

# St Mary's Voluntary Catholic Academy, Pupil premium strategy statement 2023-2024

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	180
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Tomlinson, Headteacher
Pupil premium lead	Henry Verhees
Governor / Trustee lead	Monica Uden, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,915
Recovery premium funding allocation this academic year	£5,510
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£58,425</b>
<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>	

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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're set
- act early to intervene 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 what 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest

	disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers.
3	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 38% of disadvantaged pupils met their age related expectation at the end of the last academic year, compared to 76% non-disadvantaged across all cohorts.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 43% of disadvantaged pupils met their age related expectation at the end of the last academic year, compared to 76% non-disadvantaged across all cohorts.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between around 2% lower than for non-disadvantaged pupils.
6	New whole school behaviour policy has not yet had time to embed and show significant impact. In addition, high staff mobility has led to some issues in maintaining consistency.
7	Pupils do not have the same opportunities as their peers or need additional support because of limited finances.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 55% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 55% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.
Whole school behaviour policy to be embedded consistently across school.	All stakeholders will have an understanding of the pedagogy underpinning the school behaviour policy <ul style="list-style-type: none"> <li>All member of staff will be trained by SLT to ensure consistency across school</li> </ul>

- Pupil views will indicate that pupils feel safe and supported in our school environment.

## 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: £14,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leader and Class teacher CPD	National College CPD programme Ofsted - EIF 2021	1, 2, 4 and 5
Training for staff to ensure interventions are interpreted and administered correctly.	Guidance from <a href="#">EEF on communication and language approaches</a> <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3 and 4
<a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.  Purchasing additional reading books which are part of our synthetic phonics programme.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3
Purchase of additional resources, teaching resources; CPD for T and TA to support the teaching of maths from EYFS to Y6 - including White Rose Math and Numicon.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	4

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

Budgeted cost: £26,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 and 3
Small group interventions for targeted pupils who require further support.	EEF – <a href="https://www.educationendowmentfoundation.org.uk">Pupil Premium and Catch up Strategies</a> EEF – <a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in KS1</a>	1, 2, 3, 4, 5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4

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

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	6
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5 and 6
Access to Educational Visits	EEF – <a href="#">Pupil Premium and Catch up Strategies</a>	7
Purchasing school uniform, PE school shoes	<a href="#">Pupil Premium Guidance for Leaders</a>	7
One to one supervision and therapy groups at lunchtime	Teaching assistants Monitoring behaviour in school	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
A one-to-one bespoke, child-centred, holistic approach to emotional support and special educational needs.		6

**Total budgeted cost: £58,425**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

End of year data July 2023 indicates that whilst our disadvantaged pupils have not closed the gap between them and non-disadvantaged peers, more than 94% in reading and writing. Furthermore, 85% of disadvantaged pupils have made at least expected progress in maths.

This data suggests that disadvantaged pupils at St Marys are making good progress from their starting points and therefore the provision in place for these pupils is effective.

#### Attainment

Pupil Premium (at and above)								
	Reading		Writing		Maths		RWM combined	
	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
Year 1	82%	67%	83%	66%	71%	50%	76%	50%
Year 2	58%	20%	64%	40%	69%	40%	53%	20%
Year 3	87%	30%	83%	20%	82%	30%	78%	20%
Year 4	80%	80%	64%	60%	76%	80%	60%	40%
Year 5	67%	20%	71%	20%	81%	40%	52%	20%
Year 6	74%	17%	62%	20%	66%	33%	61%	0%

*NB. Green data indicates where PP pupils have exceeded or achieved largely in line with Non-PP peers.*

#### Progress

Progress	Reading	Writing	Maths
Below expected progress	6%	3%	15%
Expected progress	82%	88%	79%
Accelerated progress	12%	9%	6%

### 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
n/a	n/a

## 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***

We received £1600 and this was pooled together with the total PP funding allocation

### **The impact of that spending on service pupil premium eligible pupils**

Reading: 80% EXS or above

Writing: 80% EXS or above

Maths: 60% EXS or above

RWM: 60% EXS or above