

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 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	St Vincent's Catholic Primary School
Number of pupils in school	193	210
Proportion (%) of pupil premium eligible pupils	27.5% (53)	7.5% (28)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022-2025	
Date this statement was published	December 2023	
Date on which it will be reviewed	July 2024	
Statement authorised by	Louise Waldram	
Pupil premium lead	Adrienne Azzopardi	
Governor / Trustee lead	Pauline Cotton	

## Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	£ 66930	£34920
Recovery premium funding allocation this academic year	£5 365	£ 3 335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0	£ 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	£72,295	£38,255

## Part A: Pupil premium strategy plan

### Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	To close the gap between disadvantaged and non-disadvantaged children across Reading, Writing and Maths
2	Engage the hardest to reach families who are facing the hardest challenges
3	Ensure staff are allocated enough time for effective CPD to be embedded
4	Poor attendance at school and extra-curricular activities

### 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
To bring the progress in reading, writing, mathematics and phonics in line with the national average	Analysis of data for targeted areas to show that progress has been made to close the gap.
Building strong, honest and transparent relationships with families and children to build trust	Families engaging with the school in a meaningful way that shows that trust has been built in order to support the progress of the child

Use of INSET days and extra cover provided when needed	Allocation of time on INSET days Allocation of cover to support the training needs of staff
Attendance Officer, PPG lead and EWO to work closely with families to improve overall attendance at school. Extra Curricula Activities Lead, Sports Premium Lead and PPG Lead to monitor the engagement of targeted PPG children at clubs and trips	Monthly meeting with involved parties from schools to ensure that poor attendance is addressed in a timely manner. Club attendance lists monitored monthly to ensure there is regular engagement of the children targeted to attend these clubs

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of Mathematics learning program (White Rose) and new spelling program (Essential Spelling HfL) along with relevant training for the staff concerned to ensure PPG progress outcome are in line with or better than national across the school.	Effective teaching for every pupil is a key ingredient for a successful school and therefore supporting teachers to implement new programs in the most effective way will ensure that children in receipt of PPG are able to make progress in line with or better than the national average across the school.	1 and 2

<p>All relevant staff to have phonics training provided by the phonics lead (Phoebe Billington) with outside lead training provided as needed in the phonics program Essential Letters and Sounds Program</p>	<p>Effective teaching for every pupil is a key ingredient for a successful school and therefore supporting teachers and support staff to implement Essential Letters and Sounds program in the most effective way will ensure that children in receipt of PPG are able to make progress in line with or better than the national average across the school.</p> <p>SMPS will have further training days targeted to support the children who did not succeed in the phonics screening in 2022/23</p>	<p>1 and 2</p>
<p>Participation in the RADY program through Challenge Education and Central Beds council</p>	<p>This is a long-term project aimed at raising the expectations of disadvantaged children to be in line with or higher than their non-disadvantaged peers. We are working predominately initially with the year 3 cohort but this will expand across all of Key stage 2 across the life of this plan and areas will also be adopted across the whole school as one of the fundamental objectives of the program is for whole school uptake to occur. Year 3 and 4 cohorts are involved with the program in the 2023/24 academic year.</p>	<p>1</p>

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

Budgeted cost: £ 35 354

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions for children in receipt of PPG funding especially for reading, writing, mathematics and phonics.</p>	<p>It has been consistently shown that targeted academic support can have a positive impact on those not making good progress. This can include one to one or small group interventions, which is linked to the classroom teaching and supported by teaching assistants as well as class teachers.</p>	<p>1</p>

Third Space	Targeted individual interventions support children with gaps in their learning for whatever the reason to be able to catch up to their peers	1
RADY	This is a long-term project aimed at raising the expectations of disadvantaged children to be in line with or higher than their non-disadvantaged peers. We are working predominately initially with the year 3 cohort but this will expand across all of Key stage 2 across the life of this plan and areas will also be adopted across the whole school as one of the fundamental objectives of the program is for whole school uptake to occur. Year 3 and 4 cohorts are involved with the program in the 2023/24 academic year.	1

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

Budgeted cost: £ 47 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continued work of the Pupil Premium Lead to champion the needs of those children eligible for PPG as well as their families including ensuring good attendance, behaviour for learning and outcomes.	<p>With a growing number of pupils attracting PPG funding it is considered important to ensure that they have a clear and heard voice within the school community but also within the senior leadership team of the school, it is with this in mind that a member of the senior leadership team (Miss A Azzopardi) has been appointed to this role.</p> <p>In order to address the issue of attendance of all children across the school but especially for those families in receipt of PPG funding the schools are both working with an external attendance officer as well as in house monitoring to ensure that any attendance issues are addressed in a timely manner.</p>	ALL
Offer a wide range of extra-curricular activities that engage PPG children and broaden their	Due to their socio-economic situations many of the families in receipt of PPG funding lack the ability (although not always the ambition) to allow their children to participate in extra-curricular	4

<p>experiences, cultural capital and increase their levels of ambition and aspirations. Every club offered in either school has at least one funded PPG place and the aim will be to have proportional representation across all clubs. The siblings of these children are also offered free places in after school clubs to enable parents/carers to only have to do one pick up time.</p>	<p>activities that allow them to broaden their level of ambition. By offering families, this opportunity we are not only broadening experiences but also building trust within the community.</p>	
<p>To allow all children eligible for PPG funding to attend clubs and other enrichment activities to help develop their cultural capital. This will include attendance at Breakfast/After school club or EBLO.</p>	<p>For particular families we are aware that internet access and parental/family support with home learning tasks can be an issues for these families' access to Breakfast/After school club or EBLO is offered to support the children with these tasks. This is also an option for families who struggle with attendance.</p>	<p>2 and 4</p>

**Total budgeted cost: £ 92,854**

## 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 2021 to 2022 academic year.

### Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	St Marys Catholic Primary School and St Vincent's Catholic Primary School				
<b>Academic Year</b>	23 -24	<b>Total PP budget</b>	SMPS £66, 930 SVPS £34, 920	<b>Date of most recent PP Review</b>	July 2023
<b>Total number of pupils</b>	SMPS 193 SVPS 210	<b>Number of pupils eligible for PP</b>	SMPS – 53 SVPS - 28	<b>Date for next internal review of this strategy</b>	Feb 2024

2. Attainment of Year 6												
	Pupils eligible for PP (your school)						Pupils not eligible for PP (national average)					
	2021		2022		2023		2021		2022		2023	
	SMPS	SVPS	SMPS	SVPS	SMPS	SVPS	SMPS	SVPS	SMPS	SVPS	SMPS	SVPS
<b>% achieving ARE in reading, writing and maths</b>	7/8	2/3	1/3	6/7	1/8	2/4	10/18	21/28	17/26	12/22	16/20	14/24
	86%	67%	33%	86%	12%	50%	59%	75%	65%	55%	80%	59%
<b>% achieving ARE in reading</b>	8/8	3/3	2/3	6/7	6/8	3/4	14/18	24/28	24/26	16/22	17/20	20/24
	100%	100%	67%	86%	71%	75%	82%	86%	92%	73%	71%	83%
<b>% achieving ARE in writing</b>	7/8	2/3	1/3	6/7	3/8	3/4	10/18	21/28	19/26	15/22	17/20	18/24
	86%	67%	33%	86%	42%	75%	59%	75%	73%	68%	71%	75%
<b>% achieving ARE in maths</b>	7/8	2/3	2/3	6/7	3/8	2/4	12/18	24/28	18/26	17/22	19/20	18/24
	86%	67%	67%	86%	42%	50%	71%	86%	69%	77%	80%	75%
3. Barriers to future attainment (for pupils eligible for PP, including high ability)												
In-school barriers (issues to be addressed in school, such as poor oral language skills)												
<b>A.</b>	To bring the progress in reading, writing, mathematics and phonics in line with the national average											
<b>B.</b>	Building strong, honest and transparent relationships with families and children to build trust											

<b>C.</b>	Use of INSET days and extra cover provided when needed	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
	Attendance Officer (SMPS) and PPG lead (SVPS) to work closely with families to improve overall attendance at school. Sports Premium Lead and PPG Lead to monitor the engagement of targeted PPG children at out of school hours clubs	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>End of Year Review</i>
<b>A.</b>	<p>Embedding of Mathematics learning program (White Rose) and new spelling program (Essential Spelling HfL) along with relevant training for the staff concerned to ensure PPG progress outcome are in line with or better than national across the school.</p> <p>All relevant staff to have phonics training provided by the phonics lead (Clare Power) with outside lead training provided as needed in the phonics program Essential Letters and Sounds Program</p> <p>Participation in the RADY program through Challenge Education and Central Beds council</p>	
<b>B.</b>	<p>Targeted interventions for children in receipt of PPG funding especially for reading, writing, mathematics and phonics.</p> <p>Third Space</p> <p>RADY</p>	
<b>C.</b>	The continued work of the Pupil Premium Lead to champion the needs of those children eligible for PPG as well as their families including ensuring good attendance, behaviour for learning and outcomes.	.

	<p>Offer a wide range of extra-curricular activities that engage PPG children and broaden their experiences, cultural capital and increase their levels of ambition and aspirations. Every club offered in either school has at least one funded PPG place and the aim will be to have proportional representation across all clubs. The siblings of these children are also offered free places in after school clubs to enable parents/carers to only have to do one pick up time.</p> <p>To allow all children eligible for PPG funding to attend clubs and other enrichment activities to help develop their cultural capital. This will include attendance at Breakfast/After school club or EBLO.</p>	
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