Pupil premium strategy statement: Long term Plan

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

As this strategy is a three -year plan, each year new updated information will be added to ensure that the strategy statement is current.

School overview

Detail	Data
School name	St Marie's RC Primary School
Number of pupils in school	**24/25**: 246 including nursery **25/26**: **26/27**
Proportion (%) of pupil premium eligible pupils	**24/25**: 19% **25/26**: **26/27**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	S Smith/A Testa
Pupil premium lead	G McRae
Governor / Trustee lead	S Smith/A Testa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	24/25: £51,410 25/26: 26/27:
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	24/25: £51,410

Part A: Pupil premium strategy plan

Statement of intent

At St Marie's RC Primary School, we continue to target the use of Pupil Premium Grant funding to ensure that our eligible children receive the highest quality of personalised education in order for them to flourish and to meet their true potential both academically and pastorally. We recognise that disadvantaged children can potentially face a wide range of barriers that could impact on their learning.

Our ultimate objectives are:

- To remove barriers to learning created by financial difficulties, family circumstance and background.
- To narrow the attainment gap between disadvantaged children and their non-disadvantaged peers both within the school and nationally.
- To ensure that every child eligible for funding accesses a personalised programme of support and enrichment.
- For our children to be equipped with the knowledge and skills to become effective, confident readers.
- That all of our children have excellent attendance and we support their families to enable them to do so.
- For our children to gain the knowledge and support necessary to support their emotional well- being and self- regulation.
- To provide our children with a wealth of enrichment opportunities to widen their horizons and to develop their knowledge and understanding of the world.

<u>Our Context</u>

19.5% of our children are entitled to Pupil premium based on actual current numbers (48/246) An increase of 9% from 22/23. Whilst this is below national it does not reflect the socio- economic hardship of many of our families.

- Our school postcode is ranked 1199 IMD and is in Decile 1.
- IMD score is 41 (National: 22)
- IDACI: school is 0.24 v 0.18 (national)

<u>Achieving our goals</u>

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide individualised support for our eligible children where needed through establishing baselines, gap analyses and targeted intervention.
- Provide all teachers with appropriate CPD to ensure that all pupils access quality first teaching at all times and barriers to learning are removed.

- Ensure that our eligible children gain access to suitable basic skill interventions if needed and have access to high quality books to develop their pleasure for reading.
- Work in conjunction with our pastoral and SEND team to provide appropriate SEMH support enabling pupils to access learning within and beyond the classroom and to overcome any barriers.
- Work diligently with Attendance team to closely monitor the attendance of our eligible children and supporting families to address any concerns.
- Target funding to ensure that all children have access to enrichment activities, such as trips, residentials, first hand learning experiences and curriculum led workshops.

This list is not exhaustive and aspects of it may change as we adapt to meet to the needs of our learners

Key Principles

At St Marie's we know that quality first teaching, effective use of assessment strategies and rigorous analysis of data, enables us to meet the needs of all learners. Class teachers and support staff will liaise with intervention teachers and collectively plan specific interventions and support for individual pupils which are regularly reviewed (at least termly). Our children will also have access to well-being/mental health support including specialised intervention where needed from appropriately trained adults. Every child will also be provided with a wealth of enrichment and extra curriculum opportunities to expand their horizons and expose them to the arts, enriching their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in key skills: reading, grammar, spellings, writing and maths
2	Lack of access to a literature rich environment at home
3	SEMH support when needed
4	Speech, language and communication needs
5	Attendance and punctuality
6	Access to wider opportunities and experiences

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
Improved attainment and progress in basic skills (Phonics/Reading, Grammar, Writing and Maths)	Achieve outcomes in line with, or above national average for attainment and progress and narrow the gap between PP/NPP children
All children have continued access to a diverse range of books inside and outside which offer enjoyment, challenge and can be recommended to their peers	Children have access to a good range of books around school, inside and outside and they continue to be highly motivated to read and recommend
Children's SEMH is given high priority and they can access support from appropriately trained adults when needed	Improved SDQs (where used) and noticeable improvements in self – regulation. Less incidents of concern from targeted individuals Pastoral support where needed (bereavement) seeing increased ability to access learning/self-regulation and
Improved attendance and punctuality	Attendance of eligible children to be at least 96%
All children gain access to a wealth of enrichment activities	Tracking attendance and engagement in enrichment activities -enhancing their cultural capital

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:24/25: £6000 25/26: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
24/25 RWI Whole school continued training support Purchase of up to date resources to support delivery of RWI	EEF guide to pupil premium-tiered approach – QFT is priority including CPD (EEF PP evidence brief) Phonics and spelling is a school led priority (data led)	1, 2 and 4
Firm Foundation in - house training (release time and cover) and support Additional oracy related staff training	EYFS EEF: CL approaches:high impact Low on-entry outcomes across EYFS in language and communication and within identified groups of children across KS 1 EEF- oral language interventions consistently show positive impact on attainment	1 and 4
CPD to support SEMH and SEND needs across school Attachment/Trauma Informed/ASD/ Bereavement (costs of courses and staff release- rolling programme)	EEF PP evidence brief: Support continued and sustained professional development is important. EEF: Social and emotional learning- positive impact. Monitoring of impact is crucial. EEF EYFS- self regulation strategies and social/emotional learning – positive impact	1,3, 4 and 5
CPD for subject leaders to support class teachers deepen the curriculum.	EEF PP evidence brief: Support continued and sustained professional development is important. Continued curriculum development is a whole school priority (SDP)	1 and 4

24/25 Continued: RWI Whole school continued training support Purchase of up to date resources to support delivery of RWI	EEF guide to pupil premium-tiered approach – QFT is priority including CPD (EEF PP evidence brief) Phonics and spelling is a school led priority (data led) EEF high impact/cost effective	1, 2 and 4
CPD to support SEMH and SEND needs across school Attachment/Trauma Informed/ASD/ Bereavement (costs of courses and staff release- rolling programme)	EEF PP evidence brief: Support continued and sustained professional development is important. EEF: Social and emotional learning- positive impact. Monitoring of impact is crucial. EEF EYFS- self regulation strategies and social/emotional learning – positive impact	1,3 and 4
CPD for EYFS focused oracy training across Nursery/Reception and Y1	EYFS EEF: CL approaches:high impact Low on-entry outcomes across EYFS in language and communication and within identified groups of children across KS 1 EEF- oral language interventions consistently show positive impact on attainment	1 and 4
CPD Forest school training for key member of staff	EEF: Social and emotional learning- positive impact. Monitoring of impact is crucial. EEF EYFS- self regulation strategies and social/emotional learning – positive impact Impact closely monitored	3,6

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

Budgeted cost:

24/25: £30,000 (plus £1552.50- SLTutoring which will include PP children)

25/26 £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
24/25 School Led Tutoring (NTP funded) Teacher working with small groups of targeted children (in addition to above) (see separate costings above)	EEF advocates the impact of small group work to raise standards/increase outcomes. Groups of children and individuals have been identified across KS2 who would benefit from further additional intervention in writing specifically	1 and 4
Designated teachers to provide bespoke 1:1/small group teaching for eligible children on basic skills in collaboration with class teachers. (PP designated teacher: L Robinson)	EEF (+3/4) As group sizes get smaller, the amount of attention a student receives will increase, improving outcomes for pupils Small group tuition is often used to strategy to ensure effective progress Previous successes with small group bespoke work	1 and 4
Booster classes for Y6 children (especially for eligible children) in English and Maths focusing too on resilience and	Small group work shown to be beneficial to support improved outcomes.	1,3 and 4
Funded 1:1 support for specific children in Y4/6 with ASC one who is PP to allow them to access the curriculum and SEMH support activities (in addition to EHC allocation)	EEF Strategic deployment of TAs is important to ensure priority pupils are supported	1,3 and 4

25/26		

Designated teachers to provide bespoke 1:1/small group teaching for eligible children on basic skills both within and outside the classroom in collaboration with class teachers. (PP designated teachers: L.Robinson)	EEF targeted academic support carefully linked to classroom teaching and match to specific needs.	1,2, 3 and 4

Booster classes for Y6 children (especially for eligible children) in English and Maths focusing on steps to mastery and fluency School Led Tutoring (NTP funded) Resourcing revision books for all children	EEF targeted academic support carefully linked to classroom teaching and match to specific needs.	1,2, 3 and 4

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

Budgeted cost:24/25 £20,000 25/26 £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release out of class of Pastoral lead (S Dandy) on Thursday and Fridays (11am onwards) to support SEND and SEMH leads and pastoral commitment (including	EEF research show behavior interventions have positive impact on learners Self -regulation (meta cognition) shows high impact EEF parental engagement shows high impact for low cost	3 and 5

children with previous PA) Funding additional TA cover in classes. Parent drop ins.	NHS Digital 2020 states that there has been an alarming increase in children having a mental health problem-from 1:10 in 2001 to 1: 6 in 2020 Children and parents identified as needed additional well-being support	

Wider curriculum enrichment opportunities throughout the year to include: Art workshops/ weaving workshops Communitree outdoor learning forest school experiences Various trips and workshops	Many of our children have limited opportunities to engage in cultural activities linked to the arts and wider world. A significant number of children live in houses/flats without gardens and limited access to green space. EEF positive impact to Arts participation.	3
Engagement with Play therapist to support SEMH needs of our children	EEF positive impact to Arts participation. CAMHS waiting list extensive (often years)	3,4
Enriching outdoor reading resources (outdoor libraries) to enable children to read outside Supplementing books across school for children to share in class libraries and main libraries (in addition to capitation spending)	Many of our children do not come from language rich homes. Access to high quality diverse texts will enrich lives and widen out children's experiences.	1,2,4,6
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Total budgeted cost: £56,000 (24/25)

(additional costs allocated from school budget)

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.

<u>End of K.S. 2/Y 6 2023/2024</u>
83% (5/6) of PP children achieved ARE in Reading, SPAG, Maths and Writing
50% achieved Greater Depth in SPAG (3/6) 33% achieved GD in Reading and Maths (2/6)
16% achieved GD in writing (1/6)
Progress measures very good for all PP children in Y6 and in line with Non Pupil Premium (NPP)

Y5 Progress in Reading/Maths for PP children broadly in line with NPP 6.5 v 6.6 (R) and 6.2 v 6.6 (M). PP progress below NPP in Maths. 3/5 children were SEN

Y4 progress in Reading, Writing and Maths for PP children all above NPP peers 6.3 v 6.1 (R)   5.6 v 5.5 (W) 6.0 v 5.6 (M)

Y3 PP progress in Writing broadly in line with NPP (4.7 v 4.9) PP progress below NPP in Reading and Maths. 3/8 children are SEN

Y2 PP progress in Reading was above NPP (6.2 v 6.1) PP progress in Writing and Maths broadly in line. More than 50% PP children are SEN.

Y1 PP progress above NPP progress in Reading and Maths. 4.2 v 3.9 (R) 4.2 v 4.0 (M). Writing is slightly below (PP 4.2 v NPP 4.5) 71% (5/7) of Y1 PP children passed phonic screening test.

EYFS: 57% (4/7) of PP children achieved a GLD at the end of Reception 2/3 who did not achieve GLD were SEN. One other child achieved '2' in all areas but one.

Individual progress measures for PP children were very good across the year groups SEMH interventions showed improved outcomes for children involved. Some of these were 'soft' outcomes but were noted.
PP attendance 23/24 is above whole school attendance. PP: 95.28% v 94.86%. School PP attendance is well above national.

All children accessed a variety of enrichment activities throughout the year and feedback was positive.

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
Communitree Outdoor Learning	Communitree Outdoor Learning

Service pupil premium funding (optional): N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.