

Pupil premium strategy statement – St Mary’s RC 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	309
Proportion (%) of pupil premium eligible pupils	31
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Kelly Doody
Pupil premium lead	Kelly Doody
Governor / Trustee lead	Lynette Murphy O’Dwyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,030
Recovery premium funding allocation this academic year	£10,983.75
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
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>	£2,419,994.96

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's RC Primary School, our intention is that children eligible for pupil premium funding receive targeted support so that they can fully access the curriculum, supporting them to do their best, make good progress and achieve high standards.

The funding will also ensure that disadvantaged pupils can have access to a wide range of enrichment activities before, during and after the school day.

We will also 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our whole school approach will be responsive to individual needs, rooted in robust diagnostic assessment and early intervention. 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 are set
- early intervention 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 how high 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	Slower retention and acquisition of skills in reading, writing and maths in year 4. Year 3 are not reaching the expected standards in Maths. Year 2 are not reaching the expected standards in reading.

2	The schools assessments and observations indicate that the education and wellbeing of many of our children and the Year 5 cohort is have been noticeably affected emotionally after the pandemic.
3	Yr 1 Phonics screen indicates that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Some families in receipt of PP have expressed concern about providing breakfast each day and some children have come into school hungry.

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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Through ELSA and tailored individual Counselling provide increased support to identified children. Sustained high levels of wellbeing will be demonstrated by a significant increase in resilience and self-regulation.
Ensure Pupil Premium children achieve well in phonics and an increased number meet the threshold for age expectations.	All Pupil Premium children to pass Phonics Screening in Year 1. Pupil Premium children make as much progress as non-P
Attainment of pupils – all pupils with the capacity to achieve/exceed ARE are statistically closer year on year.	All pupil Premium achieve at/above the level of non-pp peers. Teachers plan to meet needs of pupil premium pupils. CPD supports quality of teaching.
All children come to school after having a breakfast giving them the best start to the school day.	Children whom attend breakfast club show an increase in their emotional wellbeing and their academic progress.

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: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics training for all staff to secure stronger phonics teaching for all pupils	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. EEF research indicates high impact (+5 months additional progress) based on very extensive evidence.	3
Regular CPD for staff focused on high quality teaching and learning		1
Curriculum leaders to work with class teachers to enhance/improve the learning in each subject, including the use of feedback, which is acknowledged to have a significant impact on progress.	Feedback from the EEF https://educationendowmentfoundation.org.uk/	1
SLT to ensure PP becomes a focus in conjunction with SDP so that class teachers can show progress through interventions.	Pupil progress Review Meeting monitoring and feedback	1
Specific monitoring of QFT for children eligible for PP	CPD Timetable Pupil Progress meetings	1

funding in Pupil progress meetings		1
Allocation of funds towards speech and language therapist	SALT-used to screen all reception children, and support early intervention. SALT goals and feedback to support	
Training for teachers from The Catholic Children's Society on trauma, relationships and emotions	Emotional wellbeing survey for pupils	2

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

Budgeted cost: £38,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted interventions for children across the school, monitored by the Inclusion Lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3
Tutoring for year 3 and 4 pupils	https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	1
Small lower ability Maths groups in lower KS1 and Upper KS2		1

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

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Wellbeing and mental health support from the catholic children's society:</i></p> <ul style="list-style-type: none"> • staff training • working with children individually • Parent workshop • drop in sessions (year 5 added this year) <p><i>Disadvantaged families to be supported to ensure full inclusion and to broaden their life experience i.e. after school clubs, trips, instrumental lessons</i></p> <p><i>Disadvantaged families have been offered free breakfast and childcare each morning from 7.45-8.45.</i></p>	<p>Year 5 now added to the drop in sessions twice weekly to support emotional wellbeing.</p> <p>The Catholic Children's Society-Counsellors in school three days per week</p> <p>Research which shows that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and Emotional Learning .pdf</p> <p>Parental engagement</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>https://www.family-action.org.uk/what-we-do/children-families/breakfast/</p>	<p>2</p> <p>4</p>

Total budgeted cost: £129,020

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Achievement by pupils entitled to free school meals

Phonics

In your school, more FSM pupils met the expected standard than those not eligible

Achievement for FSM pupils in your school was broadly in line with the corresponding Lambeth average

Achievement for non-FSM pupils in your school was broadly in line with the corresponding Lambeth average

% of pupils Working At (Wa) the expected standard by free school meal status

	St. Mary's		Lambeth	
	% Wa	Cohort	% Wa	Cohort
Eligible	81%	16	71%	896
Not Eligible	79%	29	83%	1,817

KS1

In your school, pupils not eligible outperformed eligible pupils in writing by 14%; non FSM pupils outperformed FSM pupils in reading by 20% ; non FSM pupils outperformed FSM pupils in maths by 37%

Performance in writing and reading was broadly in line with the Lambeth average and in maths was below the Lambeth average for pupils eligible for FSM

Performance in all three subjects was broadly in line with the Lambeth average for pupils not eligible for FSM

KS2

In your school, non FSM pupils outperformed FSM pupils in reading by 52%, non FSM pupils outperformed FSM pupils in maths by 8% , non FSM pupils outperformed FSM pupils in writing TA by 12% Performance in maths and writing TA was broadly in line with the Lambeth average and in reading was below the Lambeth average for pupils eligible for FSM Performance in all three subjects was broadly in line with the Lambeth average for pupils not eligible for FSM Performance in RWM was broadly in line with the Lambeth average for both FSM and non FSM pupils in your school

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

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils