

# Pupil Premium strategy statement – St Mary’s Catholic Primary School, Chiswick



This statement details our school’s use of pupil premium funding for the academic year 2025-26 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 outcomes for disadvantaged pupils for the last academic year.

## School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	10 PP pupils
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-2028
Date this statement was published	February 2025
Date on which it will be reviewed	February 2028
Statement authorised by	Miss E Keane
Pupil premium lead	Miss E Keane/Mrs K Collis
Governor / Trustee lead	Ms V Santer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,785
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,785

## Part A: 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. Catholic Social Teaching strands of dignity of the human person and option for the poor and vulnerable are at the heart of our school's mission. We are committed to ensuring that every child reaches their full potential through a nurturing environment, positive relationships and learning through high quality teaching.
- We recognise that some children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school. Evidence shows that they often require additional support, and therefore the focus of our Pupil Premium strategy is to support disadvantaged children to achieve their potential and maximise their life skills, 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. (This is the DfE and EEF'S top priority for raising attainment).
- Providing effective targeted adult support where required, this may take the form of pre-teaching, targeted interventions, use of teaching assistants.
- Providing all staff with effective CPD, coaching and mentoring to ensure children's needs are met.
- Providing effective intervention programmes for Phonics, Reading, Spelling and Maths.
- Tackling non-academic barriers to academic success in order to support children's development of their Personal, Social, Emotional and Mental Health and wellbeing needs and attendance.

- Supporting families so that their children will be able to access all areas of the curriculum, including educational visits and visitors to school, participation in extracurricular clubs and school 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 intervention programmes and targeted support.

## Challenges

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

Challenge number	Detail of challenge
1 Early Phonics and Reading	Assessment data and analysis and discussions with teachers show that some of our disadvantaged children have greater difficulties with phonics, and subsequently problems with reading than their peers. 85% of pupils passed the Phonics Screening in 2024, compared with 80% nationally. 1 pupil was PP and continues to receive Phonics intervention. We aim to continue to improve on our results.
2 Attendance and Punctuality	Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. Our intent is for persistent absence to be reduced amongst these pupils 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, Maths	Assessment data and analysis and discussions with teachers suggest some of our disadvantaged pupils have greater difficulties with reading, spelling, writing and maths when compared with their peers. Our intent is to close the gap in attainment for these pupils.

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. Through termly tracking for wellbeing, these pupils have been identified as needing further support with their social and emotional development and wellbeing needs.

## 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. Phonics screening continues to be at least in line with the national average.
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 meetings. Parents attend workshops in Phonics and Reading presentations throughout the school year so that they are confident in supporting their children with reading at home.
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.	<p>Majority of disadvantaged pupils who do not have cognitive SEND or complex SEMH needs will reach age related expectations in Reading, Writing and Maths. 90% PP pupils to achieve Year 1 phonics check. 90% PP pupils to meet Year 4 multiplication check.</p> <p>Disadvantaged pupils with a SEND need will make more than expected progress. Pupil progress meetings will highlight and address individual needs so that targeted support is in place.</p> <p>Teachers and support staff provide targeted interventions for key children in reading, phonics and maths.</p>

Improved communication and language skills for disadvantaged pupils	Identified pupils meet targets for communication and language through intervention programmes and make progress towards ELG for Communication and Language and our Oracy Curriculum in school.
Improved wellbeing and engagement for disadvantaged pupils	<p>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.</p> <p>Access to Play Therapy as required. All PP pupils will have the opportunity to attend a Year 6 residential. All PP pupils will be given the opportunity to participate in at least 1 after school club. All pupils will attend educational visits to support the curriculum. All PP pupils will have opportunities to represent the school in sporting competitions and events.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

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 Wellbeing and Involvement	Enhanced levels of self-awareness, wellbeing, engagement in learning	1,2,3,4,5
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,000

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 highly 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 R, 1, 2, 3 for pupils who need further support. 3 groups x 20 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 highly 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
Targeted Speech and Language Interventions across the school including NELI, Colourful Semantics, Lego Therapy, Big Talk in EYFS	EEF evidence on the development of language and literacy being especially important for disadvantaged pupils. High impact, low cost	3
Year 6 Booster Classes	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: £11,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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
Enhancing pupils' cultural capital by ensuring that they have access to a wide range of experiences	<p>Ensuring that the curriculum is balanced and carefully sequenced, and the wider Curriculum allows opportunities for cultural development</p> <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>	1,2,3,4,5
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	<p>To ensure that disadvantaged pupils have access to quality uniform items</p> <p>Wearing school uniform with pride promotes improvement of behaviour, discipline, feeling of inclusion and alignment to school culture and ethos</p>	2, 5
Subsidising Clubs	To provide greater enrichment opportunities for disadvantaged pupils.	2, 5

	To promote inclusion for all pupils, leading to improved levels of wellbeing.	
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**Total budgeted cost:** £5,000 + £11,785 + £12,00 = £28,785

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

This details the impact that our Pupil Premium Strategy has had on pupils in the 2024-25 academic year. Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff voice, pupil voice and attendance data.

We are extremely proud of the individual achievements of our pupil premium children, which is reflected in positive responses from pupil voice surveys and progress and attainment data. Our KS2 results continue to be above national and borough averages, showing that all pupils make excellent progress from their starting points.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Play Therapy	Heart and Minds Play Therapy

## Service pupil premium funding (optional) – N/A

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Attainment 2024-25

### Year 6 end of year attainment data

Year 6 End of Year attainment 2024-25		
	5 pupils eligible for PP ARE+	National Average for PP ARE+
% achieving expected + in Reading	60%	60%
% achieving expected + in Writing	20%	53%
% achieving expected + in GPS	40%	54%
% achieving expected + in Maths	60%	54%

### Year 2 end of year attainment data

Year 2 End of Year attainment 2024-25		
	2 pupils eligible for PP ARE+	National Average for PP ARE+

% achieving expected + in Reading	100%	N/A
% achieving expected + in Writing	100%	N/A
% achieving expected + in GPS	100%	N/A
% achieving expected + in Maths	100%	N/A

## Phonics attainment

	<b>3 PP pupils</b>	<b>National for PP</b>
Year 1 expected level for Phonics Screening	67% - 2 pupils. 1 pupil EAL early stages of English	67%
Year 2 re-takes	N/A	N/A

## GLD attainment

	<b>1 PP pupil</b>	<b>National for PP</b>
Attained GLD	100%	51%