

## Pupil Premium 3 Year strategic statement 2023 - 2026

This statement details our school's use of pupil premium funding to help improve the attainment and outcomes of our disadvantaged pupils over a 3-year period.

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
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	8.78%
Academic year/years that our current pupil premium strategy plan covers	3 years 2023 -2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Acting headteacher
Pupil premium lead	SLT
Governor / Trustee lead	Jo Spence

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Recovery premium funding allocation this academic year	£0
Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£53,835

### Part A: Pupil premium strategy plan

#### Statement of intent

Professor Becky Francis, CEO of the Education Endowment Foundation, says, "Giving every young person the best start in life, whatever their background and wherever they grow up, is a mission that unites everyone working in schools."

At St Mary's Catholic Primary School, we believe that all children, regardless of disadvantage, vulnerability or the challenges they face, should be supported to achieve to their fullest potential.

Our strategy focuses on ensuring that all children access high quality teaching in every lesson, and that our teachers are supported to keep improving. Alongside this, targeted academic support can have a positive impact in supporting children, particularly in their early reading and phonics.

The progress of all children is carefully monitored through our robust assessment procedures, allowing us to be sure that any strategies or targeted support used are done so to meet the needs of the pupils at any time throughout school.

## Challenges

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

Challenge	Detail of challenge
1	<p>Attendance</p> <p>Monitoring of attendance has shown that the some of our disadvantaged children have lower attendance and persistent absence than their non-disadvantaged peers</p>
2	<p>Speech, language, vocabulary and communication</p> <p>Assessment and observations show that disadvantaged children have more difficulty in articulating ideas, developing understanding and engaging with others through spoken language, and as a result can struggle to understand themselves, each other and the world around them.</p>
3	<p>Multiple barriers to learning</p> <p>A higher number of disadvantaged children also have a range of special educational needs (SEN), including SEMH needs and 'adverse childhood experiences'. This can lead to difficulties in being engaged and ready to learn, preventing them from progressing and attaining in line with their non-disadvantaged peers.</p>
4	<p>Reading and phonics</p> <p>Evidence shows that children from disadvantaged backgrounds often struggle to read as fluently as their peers, with challenges including reading accuracy, automaticity and prosody.</p>
5	<p>Core subjects</p> <p>Internal assessment and observations indicate lower attainment amongst some disadvantaged pupils in one or more core subject areas when compared to age related national expectations.</p>
6	<p>Cultural capital</p> <p>Disadvantaged children are more likely to have less cultural capital than their peers, defined by Steve Moffitt (CEO of A New Direction) as having the skills, knowledge, norms and values which can be used to get ahead in education and life more generally.</p>

## 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
<p>The attendance of PPG pupils will improve</p> <p>Rigorous monitoring systems in place to target and follow up non-attendance and lateness</p>	<p>Attendance of disadvantaged pupils will be at least 96%</p> <p>PPG attendance is in line with national average.</p> <p>There is a reduction in the number of PP absences and lateness across the year and from year to year.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments and observations will indicate improved oral language and increased vocabulary among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>PPG/ PPG with SEND pupils have needs met through QFT, complemented where needed with intervention</p>	<p>PPG/PPG with SEND pupils make good progress from their starting points in all subject areas-core and foundation.</p>
<p>Phonics</p> <p>Further embedding of the 'Read, Write, Inc.' programme will show an increase in PPG pupils passing the Phonics Screening Test in Y1.</p>	<p>Narrow the gap between disadvantaged pupils and non-disadvantaged children.</p> <p>School staff are trained and are using phonics programme effectively to diagnose and meet needs.</p> <p>Staff will receive continued CPD training in phonics.</p>
<p>Improved reading attainment among disadvantaged pupils from their starting points</p>	<p>The gap between the progress of disadvantaged and non-disadvantaged children in reading in KS2 will have reduced. This will be evidenced through internal assessment data and end of Y6 progress measures.</p> <p>End-of-phase reading assessments will evidence disadvantaged pupils who are not SEND attaining at least national expectations over the period of this statement.</p> <p>Accelerated Reader data will show that children are reading for enjoyment and making progress.</p>
<p>Improved core subject attainment among disadvantaged pupils in reading, writing and maths from their starting points</p>	<p>Assessments, observations, work scrutiny and pupil voice show improved attainment, engagement and confidence in core subjects (writing and Maths) among disadvantaged pupils:</p> <p>The gap between the progress of disadvantaged and non-disadvantaged pupils will narrow in Maths and writing.</p> <p>End-of-phase Maths assessments evidence 100% disadvantaged pupils who are not SEND will attain at least national expectations.</p> <p>End-of-phase writing assessments evidence 100% disadvantaged pupils who are not SEND will attain at least national expectations.</p>

Intended outcome	Success criteria
<p>Cultivation of opportunities for enhancing 'cultural capital' through enrichment and experience.</p>	<p>Opportunities to develop cultural capital embedded in all teaching.</p> <p>All staff know and target PP children and ensure they are given opportunity and enrichment experiences.</p> <p>All parents are encouraged to read with their child(ren) at home, evidenced by comments in reading journals.</p> <p>Increased number of children eligible for PPG attend a suitable, high quality before or after school club.</p> <p>100% of children eligible for PPG attend residential school visits.</p> <p>Increased number of children eligible for PPG take on a position of responsibility such as class or playground monitor, school council, sports lead, prayer leader or Pupil Parliament representative.</p>