



Pupil Premium Strategy Statement

REPORT TO GOVERNORS as of December 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Context
<p>St Mary’s Catholic Primary School is situated in Worthing, on the Coast in West Sussex. The school is a 1 form (EYFS – Yr3) and 1.5 form (Year 4 - 6) entry primary, serving a diverse multicultural and transient pupil population.</p> <p>The school has pupils from varied ethnic minority backgrounds. A large number speak English as an Additional Language. The School’s deprivation indicator is below the national average.</p> <p>48 pupils are on the Pupil Premium register. This is 20% of the whole school and is broadly in line with the national average. Of pupils on the Pupil Premium register 2% are in EYFS, 25% are in Key Stage One and 72% are in Key Stage Two.</p> <p>The percentage of pupils eligible for Free School Meals is currently 20%. All children eligible for free school meals are also on the Pupil Premium register.</p> <p>Of the current role, 40% of children have English as an Additional Language.</p> <p>The proportion of pupils identified by the school as having learning difficulties and/or disabilities is above average, currently at 27%, (National Average 12.6%).</p> <p style="text-align: right;">December 2023</p>

School overview

Detail	Data
School name	St Mary’s Catholic Primary School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024, 2022- 2023 and 2021- 2022
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	LGC
Pupil premium lead	Mrs Gemma Irvine
Governor / Trustee lead	Mr Richard Challinor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,205
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£81,600

Part A: Pupil premium strategy plan

Intent

St. Mary's Catholic Primary School is committed to meeting the needs of our disadvantaged learners through our culture of high expectations, carefully planned quality first teaching and a challenging curriculum based on prior knowledge. Where there is an identified need, children will be supported through targeted pastoral, social and academic support at the right time. We expect school staff to develop strong and positive relationships with all pupils and their families. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. We strive to do all that is within our powers to ensure that any barriers to learning are broken down and the children are not limited by their social-economic backgrounds. We aim to provide an equity of experience through our curriculum, as well as access to extra-curricular activities and experiences.

Our aims:

Our main aim in allocating the Pupil Premium Grant is to narrow the gap between children who are disadvantaged, including those who qualify for Free School Meals, or looked after children. Our Strategy focuses on ensuring children have secure English and Maths skills and Mental Health and Wellbeing.

Our Guiding principles:

- All pupils in the Pupil Premium group will be considered for support to raise attainment or other factors which could lay the foundation for future learning.
- Consistent high quality support is monitored by the school, avoiding wastage of precious financial resources.
- Activities are evaluated for impact by the school on a regular basis.
- Success criteria are set for each child on Pupil Premium activities.
- Focussed feedback is given to pupils, showing a clear way to improve further.
- Our Pupil Premium Co-ordinator has a clear overview of how funding is being allocated and the difference it is making to the outcomes for pupils.
- All our staff are aware of pupils receiving the Pupil Premium and how funding is being spent.
- Attainment and progress of each Pupil Premium child is tracked on a half termly basis
- There are a range of strategies available and each child is considered for each strategy.
- A Governor is responsible for feeding back to the full Governing Body about the implementation of the Pupil Premium programme.

Our objectives:

In spending the Pupil Premium Grant, we have the following objectives:

- To narrow the gap between all pupils eligible for the Pupil Premium Grant, including the more-able achievers by improving the percentage of pupils in each year group who make more than expected progress.
- To enrich the curriculum through a range of extracurricular activities and enhance the social, emotional and cultural development of our children.
- To improve independence and develop social skills and mental well-being.

Challenges

Challenge number	Detail of challenge
1	Building upon children’s spoken vocabulary to ensure that the curriculum is accessible, particularly on entry to school.
2	Ensuring children have regular adult support with their reading and that they read from a wide range of texts – many do not read at home
3	Developing children’s learning behaviours - how they see themselves as learners and how they think about their learning (metacognition) in order to build upon levels of confidence, independence and engagement.
4	Children not having access to the same level of resources and experiences as their peers.

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
The gap in children’s oracy and vocabulary levels has decreased in line with their age or above.	Children’s oral and written ability is in line or becoming closer to that of their peers and the National Curriculum expectations.
Children’s reading, writing and maths assessment at Key Stages and end of year data is in line with end of year/key stage expectations.	The percentage of disadvantaged pupils achieving end of year expectations will be in line with those who are not considered to be disadvantaged.
Children have a positive view of themselves as learners and will be independent in their learning.	Pupil surveys will show that disadvantaged pupils view themselves confidently and positively as learners. Disadvantaged pupil engagement at extra-curricular activities increases.

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)

EEF approach that underpins our evidence:

To mitigate the negative impact of the crisis, our focus mirrors that of the EEF research, focusing upon the strategies that have rapid impact upon disadvantaged pupils. This will also naturally impact positively upon the catch-up of all pupils. The strategy, as set out in the July 2020 by the EEF, is:

The approach is focused upon three key strands:

- Great Teaching and whole school strategies, 'Quality First Teaching' at the heart
- Targeted support
- Wider strategies

Budgeted cost: £3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
To access expert skills to enhance curriculum development particularly in reading and writing.	The EEF research states that on-going personal and professional learning allows for critical reflection and development of expertise. We currently have regular good practice in our staff meetings. Our knowledgeable teachers use a broad array of teaching strategies, which combined with subject knowledge, and knowledge of their pupils positively impacts upon learning. Components of our high quality teaching (as recognised by the EEF) include explicit teaching, scaffolding and flexible grouping.	1, 2, 3, 4
To provide whole school staff training on Quality First Teaching and Learning expectations.	EEF toolkit. CPD schedule. Staff CPD feedback. Monitoring evidence. Governor visits	1, 2, 3, 4
Ensure all relevant staff have received training to deliver Success for All phonics scheme effectively, and to use Lightning Squad tutoring lessons for intervention and catch up	EEF toolkit. DfE accredited SOW research and training.	1, 2, 3, 4
Ensuring teaching staff are trained in order for staff to embed identified interventions for targeted children.	EEF toolkit. Quality First teaching. EEF guide to the effective use of Pupil premium funding. Clicker training. Accelerated Reader training	1, 2, 3, 4

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide tutoring and support for identified pupils led by QTS staff who know the children	EEF Tool Kit. EEF Guide to Pupil Premium	1, 2, 3, 4
In class support from HLTA leading to more flexible teaching groups	EEF Tool Kit. EEF Guide to Pupil Premium	1, 3, 4
Teacher and Teaching Assistant ring fenced time to allow Accelerated Reader Intervention.	Accelerated Reader is an educational, research proven, computer-based program that is used to monitor reading practice and progress. It helps teachers guide pupils to books that are at their individual reading levels. Pupils take short quizzes after reading a book to check if they have understood it.	1, 2, 4
Use of Nessy writing programme in the classroom – Teaching Assistants to support	As part of their research, the National Literacy trust completed a complementary report to find out how teachers are using literacy support tool, Nessy. Respondents highlighted Nessy impact on improving writing enjoyment, engagement and confidence; facilitating writing for those with poor motor skills; increasing writing self-regulation and resilience skills; and helping children with diverse needs take part in meaningful literacy practices.	1, 2, 4
TA's to work with children on improving phonics	Targeted deployment of trained teaching assistants has been shown to be beneficial (EEF)	1, 2,
Play therapist	Offering advice and assessment for pupils to assist teacher planning and support	3
Wave 3 maths support	Additional set in maths with HLTA to support progress. Enabling teacher to focus on children with greatest need to make accelerated progress. Targeted deployment of trained teaching assistants has been shown to be beneficial (EEF)	1, 3, 4
Precision Teaching	Precision teaching is a structured teaching method that is designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to help ensure that students become fluent and accurate in using their words. It aims to develop students' reading and spelling skills naturally by using language more in their everyday learning. Targeted deployment of trained teaching assistants has been shown to be beneficial (EEF)	1, 2
TAs to help pupils develop independent learning skills and manage their own learning	Targeted deployment of trained teaching assistants has been shown to be beneficial (EEF)	1, 2, 3, 4
TAs to deliver high quality one-to-one and small group support using structured interventions	Targeted deployment of trained teaching assistants has been shown to be beneficial (EEF)	1, 2, 3, 4

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	EEF toolkit: + 2mths progress	4
Supporting with purchase of uniform, school trips etc.	Maintain equality between pupils.	4
Headteacher and Inclusion Manager monitor attendance of all, especially disadvantaged learners.	Pupils with good attendance will make better progress.	1, 2, 3, 4
Library regularly stocked with new releases. Purchase of High Quality new inclusive and diverse books	All children have access to a range of books. To promote and develop the love of reading	1, 2
To ensure all children access co-curricular enrichment activities and trips including residential opportunities in order to boost social development, improve learning skills, foster team working, build life skills and encourage creativity.	EEF Tool Kit EEF Guide to Pupil Premium Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.	1, 3, 4
To target those children requiring support with developing social skills, self-esteem and positive behavior choices.	EEF Tool Kit. EEF Guide to Pupil Premium. Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement. Attendance of pupils will be monitored by leaders so that support for families where required can be given prior to implementing more punitive measures	3, 4
Lego Therapy	Support group to help children listen to, follow and give instructions. Can support group working, taking turns, listening and attention skills.	3, 4
Social support / Nurture time	To support pupils with understanding and opportunity to talk about a range of situations	3, 4
Mental Health Support Team	Focus on identifying and addressing emotional wellbeing needs through qualitative evidence based practice	3, 4
Purchasing of resources to enable the delivery of Junior Duke programme	Junior Duke is an award programme that gives children the opportunity to participate in a variety of new experiences. It teaches them that it is good to 'have a go' and challenges them to learn new and varied skills from an early age. By enrolling in the award, children learn that you may not always succeed first time and that is okay. This helps them to develop the resilience they will need throughout their lives	3, 4
Learning Outside the Classroom training and resources	Raise confidence, self esteem and improve well being leading to raised standards across the curriculum	3, 4

Total budgeted cost: £83,200

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.

The vast majority of pupils at the end of Key Stage 2 achieved positive progress scores.
Progress and attainment of disadvantaged in-line with non-disadvantaged

The children achieved highly in areas which cannot be measured through academic success:

- Disadvantaged pupils key focus for marking, planning, intervention, progress meeting, pupil voice
- Monitoring of pupil engagement for disadvantaged pupils and their families eg club sign up, fab finish, parents evening shows that engagement is equal to or above engagement from disadvantaged pupils.
- Monitoring of teaching and learning including from external sources evidence that all teaching is at least good
- Evidence in books demonstrates progress is good.
- All disadvantaged children have a champion, an allocated member of staff who checks in on them and encourages and tries to inspire them – children have responded well to this and in pupil voice say how much they enjoy staff taking an interest in and believing in them
- PPPP (pupil premium provision plan) monitoring their progress across the year in all areas wider than the curriculum and includes aspiration and dreams for the future
- Early booking opportunities for parents consultation
- Representation of disadvantaged children is monitored:
 - In elected roles/pupil leadership opportunities
 - Attendance/participation in co-curricular clubs
 - Engagement of families at school events
- UKS2 children had the opportunity to join Junior Dukes (primary version of DofE award) to learn life skills, all of those that attended earned either Bronze, Silver or Gold awards
- Evidence and data show that children made good progress and the initiatives in place are effective.

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
Accelerated Reader	Renaissance Learning
Times Tables Rockstars	Maths Circle Limited
Junior Duke	Capable Kids

Service pupil premium funding

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?	The school did not have any pupils that attracted this funding.
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.

Through donations from our community, parish, staff and KCS we have been able to purchase new, warm, winter coats and some items of furniture for disadvantaged children who do not have one. We also provided Christmas hampers for the families, including Christmas presents for the children. We run a foodbank for our families and a pre loved school uniform bank.