



# Pupil premium strategy statement 23-24 *Review*

## School overview

Metric	Data
School name	St Mary's Catholic Primary School
Pupils in school	57
Proportion of disadvantaged pupils	21 % of which 1.7 %- Service PP
Pupil premium allocation this academic year	£16,340 (11 PP and 1 SP)
Recovery Grant	£500
Tuition Grant	£3847.50
<b>Total:</b>	<b>£20,687.50</b>
Academic year or years covered by statement	2023 to 2024
Publish date	September 2023
Review date	September 2024
Statement authorised by	Laura Concannon
Pupil premium lead	Laura Concannon
Governor lead	Debbie Brimson

## Rationale

The Pupil Premium is an additional allocation of funding to schools to support specific groups of children who are vulnerable to possible under achievement. It is allocated for children from low income families who are eligible for free school meals (FSM), those who are looked after by the local authority and the children of armed services personnel. This funding is also based on children who have had free school meals within a 6 year period (EFSM). At St Mary's Catholic Primary School we are committed to providing equality of opportunity for all our children and to enabling every child to achieve their best. **All children are offered free school meals and milk.**

The Department for Education states that, it is for schools to decide how the Pupil Premium, allocated to schools, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The guidance published in March 2022 also stated that '**Schools do not have to spend pupil premium so it solely benefits [eligible pupils](#). They can use it wherever they identify the greatest need. For example, they might spend it on pupils who do not get free school meals but:**

- *have or have had a social worker*
- *act as a carer*

**Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well’.**

**The level of the premium in 2023-24 is:**

<i>Pupil eligibility criteria</i>	<i>Amount of funding for each primary-aged pupil per year</i>	<i>Amount of funding for each secondary-aged pupil per year</i>	<i>Funding is paid to</i>
<i>Pupils who are eligible for free school meals, or have been eligible in the past 6 years</i>	<i>£1,455</i>	<i>£1,035</i>	<i>School</i>
<i>Pupils previously looked after by a local authority or other state care</i>	<i>£2,530</i>	<i>£2,530</i>	<i>School</i>
<i>Children who are looked after by the local authority</i>	<i>£2,530</i>	<i>£2,530</i>	<i>Local authority</i>

*The government has permanently extended free school meal (FSM) eligibility to include children in all households with NRPF. These pupils should now be recorded as FSM eligible in the school census and their pupil premium eligibility will follow on from that automatically.*

**Service Premium is £335 per pupil.**

**Allocation and expenditure**

**Intent**

All the work will be aimed at offering learning support and nurturing positive attitudes to learning, alongside accelerating pupil progress. The aim is to enable pupils to move to at least age related expectations unless the child has a clearly identified special educational need. The prime focus will be on Reading, Writing and Numeracy and Personal Well Being. Using the school curriculum approach we use the Golden threads to drive the child forward and create a culturally aware, resilient, independent, child with endless possibilities for the future.

**Disadvantaged pupil progress scores for last academic year: (10 pupil Premium pupils)**

<b>Measure</b>	<b>Score</b>
Meeting expected standard in Reading	60%
Meeting expected standard in Writing	30%
Meeting expected standard in Maths	90%

Disadvantaged pupil progress scores for last academic year:

Two PP children in Key Stage 2 Year 6.

Year 6 pupil 1:

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><b>Writing: Yr 4 beginning</b>  <b>Reading: Yr 5 working towards developing</b>  <b>Maths: Yr 4 working towards beginning</b></p>	<p><b>Writing: Yr 4 expected</b>  <b>Reading: Yr5 expected</b>  <b>Maths: Yr4 mastery</b></p>	<p><b>Writing: Not achieved the standard</b>  <b>Reading: Not achieved the standard</b>  <b>Maths: Not achieved the standard</b></p>

Year 6 pupil 2:

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><b>Writing: Yr6 working towards beginning</b>  <b>Reading: Yr6 working towards beginning</b>  <b>Maths: Yr6 working towards beginning</b></p>	<p><b>Writing: Yr6 working towards developing</b>  <b>Reading: Yr6 working towards developing</b>  <b>Maths: Yr6 Expected</b></p>	<p><b>Writing: Yr6 standard achieved</b>  <b>Reading: Yr6 standard achieved</b>  <b>Maths: Yr6 standard achieved</b></p>

SEN Tracker 22-23: Demonstrates good progress of all SEN/Pupil Premium children this shows the strategies in place are clearly working:

SEN Data

This table shows the percentage of children at St. Mary's Catholic Primary School who require SEN support or who have an EHCP. This data is based on having 66 children on roll. The school figures are compared to the National data available at: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

	<b>St Mary's Catholic Primary School</b>	<b>National Data</b>
	<b>July 2023</b>	<b>June 2023</b>
<b>SEN Support</b>	9%	13%
<b>EHCP</b>	1.5%	4.3%

Standardised Assessments

Pupil	Year Group	Chronological age on assessment date	Autumn 2 2022								PhAB Assessment
			Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling		
			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	

B	2	-	-	-	-	-	-	-	-	-	-	
C	3	8:2		103	8:5		115	9:8		75	<5.0	
D	4	8:11	108	128	10:5	28	124	10:10	33	105	9:7	
E	5	9:6	66	82	7:2	18	84	7:11	15	70-	5:4	
F	6	10:7	74	82	8:2	21	85	8:9	17	70-	5:10	
G	6	10:11	-	-	-	-	-	-	32	92	9:4	

Pupil	Year Group	Chronological age on assessment date	Summer 2 2023									PhAB Assessment
			Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling			
			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age	
A	2	7:0	99	130+	9:10	30	130+	11:6	13	87	<5.0	
B	2	7:2	114	130+	11:0	25	129	9:11	34	116	9:10	
C	3	8:9	99	117	9:10	26	117	10:4	11	70-	<5.0	
D	4	9:5	114	130+	11:3+	29	106	11:2	38	110	10:10	
E	5	10:6	60	77	7:4	20	84	8:6	17	70-	5:10	
F	6	11:2	88	83	9:2	23	85	9:4	19	70-	6:4	
G	6	11:6	-	-	-	-	-	-	35	91	10:1	

Green highlight shows progress made since the Previous assessment

Child A has recently joined the SEN register so does not have previous data to compare. Child A has a reading score well above their chronological age. Child A receives SEN support through SNIP Spelling and touch type programmes. Child B achieves well in reading and spelling so does not need regular data to be tracked to show progress. Child B has reading and spelling scores well above their chronological age.

The tables above show that all children, who were previously assessed have made good progress from the Autumn to the Summer Term in Reading accuracy and all children have made good progress in reading comprehension. All of the above children with SEN apart from one, have attended Read Write Inc intervention groups in the past. Child D has a reading age well above their chronological age so has not needed to join a RWI group.

The tables show that all children with SEN, apart from child C, have made progress in spelling this year. Child C joined our school recently and is now receiving SEN support through the SNIP Spelling and touch type programmes and 3 x

weekly speech and language sessions Children E,F and G have all attended the SNIP spelling intervention group this year.

### Strategy aims for disadvantaged pupils:

**Key challenges:** Attendance, access to technology, support at home and recorded behaviour incidences.

Measure	Activity
Priority 1 – Ensure all disadvantaged children make at least expected progress in R, W, and Maths.	Provide Teaching Assistant support to run interventions and same day support for children who are struggling in lessons. Pre teaching of White rose lessons to be introduced. Additional interventions added to support emotional well- being ( <b>see Provision Map 2023</b> ). To run Fresh start and RWINC sessions in small groups to accelerate progress, to provide targeted RWINC 1:1 to those falling behind. Trained TA to deliver Fresh start and HT to monitor progress of KS2 children.
Priority 2– Ensure all disadvantaged children have access to a wide range of extra-curricular activities. Outside Provider/s: NMPAT	Provide funding to ensure children can access all educational visits and access to the wider curriculum, such as music lessons fully funded. To provide first access music experiences to expand opportunities and possibilities offered to the disadvantaged pupils in school. To offer sessions in Rising Stars to complete homework and use school equipment.
Priority 3- Ensure the well- being of pupils. Outside Provider/s: NMPAT, Relax Kids, Art Therapist.	Provide a clear reporting path for children that are anxious or worried, use of worry box throughout the school, School Buddies, Prefects, class teachers and the senior team. ‘Relax kids’ to run workshops in school, parent session and staff session included. Resources to be used in class. Internet safety workshops run by Target for children, parents and staff. Interventions supporting well- being: Anxiety Gremlins, Lego Therapy, Anger Gremlins, My Inner Chimp, ARC, Art Therapy and Music Therapy.
Barriers to learning these priorities addressed.	All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress.  All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital, this is supported by the school through financial support to families. This will include providing resources to use at home; Purple Mash, Laptop loan and the Library Loan bag scheme. Children will be provided with uniform where needed, school milk and free school meals.
Projected spending	<b>£20,687.50</b>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	Sept 24
Progress in Writing	Achieve national average progress scores in KS2 Writing.	Sept 24
Progress in Mathematics	Achieve national average progress scores in KS2 Maths.	Sept 24

Phonics	Achieve national average expected standard in PSC	Sept 24
Other	Improve access to music for disadvantaged children (100% peripatetic music take up)	Sept 24

#### Targeted academic support for current academic year:

Measure	Activity
Priority 1 – Ensure all disadvantaged children make at least expected progress (targeted by class teachers using the end of year targets) in R, W, and Maths	New Curriculum design ensures that ‘ <b>Catch up</b> ’ is targeted through the subject visions and curriculum overviews. ‘ <b>Catch up</b> ’ <b>Golden Threads</b> focus teaching on identifying the children’s gaps and filling them. The resources needed to support PP pupils purchased using the PP funding. Read Write Inc and Fresh start, creating small Literacy groups to ensure progress. Library Loan Scheme renewed to support families with books. School writing targeted for improvement and catch up, the <b>School Development Plan</b> links to the subject Action Plans. Training of staff ensures the delivery of a high quality curriculum. Monitoring from the senior team, subject leaders and SIPs evaluate progress. Development of the writing curriculum prioritised to raise the writing level of attainment. Termly writing moderation) whole school to be introduced to tackle falling standards quickly.
Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities	<b>Support to provide:</b> Music lessons Uniform Trips After School Clubs-Homework can be completed in a supported environment.
Barriers to learning these priorities address	All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. The new curriculum focuses on the re-teaching of the key concepts ( <b>Golden Threads</b> ) without re-teaching of topics. All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital. Children tracked and interventions provided to close the gap. Provision map to offer a wide number of interventions assessable to SEND and non-SEND children.
Projected spending	<b>£15,000</b>

#### Wider strategies for current academic year:

Measure	Activity
Priority 1	More books purchased to create additional loan bags and books for children with phonological difficulties. Exercise books purchased to use during catch up sessions. Extra resources purchased to increase intervention group numbers and to provide resources to support children during lesson time: Numicon, Vernon, Salford, Breaking Barriers, Language for thinking, Art therapy etc ( <i>See Provision Map</i> )

Priority 2	Musical opportunities offered. Whole class music opportunity offered to classes. Science Week- Visitors and wide range of resources/equipment used. Whole school visitors and Topic trips planned.
Priority 3	Provide a clear reporting path for children that are anxious or worried, use of worry box throughout the school, School Buddies, Prefects, class teachers and the senior team. 'Relax kids' to run workshops in school, parent session and staff session included. Resources to be used in class. Internet safety workshops run by Target for children, parents and staff. Interventions supporting well-being: Anxiety Gremlins, Lego Therapy, Anger Gremlins, My Inner Chimp, ARC, Art Therapy and Music Therapy.
Barriers to learning these priorities address	Whole school analysis of results in reading and Maths using Rising Stars and the Pira and Puma tests. Children on PP closely monitored and areas of weakness quickly identified for swift interventions. Targeted teaching provided from these results. Foundation subject tracker tool used to identify gaps in learning. <b>Reports printed in subject leader files.</b>
Projected spending	<b>£5,000</b>

#### Monitoring and Implementation:

Area	Challenge	Mitigating action
Teaching	Wide ability range within class. Difficult to address individual needs.	Read Write Inc and Fresh start provides lessons taught to set ability groups. Carefully tracked by English lead and class teacher. Interventions timetabled, children identified from tracking as needing support. Senco involved in the process.
Targeted support	Support staff time, interventions, resources and training.	Staff trained in how to deliver interventions. Interventions purchased with resources. Senco providing updates in training.
Wider strategies	<ul style="list-style-type: none"> <li>• Cost</li> <li>• Time</li> <li>• Training</li> </ul>	All staff receive inset training on targeting gaps in learning, developing the key concepts <b>(Golden Threads)</b> and focusing on relearning taught concepts across all year groups. Tracking reports sent to head teacher and SENCO to identify children in need of support and who are PP.

**Review:**

Aim	Outcome
<p>Priority 1 – Ensure all disadvantaged children make at least expected progress (targeted by class teachers) in R, W, and Maths.</p>	<p>Not all children met the expected standard in the end of KS2 SATS assessments. Interventions in place and tracking data including the pupil premium profiles clearly show progress made each term. The provision map is reviewed half termly to ensure that the right intervention are being provided for those pupils not tracking at the expected standard. All PP children made progress.</p>
<p>Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities</p>	<p>All children were offered a wide variety of enriching experiences throughout the academic year including the opportunity to learn a musical instrument.</p>
<p>Barriers to learning these priorities addressed.</p>	<p>Whole school analysis of results in reading and Maths using Rising Stars and the Pira and Puma tests. Children on PP closely monitored and areas of weakness quickly identified for swift interventions. Targeted teaching provided from these results. Foundation subject tracker tool used to identify gaps in learning. <b>Reports printed in subject leader files. All PP children made measurable progress termly.</b></p>

**Wider School Priorities reviewed:**

Measure	Outcome
<p>Priority 1</p>	<p>More books purchased to create additional loan bags and books for children with phonological difficulties. Extra resources purchased to increase intervention group numbers and to provide resources to support children during lesson time: Numicon, Vernon, Salford, Breaking Barriers, Language for thinking, Art therapy etc (See Provision Map)</p>
<p>Priority 2</p>	<p>Musical opportunities offered. Whole class music opportunity offered to classes.            Science Week- Visitors and wide range of resources/equipment used.            Whole school visitors and Topic trips planned. Termly class trips and a residential in year six funded.</p>



Priority 3	Provide a clear reporting path for children that are anxious or worried, use of worry box throughout the school, School Buddies, Prefects, class teachers and the senior team. Internet safety workshops run by local policing team and staff. Whole school pupil voice exercise identified gaps in the children’s knowledge. Mental Health week celebrated, Odd Sock day and the Mental Health team worked closely with a focus group of pupils (please see school survey report). Interventions supporting well- being: Anxiety Gremlins, Lego Therapy, Anger Gremlins, My Inner Chimp, ARC, Art Therapy and Music Therapy.
Barriers to learning these priorities address	Whole school analysis of results in reading and Maths using Rising Stars and the Pira and Puma tests. Children on PP closely monitored and areas of weakness quickly identified for swift interventions (SEND identification form used). Targeted teaching provided from these results. Foundation subject tracker tool used to identify gaps in learning. <b>Reports printed in subject leader files.</b>
Spending	£32000

