Pupil Premium Strategy Statement 2024-2025

st mary’s catholic primary school

# Pupil premium strategy statement

## This statement details our school’s use of pupil premium and the outstanding recovery premium for the 2024 to 2025 academic year, 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.

## School overview

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| Detail | Data |
| School name | St Mary’s Catholic Primary School |
| Number of pupils in school | 98/195 |
| Proportion (%) of pupil premium eligible pupils | 50.2% |
| Academic year | 2024-25 |
| Date this statement was published | April 2024 |
| Date on which it will be reviewed | July 2024  April 2025 |
| Statement authorised by | Samantha Griffiths Headteacher |
| Governor | Joyce Monaghan |

# Pupil premium strategy plan

Impact of Pupil Premium Plan 2023-2024

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| Impact statement  We have a new speaking and listening skills and progression document in place so that children are taught specific speaking and listening skills appropriate to their age group. All children have had the opportunity to plan and, spoken words in class and in parent curriculum assemblies. Children's ability tis both speak and listen is improving across school. Using Talk Boost has significantly improved children's talking and understanding of words. Over two thirds of our children made good progress after just eight to ten weeks of the programme. All children in school can speak in full sentences and there are no children in EYFS that cannot speak in simple sentences. School has moved from the NELI intervention and is now using Talk boost as an intervention and staff have been trained extensively in this. Children in the KS1 Talk boost programme are making accelerated improvement in their speaking skills and confidence in speaking. School is also going to a pilot school for the ELSEC programme (Early Language Support for Every Child) as a continued commitment to closing the gap in speaking and listening of all children.  A greater number of PPG children attend clubs and now percentage closely reflect the numbers of PPG and non-PPG children that we have at school. There are opportunities for all children to join our focus groups, Guardians, Mini Vinnies, school council, and reading circle. A greater number of PPG children attend these groups and make a significant contribution to them, making up 40% of the groups. This has led to children becoming more confident when taking part in these activities. Where this is still a barrier for individuals, specific intervention is sought with good effect.  The children who were been identified as needing extra support in phonics and via the literacy pathway have been making good to impressive progress. Extra staff were trained to deliver the pathway in September and four groups have been running throughout the year, children are tested and monitored half termly and adjustment made to this provision, to ensure that all are making good or better progress. A percentage of children no longer need the intervention. The small minority of children who are still finding acquiring these skills quickly are then reviewed by the LSAT and Educational Psychologist to identify specific needs, for example, dyslexia. This has enabled staff to put into place some assistive technologies to support children in other curriculum areas. Sets of class iPads have been purchased to support this.  The children who have had the extra Breaking Barriers Numicom intervention all reported that they felt more confident in the different areas of Mathematics that had been studied, this has helped them manage better in class. Some of the original children identified for this intervention are now managing in class and their understanding of key concepts has improved and are increasingly able to communicate mathematically, explore relationships and generalise concepts to use in simple problem solving.  We continue to support children through social and emotional interventions, six strengthening families’ referrals have been made which include support for families and children. Strengthening Families offer family support at the family home on a one to one basis for targeted vulnerable families at school. The Early Intervention Practitioners offer early help parenting strategies and whole family support by bringing together the right services around the family. Lego Build to Express continues to support 10 children, bereavement counselling has been sources for 2 families. |

## Statement of intent

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| Our intention is that all pupils at St Mary’s Catholic Primary School, irrespective of their background or the challenges they face, make good progress and achieve good attainment across all subject areas. We aim for all our children to be aspirational, aiming to be successful adults who make a worthwhile and positive contribution. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.  We actively consider the challenges faced by our vulnerable pupils, such as those who are new to our country and school, travelers, have a social worker or have experienced trauma. The school improvement activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not as we have a considerable number of children from ‘just managing’ families who we need to be equally aware of.  High-quality teaching is at the heart of our approach here at St Mary’s, and we invest considerably in it, with a focus on areas in which disadvantaged pupils require the most support. We invest so much in our teaching team, securing consistently good teachers, as 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 approach will be responsive to common challenges and individual needs that faced by our families living in south Telford, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage which we are passionate about. The approaches we have adopted complement each other to help pupils excel and really enjoy coming to school. To ensure they are effective we will:   * ensure children are treated fairly and consistently and are met with the care, good humour love and nurture they may need * get to know our families really, possible barriers to their child making progress and try our upmost to help them overcome these * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified and check the effectiveness of interventions at regular intervals * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Data July

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| Year Group | Reading | Writing | Mathematics | SPAG | Combined |
| Reception |  |  |  |  |  |
| PPG | 60% | 60% | 80% |  | 60% |
| Non-PPG | 68% | 63% | 68% |  | 63% |
| Difference | 8% | 3% | +12% |  | 3% |
| Year One |  |  |  |  |  |
| PPG | 43% | 14% | 43% |  | 14% |
| Non-PPG | 64% | 79% | 79% |  | 57% |
| Difference | 21% | 65% | 65% |  | 43% |
| Year Two |  |  |  |  |  |
| PPG | 75% | 13% | 68% | 75% | 13% |
| Non-PPG | 57% | 67% | 57% | 67% | 57% |
| Difference | +18% | 54% | +11% | +6% | 44% |
| Year Three |  |  |  |  |  |
| PPG | 29% | 14% | 0% | 14% | 0% |
| Non-PPG | 77% | 68% | 82% | 72% | 72% |
| Difference | 48% | 54% | 82% | 58% | 72% |
| Year Four |  |  |  |  |  |
| PPG | 36% | 36% | 43% | 29% | 29% |
| Non-PPG | 71% | 64% | 43% | 79% | 50% |
| Difference | 35% | 28% | = | 50% | 21% |
| Year Five |  |  |  |  |  |
| PPG | 14% | 14% | 29% | 35% | 14% |
| Non-PPG | 93% | 100% | 93% | 86% | 86% |
| Difference | 79% | 86% | 64% | 51% | 72% |
| Year Six |  |  |  |  |  |
| PPG | 38% | 69% | 19% | 44% | 6% |
| Non-PPG | 71% | 86% | 58% | 71% | 57% |
| Difference | 33% | 17% | 39% | 27% | 51% |

## Our Challenges

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

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| Detail of challenge |
| The cost-of-living crisis is impacting on our pupils and their families. |
| Monitoring and assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils continues to be an issue at school. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and read less at home. This can negatively impact their development as readers. |
| Internal assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| Our attendance data indicates that attendance among disadvantaged pupils is lower for disadvantaged pupils than non-disadvantaged pupils |

## Focused school improvement activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

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| Embedding dialogic (speaking and listening) activities across the school curriculum. Support parents in supporting their children to develop speaking and listening skills. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Further embed resources, additional support time and resources for Talk Boost and ELSEC, additional support staff to be trained and support, and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) |
| Train all new staff in [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme), Read, Write, inc. to secure stronger phonics teaching for all pupils.  Ensure all children who require additional phonics teaching are in receipt of it.  Ensure bottom 20% are identified and additional reading is in place  Continue to deliver Literacy pathway and establish as intervention in Year 2 and Juniors. | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. The focus being on developing fluency using Number Sense, Fluent in 5, TTP Rockstars, and the associated language. We have continued strengthening the understanding of concepts through the use of concrete models and images and making links between learning explicit.  Supply teacher to do SATs booster work in year 6. | 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:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  Interventions in EYFS and Year 1 based on Phonics 1:1 and small group  Year 2 retakes Summer 2023 having extra phonics input and identified | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. This involves promoting good attendance, involving parents and sharing information and working closely with our EWO  Continue to double EWO time  Set a weekly meeting with NP, LJ, SG and EWO  Increase parental attendance meetings.  Attendance awards and certificates  Breakfast Club for children who would benefit from it or are in crisis. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. |
| Contingency fund for issues.  Funding for school trips to ensure all children experience quality educational visits.  Funding to allow all after school clubs to be free of charge.  Funding for a Parental lending library of SEND support books and support materials. | Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified, school trip contributions, emergency uniform help etc |
| Total estimated cost of the plan: | £131,163 |