

Pupil premium strategy statement

Pupil Premium Strategy Statement 2023 – 2024

St. Mary & St. Thomas Aquinas Catholic Primary School



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Mary & St. Thomas Aquinas Catholic Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	10% / 21 children
Academic year/years that our current pupil premium strategy plan covers	2023 / 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr. James Craig
Pupil premium lead	Mr. James Craig
Governor / Trustee lead	Mrs Sarah Meikle and Mr. David Jones

Funding overview

Detail	Amount
FSM / Ever6	£20,370.00
Service Children	£1,005.00
LAC	£12,650.00
Pupil premium funding allocation this academic year	£34,025.00

Part A: Pupil premium strategy plan

Statement of intent

The targeted and strategic use of Pupil Premium funding at St. Mary & St. Thomas Aquinas Primary School ensures that our disadvantaged pupils receive the highest quality of education.

Our intent is to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Remove barriers to learning created by poverty, family circumstance and background.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Access a wide range of opportunities to develop their skills, knowledge and understanding.
- Enable pupils to look after their social and emotional well-being and to develop resilience.

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Target funding to ensure that all pupils have access to educational visits, residential, first - hand learning experiences.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil

premium plan, pupil progress discussions, specific intervention and supports for individual pupils and this will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have low starting points and / or attain less well than their peers
2	Gaps in reading, writing, phonics and maths
3	Social, emotional and mental health challenges - including resilience
4	Some parents work long hours and have limited free time – support for learning outside of school
5	Access to wider opportunities

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
Pupils attain as well as non – PP peers. All pupils experience high-quality first teaching across the curriculum that enables them to attain highly.	Quality first teaching in all classes which is focused on a 'keep up, not catch up' approach. All staff follow research-based teaching principles which include principles of Opening Worlds and Rosenshine's instructions, so that pupils learn more and remember more. Early intervention used in Early Years and Key Stage 1. Support for less fluent readers in KS2. Robust tracking systems in place. This ensures that appropriate support and enhanced provision is directed to those children that are identified as falling behind. - Early Year's curriculum is focused on developing language, vocabulary, and oracy. RWI sessions in Early Years follow a consistent approach, with fidelity to the RWI scheme. High-quality interventions are used to accelerate progress in basic skills, with a focus on reading. Pupils achieve highly in National tests in line with their peers.

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.
<p>Pupils can self-regulate and manage emotions in appropriate way.</p> <p>Improved wellbeing in all children, resulting in improved self-esteem, behaviour, improved attendance and therefore improved academic achievement.</p>	<p>Pupils feel safe and happy in school and know who they can speak to if they need support.</p> <p>Clear systems in school that support pupil wellbeing. (Nurture groups, Rainbows, external support where required)</p> <p>Pupil surveys reflect their positive well-being.</p> <p>Appointed School Mental Health Lead in school.</p>
The attendance of Pupil Premium pupils will be in line with the national average at 96% or above.	<p>Monitoring identifies positive attendance and pupils where attendance is an issue.</p> <p>Certificates for high attendance are provided termly support pupils' self-esteem.</p> <p>Communication with parents clearly indicates issues and expectations.</p> <p>Support is provided where there are clear reasons for low attendance.</p>
<p>All pupils with SEND have action plans in place which follow the Plan, Action, Do & Review model.</p> <p>The curriculum is successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding of all pupils.</p>	<p>A greater number of disadvantaged pupils with SEND reach age related expectations.</p> <p>Progress for all pupils with SEND is rapid and they can achieve, accessing the full curriculum with increasing success and independence.</p>

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: £ 17,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally. Consistency of reading and phonics teaching practice across the school.	1 and 2
Employment of Specialist Teachers	Pupils make accelerated progress. Pupils have access to a broad/balanced curriculum and access to wider opportunities.	3 and 5
Additional part time TA to lead on intervention programmes	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally.	1 and 2

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

Budgeted cost: £ 8,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Times Tables Rockstars	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally. Increased practice at home.	2 and 4
TA employed to deliver reading interventions	Pupils make accelerated progress.	1 and 2

	Pupils are at least in line with all other pupils nationally.	
Read, Write, Inc small group phonic intervention	Pupils make accelerated progress. Pupils are at least in line with all other pupils nationally. Attainment gaps are decreased.	1 and 2

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

Budgeted cost: £ 8,508

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum, experience to enhance their cultural capital. International Links – Erasmus project.	3 and 5
Music tuition	Pupils have access to a wide range of activities within and beyond the curriculum, experience to enhance their cultural capital.	3 and 5
Mindfulness Sessions / Counselling	Pupils have strategies and tools that support them in managing their own mental health and well-being including resilience.	3
Motivational certificates/ rewards	Learning behaviour and attitudes are outstanding.	1,2 and 3

Total budgeted cost: £34,025

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 2022 to 2023 academic year.

Key areas of impact:

- 84% of EYFS pupils (50% of PP), were assessed as having a Good level of Development at the end of Reception in July 2023.
- 97% of Year 1 pupils (80% of PP) were teacher assessed as meeting the required standard to pass the PSC in June 2023.
- Year 2 pupils were teacher assessed in July 2023 and the following shows the % of those achieving at least age related expectations
Reading = 90 %,Writing = 90 %,Maths = 87 %
- 33% of Year 4 pupils met the required standard for the Multiplication Tables check in June 2023 with a score of 25.
- Year 6 pupils were teacher assessed in July 2023 and the following shows the % of those achieving at least age related expectations.

Reading = 83%,Writing = 93%,Maths = 93%

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	REN Learn
Oxford Owl Reading	Oxford Reading
Read Write Inc.	Ruth Minskin
TT Rockstars	Play.ttrockstars.com