. These clubs also support attendance.	
Attendance and safeguarding lead	Challenges attendance to ensure strategies are in place to support pupils to be in school everyday Working with our children and families to support their individual needs including behaviour and emotional support. Sign posing families to available support	
Enrichment & visits to broaden children’s life experiences	Our children have limited experience of the wider world, which limits the richness and diversity within their vocabulary and language. Providing a range of enrichment opportunities including trips/visits/visitors into school and curriculum days not only aids in broadening their knowledge and understanding regarding the	

	world in which they live and the connections within it, but deepens and enriches their language and vocabulary.	

Total budgeted cost: £

Pupil Premium £206,610 EYFS Pupil Premium £ 3043
Recovery Grant £20,880.00
Total £230,533.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from National Assessments:

Phonics Screening (2023):

Disadvantaged pupils had a pass rate of 71%, compared to the overall school pass rate of 72%

GLD (Good Level of Development) for Early Years: Disadvantaged pupils had a pass rate of 71%, slightly below the school average of 72%

Key Stage 1:

Reading: Expected level at 68% for disadvantaged pupils compared to the school average of 76%.

Writing: Expected level at 57%, lower than the school's 60%.

Maths: Achieved an expected level of 61%, which aligns closely with the school average of 60%

Key Stage 2:

Reading: Expected level at 48% for disadvantaged pupils, much lower than the school's 67%.

Maths: Disadvantaged pupils reached 52% at the expected level, slightly behind the school average of 56%.

Grammar, Punctuation, and Spelling (GPS): Expected level at 43% compared to the school's 64%

Comparison to Local and National Averages:

Disadvantaged pupils performed below both local and national averages, particularly in Key Stage 2, with significant gaps in reading, writing, and maths outcomes.

The impact of COVID-19 continues to be a factor in the performance gaps seen in 2023 assessments, affecting disadvantaged pupils more than their peers.

Summative and Formative Assessments:

Summative assessments, such as national tests, indicate that disadvantaged pupils consistently perform below school averages, particularly in KS2 reading and maths

Formative assessments have identified language and communication gaps among disadvantaged pupils, particularly in Early Years

Attendance, Behaviour, and Well-being:

Attendance for disadvantaged pupils is 92.3%, slightly below non-disadvantaged pupils

Behaviour and emotional well-being concerns have been addressed through interventions such as mentoring, though gaps in attendance and engagement remain significant factors.

Analysis of Strategy:

The school is not fully on target to achieve its intended outcomes, particularly regarding progress in reading and maths in KS2 for disadvantaged pupils.

What's working well:

Targeted interventions in Early Years (e.g., phonics support) have shown positive impacts, with improvement in reading outcomes.

Challenges: Attendance issues and lower engagement in Key Stage 2 are persistent concerns. Language development and gaps in prior knowledge continue to hinder progress, especially in literacy and numeracy

Assessment of Previous Pupil Premium Strategy:
 The previous strategy helped narrow gaps in early literacy (phonics) but did not meet targets for older pupils in KS2

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics	RWI
PSHE	My Happy Minds
Times tables	Times tables rockstars Doodle maths

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.