

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	St Mary's Catholic Primary Schools Trust				
<b>Academic Year</b>	2023-2024	<b>Total PP budget</b>	EYFS and KS1 KS2	£54,380 £103,305 = £155,023	
<b>Total number of pupils</b>	Infant 200 Junior 228 Total 428	<b>Number of pupils eligible for PP</b>	Infant – 36 Junior – 71 Total - 105	<b>Date for next internal review of this strategy</b>	November 2024

2. Current attainment End of KS2 (last published data)		
<b>KS2 at end of Summer 2023 (current Year 7)</b>	<i>Pupils eligible for PP</i>	<i>All</i>
<b>% achieving age related expectations and above in reading</b>	72.2%	84.7%
<b>% achieving age related expectations and above in writing</b>	66.6%	83.0%
<b>% achieving age related expectations and above in maths</b>	77.7%	89.8%
<b>KS1 at end of Summer 2 2023 (current Year 3)</b>		
<b>% achieving age related expectations and above in reading,</b>	71%	69%
<b>% achieving age related expectations and above in writing</b>	65%	56%
<b>% achieving age related expectations and above in maths</b>	71%	69%

## Summary

At KS1 14 were in receipt of PPG. These were out performing Non PPG children. 6 of the of 14 children in receipt of the PPG were on the SEND register and 3 of these children were disapplied from the End of Key Stage tests. At KS2 18 children were in receipt of PPG. These children performed well against National, but where the gap between them and the whole cohort remains wide and has not narrowed. The PPG group contained three child disapplied who were working below the standard for KS2, and 6 of the 18 were on the SEN register.

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### Barriers to learning

	Significantly low attainment on entry to Nursery and Reception
	High level of EAL, with large number of languages spoken
	Vocabulary depth and breadth
	Home Learning Environment – temporary accommodation, lack of space, ownership of books and library membership, parents' differing understanding of their role in education due to wide cultural diversity.
	Very low vocabulary and knowledge in Years 1,2 and 3 as a result of the Covid lockdown.

### 5. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve literacy skills for pupils eligible for PP across EYFS, KS1 and KS2	All pupils make expected progress and are supported with language development through 'oracy', speech and language and social skills groups. (% of children achieving a Good Level of Development to increase)
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP, particularly at greater depth.	Pupils eligible for PP as high ability make as much progress as 'others'. Opportunities are provided for extending pupils in lessons and providing high quality extended texts for children to read in class and independently. (improved % of children working at a higher standard)
<b>C.</b>	Increased participation in extra-curricular clubs, particularly homework clubs	All children have access to an after-school club (analysis of clubs to show increased % of PP children attending a club)
<b>D.</b>	Increased PP family engagement with learning	Increase the % of parents attending: Curriculum information meetings, progress meetings and workshops. Parents to be more aware of the partnership that needs to be in place to bring about academic success, and helped develop knowledge and skills where needed.
<b>E.</b>	Increased opportunities for children to have access to adult support and targeted interventions	Half termly, time bonded, targeted interventions monitored, analysed and adapted at pupil progress meetings.

6. Planned Expenditure					
Academic year	2023- 2024 Pupil Premium allocation for the current year: Infants: £51,718 Juniors: £103,305				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improve literacy skills for pupils eligible for PP across EYFS, KS1 and KS2	Small group catch up, 1:1 interventions.	Quality First Teaching – teachers know the data and where the children need to be	Half termly data analysis, book looks and pupil progress meetings  <b>How Impact will be measured:</b> more children on track and above	LO’C A.M. V.M A.F.W	
B. Higher rates of progress across KS1 and 2 for high attaining pupils eligible for PP particularly at greater depth	1.More refined system of tracking children working at greater depth.  2.Ensure progress within key stages is as strong as it is at the end of key stages	On track and in year progress is tracked very well and next steps are well targeted. TT does not accurately track greater depth at present.  Success at the end of KS1 and KS2 in narrowing the gaps	SLT to lead and take action this – SDP focus  Monitored by Head of School  <b>How Impact will be measured:</b> Progress accelerated	SLT, in particular assessment leads.	
C. Increased participation in extra-curricular clubs and music lessons, wider cultural experiences	Opportunities for PPG to attend clubs for free, particularly homework clubs. Grow children’s cultural capital through visits and visitors	Children will have 1:1 and small group support to complete homework.  To ensure that no child is excluded from a rich cultural education because of inability to fund such life-enhancing activities.	Monitored by Heads of School  <b>How Impact will be measured:</b> termly analysis show increase in uptake. Visits and visitors have had to be put on hold due to Pandemic.	A.M	
D. Increased PP family engagement with learning	Virtual Workshops, online information evenings Targeted information Access to online learning platforms	Increased parental engagement will improve ability to support children and better understand their needs. Children can continue to rehearse, consolidate and deepen skills and knowledge at home	Monitored by Head of School  <b>How Impact will be measured:</b> termly analysis show increase in uptake at meetings, engagement with Fronter platform, or accessing home learning packs.	SLT	
E. Increased opportunities for children to have access to adult support and targeted interventions	Time bonded interventions – group and 1:1	High quality, small group, targeted support and feedback will lead to accelerated progress.	SLT monitoring  <b>How Impact will be measured:</b> targeted support leading to accelerated progress.	. A.M. V.M. J.C. A.F.W.	