



## St Mary's Catholic Primary School, Chiswick

### Pupil Premium Strategy Statement 2023-2024

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 last year's spending of pupil premium had within our school.

School Overview	
Total number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	5% 10 pupils
Academic year(s) that our current pupil premium strategy plan covers	2023-24
Date this Statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement Authorised by	E Keane
Pupil Premium Lead	E Keane
Governor/Trustee Lead	V Santer

Funding Overview	
Pupil premium funding allocation this academic year (£1,455 per PP child)	£14,550
Recovery premium funding allocation this academic year (£145 per child)	£0
Pupil premium funding carried forward from previous years (enter £0 if not eligible)	£0
Total budget for this academic year	£14,550

## Pupil Premium Strategy Plan

### Statement of intent

At St Mary's Catholic Primary School, Chiswick our intent is for all our children to flourish and reach their full potential for learning and development 'living and learning, inspired by our faith.' We have high expectations for every child, regardless of their background or the challenges they face, and support them so that they succeed in making good progress and achieve high attainment across the curriculum.

We recognise that some children will require extra help, and therefore the focus of our Pupil Premium strategy is to support disadvantaged children (whether entitled to Pupil Premium funding or not) to achieve their goals, including progress for those who are already high attainers and to narrow the gaps between all groups of learners.

We aim to improve outcomes by:

- Providing quality first teaching.
- Providing effective additional adult support where required.
- Providing all staff with effective CPD to ensure needs are met.
- Providing effective intervention programmes for phonics, reading, spelling and maths.
- Supporting children's development of their Personal, Social, Emotional and Mental Health and Wellbeing needs.
- Supporting families so that their children will be able to access all areas of the curriculum, including educational visits and visitors to school, participate in extracurricular clubs and school residential trips.

We ensure that:

- All staff are aware of who our disadvantaged children are and what they need to be successful learners.
- Leaders and staff are involved in continually monitoring pupil progress and addressing gaps in learning.
- Vulnerable children are identified and we address the challenges they face, and support their needs regardless of whether they are disadvantaged or not.
- Our whole school approach to raising expectations is embraced including recovery programmes and targeted support.

### Challenges

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

Challenges	
1. Early Reading and Phonics	Assessment data and analysis and discussions with teachers show that some of our disadvantaged pupils have greater difficulties with phonics and subsequently problems with reading than their peers. We have identified this as an area for development as a

	school. 77% of pupils passed the Phonics Screening in 2023, compared with 78% nationally. We aim to continue to improve on these results.
2. Attendance and Punctuality	Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. Our aim is for persistent absence to be reduced to below 1% and for attendance to be in line with all pupils. We continue to work with these families to support them and to monitor attendance.
3. Attainment Gap across Reading, Writing and Maths	Assessment data and analysis and discussions with teachers suggest some of our disadvantaged pupils have greater difficulties with reading, spelling, writing and maths more than their peers.
4. Communication and Language	Some disadvantaged pupils in the EYFS have lower starting points when entering Reception. Internal assessments indicate that communication and language attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5. Social and Emotional Development	Internal monitoring of pupils' wellbeing and engagement in learning has identified social and emotional difficulties for many of our disadvantaged pupils. Children who require additional social and emotional support are more likely to be from disadvantaged families.

## 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
Disadvantaged or vulnerable children achieve good progress with phonics and subsequently achieve good progress with reading.	Children assessed to be within the lowest 20% of each class in phonics/reading will meet their targets set through pupil progress. Parents attend workshops in Phonics and Reading presentations throughout the school year.
Improved attendance of Pupil Premium pupils	The attendance of Pupil Premium pupils will be 90% or above.
Disadvantaged pupils, who do not have cognitive SEND needs, to achieve in line with their peers in reading, writing and maths and sustain good and accelerated progress.	100% of disadvantaged pupils who do not have cognitive SEND needs will reach age related expectations in Reading, Writing and Maths. 100% PP pupils to achieve Year 1 phonics check. 100% PP pupils to meet Year 4 multiplication check. Disadvantaged pupils with a SEND need will make more than expected progress. Pupil progress meetings highlight and address individual needs. Teachers and support staff provide targeted interventions for key children in reading, phonics and maths.
Improved communication and language skills for disadvantaged pupils	Identified pupils meet targets for Speech in Speech and Language Therapy and make progress towards ELG for Communication

	and Language and Oracy Curriculum in school.
Improved wellbeing and engagement for disadvantaged pupils	Raise outcomes for this group through increased confidence and leadership, helping to raise future aspirations in school GIFT Team, Laudato Si Leaders UKS2 Leadership Programme. Access to Play Therapy as required. All PP pupils will have the opportunity to attend a Year 6 residential. All PP pupils will participate in at least 1 after school club. All pupils will attend educational visits to support the curriculum. As many pupils as possible will represent the school in a sporting competition.

## 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: £550

Activity	Evidence that supports this approach	Challenge Number(s) addressed
CPD for all staff in teaching of phonics and early reading	EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1,3
CPD for class teachers in Early EEF evidence on the development of language interventions	EEF evidence on the development of language and literacy being especially important for disadvantaged pupils	4, 5
CPD for all staff on Zones of Regulation	Enhanced levels of self-awareness, wellbeing, engagement in learning	1,2,3,4,5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Daily Reading with targeted pupils in order to raise attainment in reading	Regular one to one reading is very effective at improving pupil outcomes. It provides targeted support for pupils who are identified as having low prior attainment or are struggling in particular areas	1,3
Additional phonics sessions in Years 1, 2 and Years 3 and 4 to target pupils who need further support. 3 groups x 30 mins 3 times a week	Phonics EEF DfE accredited Phonics Scheme – Supersonic Phonic Friends	1,3
Precision Teaching for Reading for targeted pupils	Regular one to one support is very effective at improving pupil outcomes. It provides targeted support for pupils who are identified as having low prior attainment or are struggling in particular areas	4
Play Therapy Sessions in school for pupils needing additional social and emotional support	Building up of self-confidence and having strategies to cope with issues.	2,4,5
Targeted Speech and Language Interventions across the school including Colourful Semantics, Lego Therapy	EEF evidence on the development of language and literacy being especially important for disadvantaged pupils. High impact, low cost	3
Year 6 Catch Up	Targeted support for pupils who are identified as having low prior attainment or are struggling in particular areas	2,3,5

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

Budgeted Cost £4,000

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Enhancing pupils' cultural capital by ensuring that they have access to a wide range of experiences	Ensuring that the curriculum is balanced and carefully sequenced, and the wider Curriculum allows opportunities for cultural development	1,2,3,4,5

	<p>To allow all disadvantaged children a discounted residential in Y6.</p> <p>To allow pupils to partake in free visits, both virtually and in school, which build on skills and knowledge from our wider Curriculum lessons.</p> <p>To provide greater enrichment opportunities for disadvantaged pupils.</p> <p>Themed curriculum days to deepen children's understanding of specific topic areas</p>	
Whole School implementation of Zones of Regulation to support the removal of barriers to learning and enhance engagement in the classroom	Being able to understand and effectively manage emotions is beneficial to children and leads to enhanced levels of self-awareness and wellbeing	1,2,3,4,5
Whole School implementation of Oracy Programme to ensure that children can communicate their ideas, thoughts and feelings in order to enhance learning and social skills	<p>Oracy increases engagement in learning</p> <p>Oracy improves academic outcomes</p> <p>Oracy fosters wellbeing and confidence</p> <p>Voice 21 Project</p>	1,3,4,5
Subsidising School Uniform	Wearing school uniform with pride promotes improvement of behaviour, discipline, feeling of inclusion and alignment to school culture and ethos	2, 5
Subsidising Clubs	<p>To provide greater enrichment opportunities for disadvantaged pupils.</p> <p>To promote inclusion for all pupils, leading to improved levels of wellbeing.</p>	2, 5

Total Budgeted Cost: ~£14,550

### Externally provided programmes

Programme	Provider
Catch Up Numeracy	Catch Up Numeracy

## Review of the previous academic year - Outcomes for disadvantaged pupils

### Year 6 End of Year Attainment 2022-23

	Pupils eligible for PP (1)	Achieving Greater Depth PP(1)	School All achieving Expected	School All Greater Depth	National Achieving Expected
% achieving expected + in Reading	100%	0%	90%	38%	73%
% achieving expected + in Writing	100%	0%	86%	33%	71%
% achieving expected + in Maths	100%	0%	90%	24%	73%

### Phonics Attainment 2023

	PP Pupils	All Pupils	National
Year 1 expected level in Phonics	2 (2 PP pupils)	77%	78%
Year 2 retakes	1 (1 PP pupil)	83%	N/A

### Number of PP Pupils Meeting Age Related Standards 2023

	Reading	Writing	Maths
Year 1	100%	100%	100%
Year 2	0%	0%	100%
Year 3	66%	66%	33%
Year 4	0%	0%	0%
Year 5	33%	0%	66%
Year 6	100%	100%	100%