



Pupil premium strategy statement

Expenditure evaluation

Strategy plan

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils. • To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 155
Proportion (%) of pupil premium eligible pupils 48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 2024/25
Date this statement was published 15/October 24
Date on which it will be reviewed 31/1/25
Statement authorised by Pupil premium lead V.Bingham head teacherGovernor / Trustee lead T Paczek

Funding overview

Detail Amount: £100,640
Pupil premium funding allocation this academic year £98.207
Pupil premium funding carried forward from previous years (enter £0 if not applicable) £0
Total budget for this academic year £100,640

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment, with outstanding Quality First Teaching for all children.

Our ultimate goal is that no child is left behind socially, or academically, because of their disadvantage. That the differences in attainment and progress between disadvantaged children and their peers continue to decrease.

We strive to remove the stigma of low expectations, to raise lifelong aspirations and to enable all children to be their best self. We promote pride and perseverance, to ensure children become active and responsible contributors to their communities.

Our key principles are to address the main barriers to learning our children face and through rigorous tracking, precise planning and targeted intervention, provide all children the opportunity to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Communication and oracy skills in Reception class and Year 1. Unable to recognise emotions and articulate needs. Unable to speak fluently, in full sentences.
2	Oracy and listening skills for all year groups and children's lack of vocabulary development. Children do not have the knowledge needed to access texts, topic learning and general subject content for their age.
3	Disadvantaged children make progress in their learning but not as rapidly as their peers. This is especially true in writing and maths.
4	Instability at home (eg. homelessness, safeguarding concerns resulting in support from the women's refuge, finance issues) and the impact this has on children's mental health, wellbeing and ability to settle in school and access the learning.
5	Parents' mental health and their engagement with learning. Their understanding of the links between education and future aspirations.

6	Persistent absence from school, for some PP children.
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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
Oracy: Pupils improve their communication skills, in order to engage fully with the curriculum and achieve better outcomes in the core subjects.	Pupils can hold focussed conversations with their teachers and peers. They can understand and use an increasing amount of vocabulary and can use talk to articulate their thinking during tasks.
KS2 maths: Pupils have the vocabulary and fluency skills to fully access the maths curriculum. Target: The gap between % of PP pupils and non-PP pupils achieving ARE in maths to drop to less than 10%.	All teachers are confident in their maths provision through the Power Maths scheme. Pupils are growing their knowledge and numeracy skills at a faster pace through modeling, scaffolding and talk for maths. Their fluency in number and calculation is enabling them to be more successful with applying and reasoning maths.
Pupils build their knowledge of vocabulary and can apply to all areas of the curriculum, but especially in writing tasks.	Children’s vocabulary development is evident in their spoken and written work across the curriculum. This includes the sentence structure, grammar and vocabulary choices in their writing, as well as accurate spelling of key topic/subject words.
All pupils arrive in the classroom ready to learn. Their wellbeing needs have been	A named staff member has responsibility for supporting families with issues which

met, enabling them to make excellent progress in learning. Target: All identified children (especially those living at the refuge) have a mental health provision map, reviewed and updated regularly.

are affecting school life. Pupils are able to recognise their emotions and build strategies for processing them. Intervention and referrals to external agencies are timely, with clear exit outcomes in place. Pupils are able to concentrate on their learning and work securely within age related Expectations.

Children come into school promptly at new time of 8.35 and meet their teacher on the playground, ready to start work at new time of 8.45

Pupils identified as persistent absentees attend school more regularly. Target: Persistent absence rates to drop by 20% for PP pupils.

School and agency intervention enables pupils (and their parents) to understand the importance of attending school every day. They gain motivation to attend school and become more engaged with learning.

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Activity in this academic year

This details how we intend to spend our pupil premium **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>Continue CPD sessions for teachers, based on the trust's Principles of Teaching:</p> <ul style="list-style-type: none"> scaffolding modeling questioning learning checks/ addressing misconceptions lesson sequencing teaching for mastery structured group work and talk for learning 	<p>Dfe report: Supporting the Attainment of Disadvantaged Pupils</p> <p>EEF Toolkit: Collaborative learning approaches: +5 months</p> <p>Mastery learning: +5 months</p>	<p>1, 2, 3</p>
<p>Ensure live feedback/marking takes place in all lessons; teachers prioritise vulnerable groups first.</p> <p>Continue metacognition CPD sessions for all staff, to enable children to develop their self-regulation skills.</p> <p>Refresh whole school learning agreements for expectations in English lessons, including writing for a purpose, writing stamina and explicit teaching of vocabulary, spelling and grammar.</p>	<p>EEF Toolkit: Feedback: +6 months</p> <p>EEF Toolkit: Metacognition and self-regulation: +7 months</p> <p>National Literacy Trust: Building whole school approaches to vocabulary development</p> <p>The Key: Effective teaching strategies for primary pupils</p>	<p>3</p> <p>2, 3</p> <p>1, 2, 3</p>
<p>Ensure all classes have vocabulary-rich environments and daily activities designed to develop vocabulary development.</p>	<p>National Literacy Trust: Building whole school approaches to vocabulary development</p>	<p>1, 2</p>

<p>Continue The Oracy Project across the school, for development of speaking skills and vocabulary development.</p>	<p>EEF Toolkit: Oral language interventions: +6 months</p>	<p>1, 2</p>
<p>Half termly sessions between teachers and SENDCo, to discuss effectiveness of 1:1 and group interventions and future provision.</p>	<p>EEF Toolkit: Individualised instruction: +4 months Small group tuition: +4 months TA interventions: +4 months</p>	<p>1, 2, 3</p>
<p>Continue to supplement the curriculum with specific educational apps (eg. IXL), personalised for individual pupils, to further increase the rate of progress in the core subjects. Continue to purchase additional devices for every classroom.</p> <p>Ensure reading, spelling and maths homework is precisely matched to children's needs and supports fluency in specific skills. Use subscriptions to Accelerated Reader, Purple Mash, Timetable Rockstars and IXL for setting activities.</p>	<p>EEF guidance report: Using digital technology to improve learning</p> <p>EEF Toolkit: Homework: +5 months</p>	<p>1, 2, 3</p> <p>1, 2, 3</p>
<p>updated resources for the phonics scheme.</p>	<p>EEF Toolkit: Phonics: +5 months</p>	<p>1, 2</p>
<p>Training for all new teachers in the Power Maths scheme. Teachers develop their pedagogy for enabling children to achieve a greater depth in knowledge and skills in maths.</p>	<p>EEF Toolkit: Mastery learning: +5 months</p>	<p>3</p>

<p>Training for all teachers and TAs to continue to develop classroom management strategies and the pedagogy for supporting children's positive learning behaviors. Further TIS training for all TA' and teachers who missed out last year.</p>	<p>EEF Toolkit: Behavior interventions: +4 months</p>	<p>3, 4</p>
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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
<p>Purchase of easimaths subscription, for identified children to access personalised maths intervention three times per week. Purchase of Testbase subscription, for more personalised maths provision, for all in KS2.</p>	<p>EEF Toolkit: Individualised instruction: +4 months Mastery learning: +5 months</p>	<p>3</p>
<p>Increase TA hours to support teachers in Year 4/5/6 to manage mixed age groups.</p>	<p>Ongoing after re organisation of classes owing to Year 1/2 being oversubscribed and not compliant in pupil numbers.</p>	<p>1, 2</p>
<p>Increase TA hours by 10 hours a week in Yr 5/6, to enable additional maths /English interventions to take place.</p>	<p>TA interventions: teaching of groups to support large mixed Year 5 and 6 cohorts</p>	<p>3</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children to attend weekly lego therapy sessions.	EEF Toolkit: Behavior interventions: +4 months	4
Staffing for a morning intervention TA to support low achieving and deregulated children throughout the school.		

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Purchase additional units with the Educational Psychology Service and the Cognition and Learning Team, to identify children's barriers to learning and plan strategies for addressing them.	EEF Toolkit: Individualised instruction: +4 months TA interventions: +4 months	1, 2, 3,
Staff to lead parent workshops for EYFS and Year 1: how to support phonics and vocabulary development at home.	EEF Toolkit: Parental engagement: +4 months	1, 2

<p>Appoint , initially via agency a Teacher for two mornings a week to support maths and english in Year 4/5 and 5/6</p> <p>EYFS play learning area to be assessed and a quotation for revamping to be safe and purposeful to be done.</p>	<p>The mixed cohort of 33 and 35 children are supported by extra reaching in smaller groups.</p> <p>Children will learn better in a renovated, safer more exciting play area in EYFS</p>	
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Total budgeted cost:£100,640

This budget is utilised by extra staffing for large mixed cohorts , EYFS outdoor learning area and staffing for a morning intervention TA to support low achieving and deregulated children throughout the school.

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 2023 to 2024 academic year.

Reception pupils to improve their communication skills, in order to access the full curriculum.

Target met and above the Cornwall average. 75% achieved the ELG for Speaking and Listening, Attention and Understanding. 50% achieved a GLD.

Year 1 pupils have the speaking and language skills to access the reading curriculum.

60% of PP pupils achieved ARE in reading, compared to 69% non-PP. There is now less than a 10% gap between the groups. Phonics data published is for scores by the end of Yr 2. Target met - 100% of PP pupils passed the phonics screening, which was above the Cornwall and National averages.

All pupils build their knowledge of vocabulary and apply this to their writing.

A school average of 61% of PP pupils achieved at least ARE in writing, compared to 78% for non-PP pupils.

All pupils arrive in the classroom ready to learn, with their mental health and wellbeing needs met.

The school secured Dfe funding to train a named Senior Mental Health Lead. All staff also completed TIS training. The strategies put in place and an increase in staff knowledge and skills has led to virtually no low level disruption in classrooms. A restructuring of support staff enabled more pupils to be supported with their needs and therefore, were able to engage fully with school routines and learning. The school is still looking to recruit a pastoral support worker.

Pupils identified as persistent absentees attend school more regularly.

Persistent absence rates for PP pupils remain above their peers, but rates dropped by 10% from autumn term 23 to summer term 24.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme Provider
Accelerated Reader Renaissance
IXL RM

