

# Pupil premium strategy statement – St Mary’s and St Vincent’s Federated Catholic Primary Schools 2024/25

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data	
School name	St. Mary’s Catholic Primary School	St. Vincent’s Catholic Primary School
Number of pupils in school	188	210
Proportion (%) of pupil premium eligible pupils	24.5% (46)	11.9% (25)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028	
Date this statement was published	December 2024	
Date on which it will be reviewed	July 2025	
Statement authorised by	Amanda Dowling	
Pupil premium lead	Jo Healy	
Governor / Trustee lead	Colette Donohue	

## Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	£68,080	£37,000
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	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0	£0
<b>Total budget for this academic year</b>	<b>£68,080</b>	<b>£37,000</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate that the attainment of our disadvantaged pupils is still not in line with their peers.</p> <p>Our KS2 SATs results show that, although we had closed the gap between disadvantaged and non-disadvantaged pupils at St Mary's Catholic Primary School, we had not achieved the same success at St Vincent's Catholic Primary School.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>Our KS1 Phonics Screening Results show that, although we had closed the gap between disadvantaged and non-disadvantaged pupils at St Vincent's Catholic Primary School, with 100% of our disadvantaged children passing, we had not achieved the same success at St Mary's Catholic Primary School.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Our Multiplication Tables Check (MTC) Results show that, we have not closed the gap between disadvantaged and non-disadvantaged pupils at St Mary's Catholic Primary School or between those achieving the highest scores at St Vincent's Catholic Primary School.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. At St Mary's Catholic Primary School attendance is 2.28% lower and at St Vincent's Catholic Primary School it is 4.61% lower.</p>

	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
--	--

## 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
Improved attainment for disadvantaged pupils at the end of KS2 in reading, writing and maths.	<p>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> <p>KS2 outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS1 phonics screening outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
Improved maths attainment for disadvantaged pupils in KS2.	<p>Multiplication Tables Check outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.</li> </ul>

## 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: **£44,580**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>CPD – Central Bedfordshire Council English Hub</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>2, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Purchase of maths resources to promote a love of learning and embed learning.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Purchase of Hamish and Milo Programme.</p> <p>Outdoor Play And Learning (OPAL) Programme.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>5</p>

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

Budgeted cost: **£32,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind on a one-to-one basis: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  Third Space Learning.	1, 2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on therapeutic thinking, attachment awareness and emotion coaching with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4, 5
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly	6

<p>guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing an attendance and welfare officer (AWO) to improve attendance.</p>	<p>reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £105,080**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

#### **KS2 SATS Results**

	SMPS						SVPS					
	No. of Pupils	RWM Combined	Reading	Writing	Maths	GPS	No. of Pupils	RWM Combined	Reading	Writing	Maths	GPS
National		61%	74%	72%	73%	72%		61%	74%	72%	73%	72%
All	27	59.3%	66.7%	66.7%	70.4%	69.2%	29	58.6%	79.3%	63.3%	75.9%	78.6%
Not PPG	21	57.1%	66.7%	66.7%	66.7%	70%	25	68%	88%	69.2%	88%	84%
PPG	6	66.7%	66.7%	66.7%	83.3%	66.7%	4	0%	25%	25%	0%	33.3%

#### **Multiplication Tables Check (MTC) Results**

	SMPS				SVPS			
	No. of Pupils	Average Score	Score 20+	Score 25/25	No. of Pupils	Average Score	Score 20+	Score 25/25
National (2023)		20.2		29%		20.2		29%
All Pupils	30	14.7	26.7%	3.3%	31	21.2	74.2%	35.5%
Not PPG	18	16.1	33.3%	5.6%	27	21	74.1%	37%
PPG	12	12.6	16.7%	0%	4	22.2	75%	25%



## Phonics KS1

	SMPS				SVPS			
	No. of Pupils	Working Towards	Working At	Compared to National	No. of Pupils	Working Towards	Working At	Compared to National
National (2023)			79%				79%	
All Pupils	30	27%	67%	-12%	30	3%	97%	+18%
Not PPG	23	30%	70%	-9%	28	4%	96%	+17%
PPG	7	14%	57%	-22%	2	0%	100%	+21%

## Early Years Foundation Stage Profile (EYFSP)

	SMPS			SVPS		
	No. of Pupils	Good Level of Development (GLD) %	Compared to National %	No. of Pupils	Good Level of Development (GLD) %	Compared to National %
National (2023)		67%			67%	
All Pupils	30	60%	-7%	30	77%	+10%
Not PPG	29	62%	-5%	29	76%	+9%
PPG	1	0%	-67%	1	100%	+33%

The data demonstrated that:

- KS2 SATS results show that whilst we closed the gap between our non-disadvantaged children and our disadvantaged children at St Mary's Catholic Primary School, we did not close the gap at St Vincent's Catholic Primary School.
- Our MTC results at St Vincent's Catholic Primary School were above national for 2023. With our disadvantaged children achieving a higher average score than our non-disadvantaged children.
- Our phonics results at St Vincent's Catholic Primary School were above national and well above the Local Authority average of 79% (2024). There was no gap between disadvantaged and non-disadvantaged children.
- Our EYFSP results at St Vincent's Catholic Primary School were above national and above the Local Authority average of 69% (2024). There was no gap between disadvantaged and non-disadvantaged children.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

**Attendance Data:**

	SMPS			SVPS		
	2022/23	2023/24	Difference	2022/23	2023/24	Difference
Pupil Premium	91.56%	93.02%	+1.46%	88.99%	90.97%	+1.98%
Not Pupil Premium	90.79%	95.30%	+4.51%	94.36%	95.58%	+1.22%

The data demonstrated that:

- Although attendance of all pupils has improved, there is still a gap between disadvantaged and non-disadvantaged children which needs to be closed particularly at St Vincent’s Catholic Primary School.
- Attendance at extra-curricular activities has improved since the school has funded places for disadvantaged children. However, this is still a challenge and is therefore reflected in our new statement.

## Externally provided programmes

Programme	Provider
Star Reader Assessments	<a href="https://www.renaissance.com/products/accelerated-reader/">https://www.renaissance.com/products/accelerated-reader/</a>
Star Maths Assessments	<a href="https://www.renaissance.com/products/accelerated-reader/">https://www.renaissance.com/products/accelerated-reader/</a>
New Group Reading Test (NGRT)	<a href="https://www.gl-assessment.co.uk/">https://www.gl-assessment.co.uk/</a>
Progress Test English (PTE)	<a href="https://www.gl-assessment.co.uk/">https://www.gl-assessment.co.uk/</a>
Progress Test Maths (PTM)	<a href="https://www.gl-assessment.co.uk/">https://www.gl-assessment.co.uk/</a>
Sonar Tracker	<a href="https://sonar.junipereducation.org">https://sonar.junipereducation.org</a>
Essential Letters and Sounds	<a href="https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/">https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/</a>
NCETM Prioitisation Materials	<a href="https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/">https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/</a>

Times Tables Rock Stars (TTRS)	<a href="https://trockstars.com/">https://trockstars.com/</a>
Hamish and Milo Wellbeing Programme	<a href="https://hamishandmilo.org/">https://hamishandmilo.org/</a>
Outdoor Play and Learning (OPAL) Programme	<a href="https://outdoorplayandlearning.org.uk/the-opal-primary-programme/">https://outdoorplayandlearning.org.uk/the-opal-primary-programme/</a>
Third Space Learning	<a href="https://thirdspacelearning.com/">https://thirdspacelearning.com/</a>
Therapeutic Thinking Training	<a href="https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/advice.page?id=63hDz9tj750">https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/advice.page?id=63hDz9tj750</a>
Emotion Coaching Training and Attachment Awareness Training	<a href="https://www.centralbedfordshire.gov.uk/info/320/virtual-school/1771/understanding_trauma_and_adverse_childhood_experiences/7">https://www.centralbedfordshire.gov.uk/info/320/virtual-school/1771/understanding_trauma_and_adverse_childhood_experiences/7</a>