



Pupil premium strategy statement – St Mary’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	11% 25 children. (incl. 4 Service)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	20.12.2024
Date on which it will be reviewed	31.12.2025
Statement authorised by	Mr D O’Connor
Pupil premium lead	Mrs K Driver
Governor / Trustee lead	Tara Yarker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32440.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year <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>	£32440.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At St Mary's Catholic Primary School, we have high aspirations and ambitions for our children through our curriculum we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and aspire to be the best they can. Through our faith in Jesus, we endeavour to treat all children as individuals, with their own strengths and areas to develop. As a result, many of the reasons listed below may not apply to children in receipt of the PPG, however, these are just some of the barriers to achievements these children may encounter:

- Low attendance
- Punctuality
- A special educational need – learning, speech and language, sensory etc.
- A behaviour, emotional or social need
- Outside challenges i.e. family break down or bereavement
- Financial issues which result in the family being unable to contribute full amounts to residential or school trips.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted activities and additional sessions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress to reach age related expectations as they move through the school.

Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the Pupils
- We 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
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, 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.

Demography and School Context St Mary’s Catholic Primary School is a one form primary school near the centre of Bicester Town, within Cherwell District Council. Like most schools in the town, the demography is constantly changing as more houses are built and the town expands.

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.

For all disadvantaged pupils in school to make more than expected progress to reach Age Related Expectation at the end of Year 6. Achieving these objectives the range of provision the Local Governing Body consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher/adult support focussed on overcoming gaps in learning
- 1-1 support
- Wellbeing and nurture groups led by qualified adult support
- Additional teaching and learning opportunities provided through external agencies

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations with additional support provided for:

- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning activities beyond what is done through class teaching daily.
- Help with paying/Pay for all activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children in Year 3, 4 and 5 to learn a musical instrument and KS2 the opportunity to sing in a choir.
- Promote positive behaviour and nurture by updated Key Stage 1 and 2 reward schemes and in line with the school mission statement.
- Home School Link worker to provide support and services This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Recent information tells us there is a nationwide crisis of attendance in our country (DRB: Senior Leadership Briefing, 2024).</p> <p>Our attendance data shows that 29% of disadvantaged pupils have an attendance below the desired 95%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantage pupils’ progress.</p>

2	<p>Assessment – Reading (KS1-KS2)</p> <ul style="list-style-type: none"> • 9 PP children are Below in Reading • 5 PP children are Just At in Reading • 3 PP children are Securely At in Reading
3	<p>Assessment – Writing (KS1-KS2)</p> <ul style="list-style-type: none"> • 9 PP children are Below in Writing • 6 PP children are Just At in Writing • 2 PP children are Securely At in Writing
4	<p>Assessment – Mathematics (KS1-KS2)</p> <ul style="list-style-type: none"> • 6 PP children are Below in Mathematics • 9 PP children Just At in Mathematics • 2 PP children Securely at in Mathematics
5	<p>Welfare & Mental Health</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues among our disadvantaged pupils.</p> <p>Teacher referrals for support remain relatively high. 9% of PP pupils have been identified for Early Help Support via Strength & Needs assessment, including support from our HSLW consultant.</p> <p>For those families who require further support, external agencies such as the Local, Community Support Service and/or Social Care agencies are requested. These agencies provide a multi-disciplinary approach to support families in times of need.</p>
6	<p>Behaviour</p> <p>Our assessments, observation and discussions with pupils, staff and families identify improvements in low level behaviours. Our Trackit software tells us that our of the behaviours logged, 87.17% are positive behaviours.</p>

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
1. To achieve and sustain improved attendance, in line or above national average, for all pupils, particularly are disadvantaged pupils.	<ul style="list-style-type: none"> • All disadvantaged pupils to sustain an attendance percentage of 95% or above.
2-4. Pupils to achieve the national expectations in progress and attainment in Reading and Writing at KS1 and KS2.	<ul style="list-style-type: none"> • Achieve at or above national average progress and attainment scores in Reading and Writing across KS1 and KS2.
5-6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • For all families, including those disadvantage pupils to be offered early help support where required, and where necessary external advice sourced.

<p>(i) Children to have access to wider opportunities.</p>	<ul style="list-style-type: none"> • For all pupils, including those disadvantaged to have access to pastoral support. This may include 1:1 or group interventions, lead by external or internal support. • For all pupils, including those disadvantaged to take part in enriching experiences such as: <ul style="list-style-type: none"> - Music lessons - Afterschool Provision - Residential Experiences - School trips - Extra-curricular activities - MAC events
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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: £ 14648.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HSLW £12,130.00</p>	<p>Staff training to develop understanding of behaviours including Positive and Adverse Child Experiences (PACEs) and strategies to support.</p>	<p>1, 5, 6</p>
<p><i>Catholic Primary Partnership</i> £2518.80</p>	<p>CPDF is provided for governors, headteachers, senior leaders, middle leaders, SENCOs, HLTAs, TAs, administrative staff, bursars and school business managers via both face-to-face sessions in centrally located venues or via Zoom. We also offer support groups for leaders at various stages of their careers. https://www.bcpp.org.uk/wp-content/uploads/2024/04/cpdf2324-plan.pdf</p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £ 14478.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Clear Sky Play Therapy</i> £9,495.00</p>	<p>https://clear-sky.org.uk/ Clear Sky Play Therapy provides tailored 1:1 sessions with pupils, to support their wellbeing and mental health.</p> <p>Oxfordshire data tells us that is a national crisis around waiting times for assessment withing CAMHS, with an average wait of 3.5 years, due to increasing referrals.</p>	5, 6
<p><i>Music Lessons</i> (i) Piano £18.50 (ii) Clarinet £6.40 (iii) iRock £105.00 £1632.20</p>	To provide all children the opportunity to learn an instrument.	5,6
<p><i>Arch Reader x 3 subsidy</i> £1151</p>	<p>ARCh – a bespoke assisted reading and mentoring service for primary school children unique in Oxfordshire. https://archoxfordshire.org.uk/schools/</p>	2,3
<p><i>Educational Psychologist</i> £2200</p>	<p>St Mary’s Catholic Primary School is part of Bicester Learning in Partnership (BLIP) of which encompasses a group of local primary and secondary schools, working together to improve provision for children with SEND.</p> <p>Within the partnership we fund an allocated number of days for an educational psychologist to complete assessments, individual work and solution circle sessions with pupils and staff.</p>	2,3,4

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

Budgeted cost: £ 3313.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Home School Link Worker</i> [HSLW]</p>	There has been an increase in the number of pupils and parents requesting support via a strength and needs. Oxfordshire data shows	5, 6

	<p>that 1463 Strength and Needs were carried out in 2022-2023, an increase from the previous year.</p> <p>The HSLW, works closely with the SENCO to provide support to families, including individual support as required.</p>	
<i>PAT Dog</i>	<p>HSLW brings into school her PAT Dog once per week to support the wellbeing of pupils as required.</p> <p><i>'When a PAT Dog visits a school, their presence can boost a young person's motivation and morale. Dogs are non-judgemental and great listeners - they don't interrupt or correct - so they aid confidence and concentration levels. PAT Dogs are also known to encourage positive social behaviours, enhance self-esteem and inspire young people to relax and have fun.'</i></p> <p>https://petsastherapy.org/images/uploads/documents/Read2Dogs_A5_Leaflet_1.pdf</p>	5,6
<i>Clear Sky Play Therapy</i>	<p>https://clear-sky.org.uk/</p> <p>Clear Sky Play Therapy provides tailored 1:1 sessions with pupils, to support their wellbeing and mental health.</p> <p>Oxfordshire data tells us that is a national crisis around waiting times for assessment withing CAMHS, with an average wait of 3.5 years, due to increasing referrals.</p>	5, 6
<p><i>School Visits (including residential trips)</i></p> <p><i>Manor Adventure £255.00 per pupil</i></p> <p><i>Yenworthy £365.00per pupil</i></p>	<p>Every year, Year 6 and Year 5 are given the opportunity to go on a residential trip.</p>	5,6
<i>Social skills groups</i>	<p>SLT and SENCO monitoring has identified children who require additional support with social and emotional skills.</p> <p>Support from the Communication & Interaction Team.</p>	5, 6

Total budgeted cost: £ 32440.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see reviewed strategy for 2023-2024.

Intended Outcome 1) To achieve and sustain improved attendance, in line or above national average, for all pupils, particularly are disadvantaged pupils.

We are developing our attendance monitoring protocols in line with *Working together to improve school attendance* guidance.

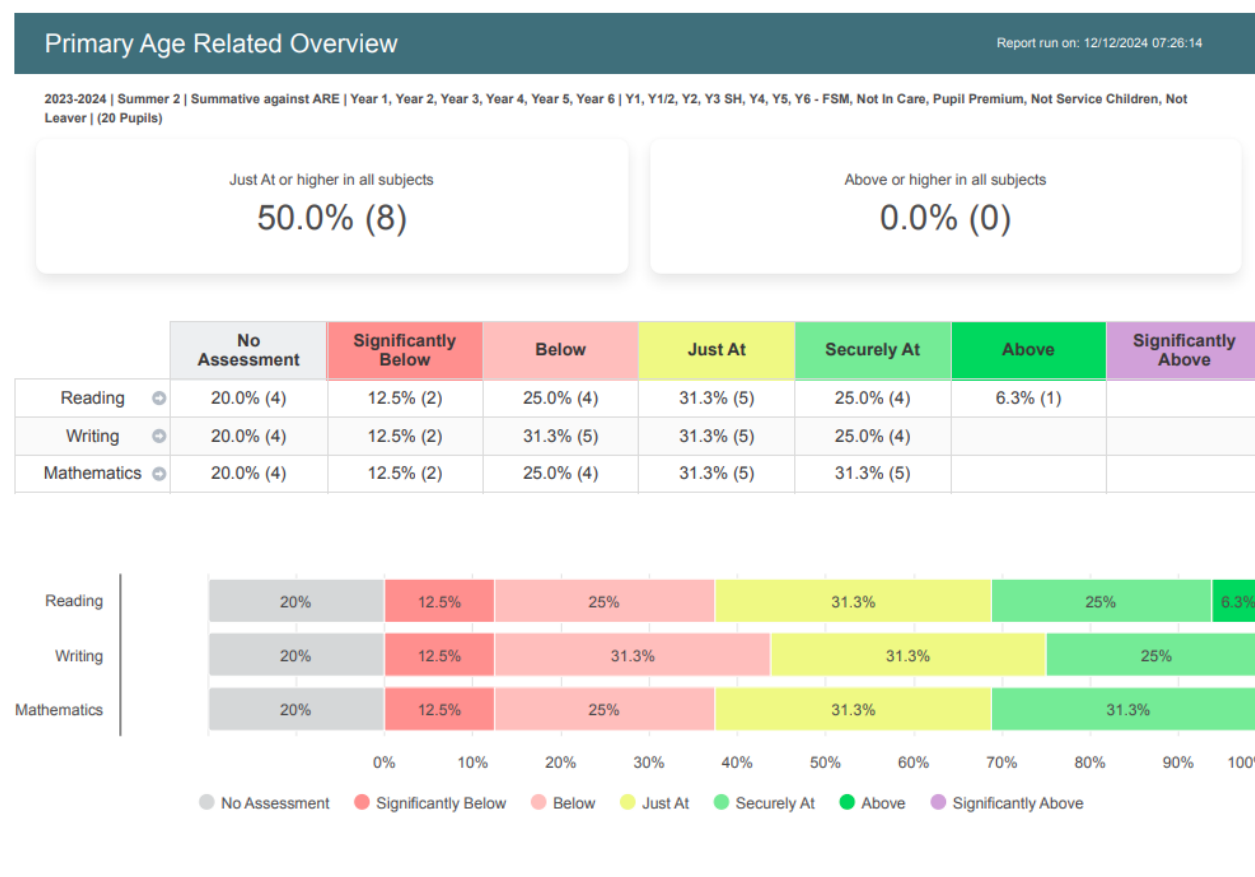
Intended Outcome 2) Pupils to achieve the national expectations in progress and attainment in Reading and Writing at KS1 and KS2.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data and our own internal assessments.

School is investing in *Pathways to Write* for September 2024. This is a writing program which helps to develop the key skills from Early Years to Year 6.

More information can be found using this link [Pathways to Write](#)

The table below shows outcomes for disadvantaged pupils (PP) meeting age related expectations in Summer Term 2024.



Intended Outcome 3) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

During the academic year, our initiatives have significantly benefitted our students' well-being and development. Specifically, four children received individual support from our Clear Sky Play Therapist through tailored one-to-one sessions, addressing their emotional and social needs. Additionally, we allocated £582.00 to facilitate access to enriching experiences, including day trips, clubs, and residential visits.

Moreover, five children had the opportunity to participate in clarinet lessons within the school, enhancing their musical skills. To further support our students, we conducted four Strength and Needs Assessments, which were supported through a Team Around the Family and/or Social Care assistance.

Mrs Driver (SENCO) has been approached by the Bicester Learning In Partnership (BLIP) to take part and help lead the RAW Project. This is the innovative use of using music and rhythm to develop our emotional understanding. This will begin in September 2024.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

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

Programme	Provider
RAW Project (Rhythm and Wellbeing)	Redbridge County Council