

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

Pupil premium strategy statement 2021-24.

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 overview

Detail	Data
School name	St Mary's Catholic Primary School, Bodmin
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	28% (this includes FSM, ever6, military LAC/PLAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Alison McDonald
Pupil premium lead	Alison McDonald
Governor / Trustee lead	Kevin Butlin

Funding overview

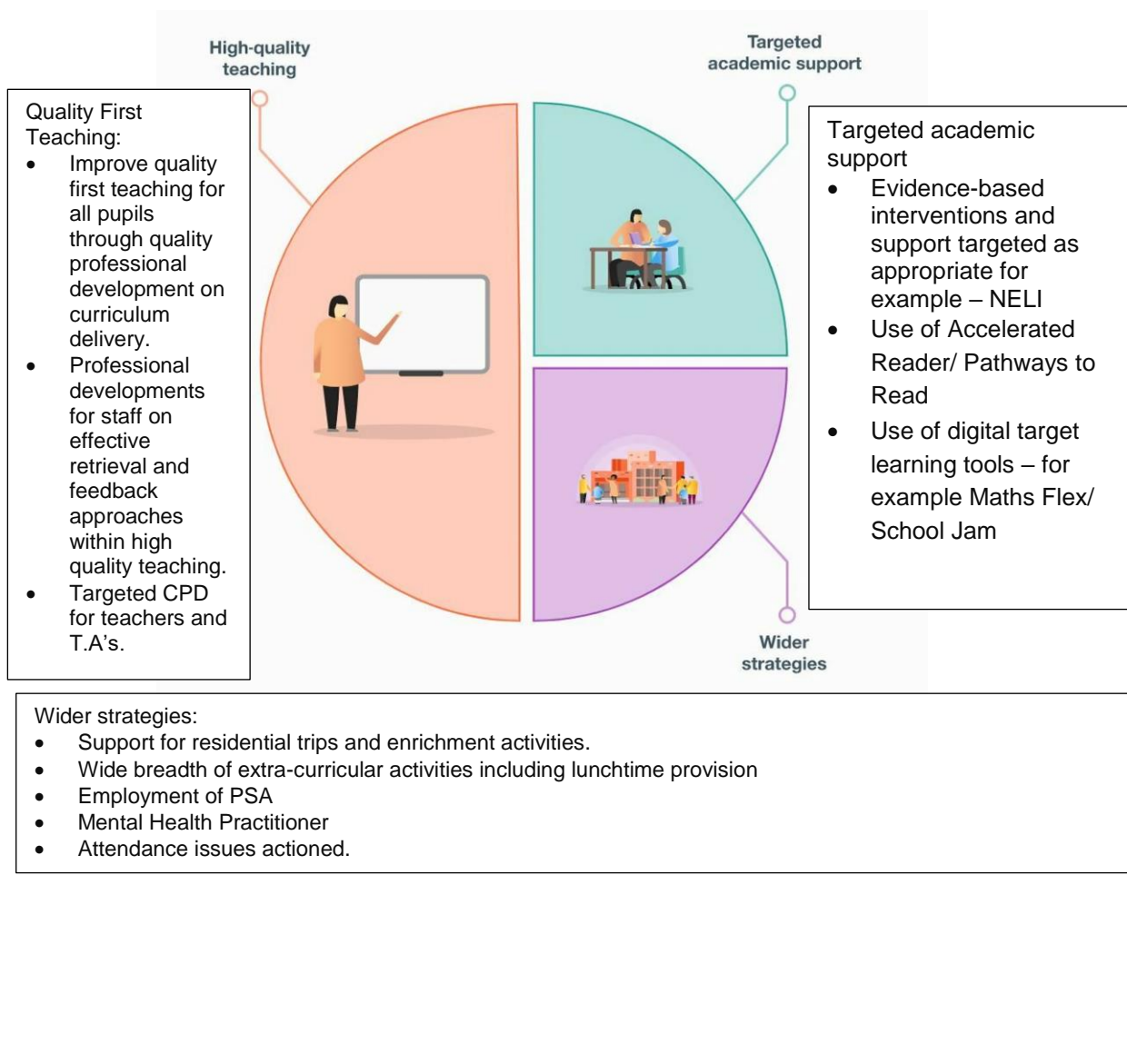
Detail	Amount
Pupil premium funding allocation this academic year	£88,600
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97,590

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School, we believe that providing quality first teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on the improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, understanding academic and emotional needs and growing potential in every child.

The key principles of our strategy plan are:



Challenges

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

Challenge number	Detail of challenge
1	Lack of a wide vocabulary and correct sentence structure of sentences as well as basic concepts such as positional language. Children in EYFS, Nursery and KS1
2	Limited awareness of themselves as independent learners and ways they can manage their own learning to improve outcomes.
3	Improving high level questioning to increase challenge and deepening of learning for pupils.
4	Continue to increase pupil attendance above the national average for all pupils.

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
Increased vocabulary usage in nursery, EYFS and Year 1 leading to improvement in speaking and listening, early reading and writing outcomes at the end of Key Stage 1.	<ul style="list-style-type: none"> • Increase of pupils achieving % of exceeding for GLD. • Increase % of pupils exceeding in writing and reading at the end of KS1.
Increased understanding of themselves as learners; embedding meta-cognition as standard practice to improve learner's outcomes.	<ul style="list-style-type: none"> • Use of meta-cognition strategies as standard practice for teaching and learning- to be seen in all learning sessions. • Increased book and photographic evidence of pupils leading their own learning using meta-cognitive strategies.
Eradicate poor questioning from teachers and teaching assistants to ensure all pupils deepen their learning.	<ul style="list-style-type: none"> • Challenge learners and deepen the learning for all pupils seen across the school. • Consistently good or better teaching and learning across the school ensuring that questioning drives the learning forwards alongside deepening understanding. • Increased evidence of pupil's feedback to peers and increased evidence of pupil/ teacher feedback.

<p>Continue to increase attendance of all pupil groups, including all vulnerable pupils, to ensure that it is above the national average thus ensuring pupils get a good chance to learn.</p>	<ul style="list-style-type: none">• Good quality questioning from all teachers and teaching assistants seen as expected practice in all T and L sessions leading to increased challenge and deepening of learning.• Pupils learn at every opportunity with good to outstanding attendance across the school.
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Activity in this academic year 23-24

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: £ £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental Coaching and Developmental Drop-ins - Challenge and deepen pupils learning through questioning, scaffolding and adaptive teaching	<ul style="list-style-type: none"> • EEF Metacognition and self-regulation +7 • EEF Collaborative learning approaches +5 • EEF Mentoring +2 • Cognitive Science approaches in the classroom: A review of the evidence EEF July 2021 • EEF individualised instruction +4 	2 3
Targeted questioning, scaffolding and adaptive teaching	<ul style="list-style-type: none"> • EEF Teaching Assistant Interventions +4 	1
Meta-Cognition & Rosenshine <i>(Plymouth CASTs Principles of Teaching and Learning)</i>	<ul style="list-style-type: none"> • EEF Metacognition and self-regulation +7 • EEF Mastery learning +5 • Cognitive Science approaches in the classroom: A review of the evidence EEF July 2021 • Rosenshine's Principles of instruction 2010 	1 2 3
Support for early career teachers	<ul style="list-style-type: none"> • EEF Behaviour interventions +4 • EEF Collaborative learning approaches + 5 • Cognitive Science approaches in the classroom: A review of the evidence EEF July 2021 • EEF Feedback +6 • EEF Metacognition and self-regulation +7 	1 2 3
Talk for Writing approach to writing	<ul style="list-style-type: none"> • EEF Teaching Assistant Interventions +4 • Talk for Writing: Review of related research Roger Beard, Emeritus Professor of Primary Education, UCL Institute of Education, London 2019 	1 2 3
Oracy and vocabulary focus Plymouth CAST Oracy project	<ul style="list-style-type: none"> • EEF: Oral Language Interventions • DfE: The Reading Framework document 	1

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention. Use of specialist speech and language professional to support SEN SALT TA in provision at the school.	<ul style="list-style-type: none"> • EEF Early Years Communication and Language Approaches Intervention +6 • EEF Oral Language interventions +6 • EEF Small group tuition +4 	1
Pathways to Read	<ul style="list-style-type: none"> • EEF Reading comprehension strategies +6 • Ofsted Reading Framework July 2021 	1 2
Maths Flex/ School Jam (Maths learning)	<ul style="list-style-type: none"> • EEF Feedback +6 • EEF Homework +5 	2 4
Read Write Inc	<ul style="list-style-type: none"> • EEF Improving Literacy +7 	1

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of PSA to monitor attendance and behaviour	<ul style="list-style-type: none"> • EEF Behaviour interventions +4 • EEF Parental engagement +4 	2 4
Trauma informed practice used in targeted support	<ul style="list-style-type: none"> • EEF Metacognition and self-regulation +7 • EEF Socially and emotional learning +4 	2 4
Access to a Mental Health Practitioner (NHS) wellbeing	<ul style="list-style-type: none"> • EEF Metacognition and self-regulation +7 • EEF Social and emotional learning +4 	2 4

Total budgeted cost: £ 86,000

£11,590 contingency for further intervention: uniforms, trips, school dinners, interventions with TIS practitioner, tutoring.

Part B: Review of outcomes in the previous academic year 22-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

- Access to Education Mental Health Practitioner.
- Families and children supported through Pastoral lead(PAPSA) support and daily contact from school team.
- Overall whole school attendance for 2022-23 was 96.4% which was above national
- Attendance for disadvantaged group was in line with national %.
- Targeted intervention work has had a positive impact upon progress.
- Increase in attainment of Reading, Writing and Maths for PP children from last academic year to be in line with non-disadvantaged pupils.

Subject	Full cohort	Boys	Girls	PP	Non-PP
Reading	84%	85%	85%	86%	85%
Writing	84%	93%	80%	86%	85%
Maths	91%	100%	85%	86%	92%

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
Read, write inc	RWI
Pathways to Read	The Literacy Company
Maths Flex/ School Jam	Power Maths Pearson

Service pupil premium funding (optional)

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?	Supporting with AR reader and Forest school.
What was the impact of that spending on service pupil premium eligible pupils?	Raising self-esteem so that SPP children are emotionally ready for learning.