

# St. Mary's Catholic Primary School



Inspiring Children to love  
learning and live in the  
light of Christ

**Pupil Premium Strategy**  
**2023 – 2024**

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2023 – 2024 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 setting.

## School overview

Detail	Data
School Name	St Mary's Catholic Primary School
Number of pupils in school	155 (including 14 Nursery children)
Proportion (%) of pupil premium eligible pupils	26.79% inc Nursery
Academic year/ years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	John Brine
Pupil Premium Lead	Dana Banat-Rinz
Governor/ Trustee Lead	Angela Scull

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£75,720
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,720

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

- We aim to ensure that teaching and learning opportunities meet the needs of all the pupils.
- We aim 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 or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, 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.

## Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## Achieving these objectives:

- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Transition from primary to secondary and transition within the academic year from another setting and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument and to sing in a choir across Warwickshire.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Mary's values and thus enhance learning.

## Challenges

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

Challenge number	Detail of challenge
1	Children are also SEND children.
2	Poor language skills including oral, phonics and access to reading.
3	Children Looked After or in challenging family situations.
4	Many of the PP children are affected by poor social, emotional and mental health issues and this can affect attendance.

## 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
Children are able to have appropriate pastoral support to help with anxieties	Mental Health First Aiders and HLTA to be accessible to children and families and this is reflected in improved attendance.
Reading and vocabulary increased so children can use comprehension skills in a variety of subjects	A range of strategies and, where needed, extra TA support deployed.
Language skills to improve across the school through lessons and quality reading across the school	Pupils in KS1 will make rapid progress to be at Age Related Expectation. KS2 will have a more developed vocabulary
Continue to support the lowest performing 20% with high quality teaching and interventions so that children reach expected standard at the end of KS2.	Teaching and support staff are deployed appropriately and effectively to deliver a full intervention timetable to support lowest 20%
Children have growth mindsets that enable them to make the most of a range of learning opportunities	Children, regardless of need, equally access a breadth of opportunities and enjoy their school experience.

## 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 previously.

### Teaching (for example CPD, recruitment and retention)

Budgeted cost: £1885 + 420 + 600 = £2905 (CPD, recruitment and resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training in place for HLTA development for Early Help, Mental Health and for pastoral support.</p> <p>Recruitment of support staff to build capacity. Children to catch up and be on track for core subjects including Maths/ Number/ Reading and Phonics/Spelling.</p> <p>Volunteer support is directed to those with least home academic support.</p>	<p>Support for families through Early Help and pastoral families results in greater engagement including attitude to learning and school generally, improved attendance and improved progress.</p> <p>Targeted support is accessed for families that might not otherwise be available.</p> <p>More children benefit from this support before children and families reach crisis point because of early intervention.</p>	2, 3 and 4

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

Budgeted cost: £2131 + £36952 = £39083

Activity	Evidence that supports this approach	Challenge addressed
<p>TA providing targeted support for individual or small groups in conjunction with Class teacher.</p>	<p>Children are supported with their academic needs in an emotionally supportive environment.</p> <p>Children can move from targeted support to independent learning. Targeted support address specific areas of need.</p>	1,2,3 and 4

Teacher led intervention in place for Yr3/4/5 Phonics/ early spelling – weekly – 1.75hr of teacher led workshops.	Small group intervention groups increase confidence in the oral use of phonics to accelerate progress in the use of them in their writing.	1,2,3 and 4
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## Wider strategies (for example, relate to attendance, behaviour, well-being)

Budgeted cost: £17767+ £9950 + £3315 + £1250 + £1450 = £32482

Activity	Evidence that supports this approach	Challenge addressed
Behavioural support for at risk children.	Children not accessing education in school are now engaging and making progress. Children at risk of exclusion are being kept in school because their needs are being better met. There is support for children across the school with additional needs that will involve families.	3 & 4
Mental Health First Aider to increase mentoring time.	Children with mental health concerns to be able to speak to Mental Health First Aider where needed	3 & 4
Costs covered for visits, peripatetic teaching and school clubs so children get to experience wider school life.	Children will be able to participate and develop growth mind sets because they access the wider school life and take part in a range of activities.	1, 3 and 4
Access to the Before and After School provision for where families are struggling and attendance is at risk.	That barriers for accessing school are removed for families that are struggling to get their children to school. Vulnerable families feel supported and engage more proactively with staff members.	3 & 4
Lunchtime colouring club for mental health.	Children benefit from less structured opportunities to talk whilst engaging in colouring and more creative tasks.	1 & 4

**Total budgeted cost: £75720**

## 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 2022 to 2023 academic year.

Pupil Premium children were able to access music lessons as well as funding to cover the cost of trips.

Pupil Premium children were able to access extra-curricular sports (such as netball and football) and funding was used to cover these costs to increase their emotional wellbeing and tap into potential strengths.

Before and After School Club provision was provided at no charge to vulnerable families enabling them to be at school on time, and in some cases early, to attend SATS morning booster sessions before school.

Mental Health First Aider support to give strategies for anxiety was in place and impacted individuals at critical times. This had an impact on relationships with some vulnerable families leading to improved attendance and enabling those children to now be in a place to access the curriculum.

Use of Sports personalities visits to school to inspire children and build Growth Mindset

Use of musician visits to school to inspire children and build Growth Mindset.

Published author and renowned historian from the BBC school talk to inspire children and be exposed to wider opportunities.

The year 5/6 mixed class were split for 3 mornings a week with a qualified teacher employed to take the year 5 children and the class teacher had the year 6 class. These smaller class sizes, along with specific year targeted teaching resulted in improved confidence, resilience and academic achievement.

Year Six Pupil Premium and CLA made good progress from their starting points with some achieving greater depth in all areas. Out of the two CLA, who had very low starting points- one passed KS2 SATS in all papers and the other made accelerated progress of 3 years and passed his maths.