

Pupil premium strategy statement – St Mary of Charity Primary School. 2024-2025

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	210
Proportion (%) of pupil premium eligible pupils	40.47% (85 Children)
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)	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025 July 2025
Statement authorised by	Louise Rowley-Jones
Pupil premium lead	Rob Moorfield
Governor / Trustee lead	Steph Guthrie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,715
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>	£122,715

Part A: Pupil premium strategy plan

Statement of intent

At St Mary of Charity Primary School, the progress of all of our pupils is at the heart of what we do. We aim to secure aspirational outcomes irrespective of the children's starting points or backgrounds. We carefully consider the challenges facing all pupils, showing a determined and sustained approach to addressing the needs of our community and improving outcomes for all.

Quality first teaching and the relationships developed over time are the cornerstones of our approach. We know that children learn best when they are in a supportive and respectful environment, which nurtures them to achieve their potential. The challenges we have identified below and the resulting intended outcomes allow for non-disadvantaged pupils to sustain their progress alongside accelerating the progress of their disadvantaged peers.

We will ensure that the school does not make any assumptions about disadvantaged pupils and we are responsive to all children's needs. The intended outcomes will be carefully tracked and monitored to ensure that the provision is effective. Using clear school systems, we will intervene and swiftly refocus support if the need arises. We will ensure all pupils are challenged in their learning and that staff take responsibility for raising expectations for all, scaffolding and supporting learners where needed.

At St Mary of Charity Primary School, we recognise the value and importance of personal development. Due to the location of our school, there are many rich opportunities in the local environment that not all our pupils have had access to. We recognise the importance of these experiences and what they bring to children's education and are committed to including these in our curriculum offer.

Challenges

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

Challenge number	Detail of challenge
1	<p>The school's SENCO & Inclusion Lead is full-time and will oversee both SEN and PP. He has achieved his NASENCO accreditation.</p> <p>The SENCO & Inclusion Lead will split his working week to focus on PP and SEN. He will coordinate resources to best suit the needs and provision of vulnerable groups to aid progress and attainment.</p>

2	Baseline data and observation on entry to school in the EYFS show that most children enter school with poorly developed speech, language, communication and listening skills, particularly affecting our disadvantaged pupils' progress in reading.
3	Currently, the school's FSM KS2 Writing results are 1.9% below Kent averages for the expected standard but 16.6% above the Kent average for Greater Depth. This academic year, the school will focus on diminishing the gap in this area to improve attainment.
4	Current attendance is 94.3% which is 1.7% below the targeted 96%. Total absence for pupils has decreased by 0.7% in comparison to the previous year, which is 0.9% below Kent and 0.6% below national. Persistent absence has decreased by 1.5% in comparison to the previous year, which is 5.4% below Kent and 4.4% below national. The school will continue to develop clear systems and procedures to support families who need to improve their attendance.
5	The school will develop its mental health and wellbeing provision, ensuring consistent strategies and support are in place for all pupils. Therapeutic practices will be developed and implemented to support the most vulnerable pupils.

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
To develop the role of the SENCO & Inclusion lead to focus on Pupil Premium, disadvantaged pupils and those with SEND, and ensure accelerated progress despite their starting points.	<ul style="list-style-type: none"> • Clear lines of communication established with parents, staff and pupils, to aid identification of need and proficient support. • Engagement with trust SEN practices, development of the NASENCO award and structured CPD/research means that the SENCO feels fully informed and supported. • Clear and ambitious vision for PP children, those with SEND and high needs; this is demonstrated through monitoring, impact and reviews of needs. • PP and SEN progress demonstrates that they are diminishing the gaps and accelerating their progress.
To develop the skills of speaking and listening across all areas of the EYFS Curriculum so that PP children make accelerated progress in this area.	<ul style="list-style-type: none"> • The percentage of pupil premium children achieving the expected standard in speaking and listening at the end of EYFS will be in line with their peers. • A formalised provision of Speech & Language to be implemented; with key staff being trained. • A language-rich environment in EYFS. • CPD to all early years staff to promote oracy.
To develop maths progress and attainment across the school, with a focus on an increased expected attainment levels in end of KS2 assessments.	<ul style="list-style-type: none"> • Clear strategies for support and implementation across all year groups, positively impacting upon PP and non-PP children.

	<ul style="list-style-type: none"> • PP children will make accelerated progress in KS1 • End of KS2 attainment data will show year on increase • Focussed intervention strategies for children who are working below age expected and/or those who are not making expected progress • Introduction of PIXL
The percentage of children who are persistently absent is reduced from the 2022/23 academic year.	<ul style="list-style-type: none"> • PP children will attend school regularly. • PSA will provide support to families where attendance is a concern. • A clear attendance communication system in place, with individualised support tailored to families. • PP children make expected progress due to improved attendance.
<p>A formalised well-being provision will be established for vulnerable pupils, including PP children.</p> <p>A formalised provision of Therapeutic practice will be established to include Play Therapy, Sensory corridors and Nurture.</p>	<ul style="list-style-type: none"> • Staff are trained in therapeutic approaches. • Designated spaces and resources identified to support therapeutic provision. • Well-being Champions will be implemented and will support peers. • Play Therapy provision introduced • Clear well-being policy and structure to be put in place and communicated to all staff. • Develop sensory provision across the school to support those with Sensory Processing difficulties – to aid well-being and regulation. • Become a NurtureUK accredited school

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: £ 44,442.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fulltime SENCO & Inclusion Lead to focus on PP and SEN to develop provision and progress for	<p>This increased time (from a previous part-time member of staff) will ensure that there is individualised support for children who are PP and SEN. The SENCO will be able to better coordinate provision and support these pupils more regularly; there will also be an increase in the support and contact with parents to ensure progress.</p> <p>Evidence from the EEF framework to support this;</p> <ul style="list-style-type: none"> • Collaborative approaches to learning (+5 months) • Individualised instruction (+4months) 	1,2,3,4,5

disadvantaged pupils. (0.3) £17,407	<ul style="list-style-type: none"> Parental engagement (+4 months) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	
Enhancement of teaching of KS2 Maths- Our deputy headteacher will not have class responsibility to lead on maths across the school, providing support and training to staff. (0.44) £27,035.93	<p>The school is developing a personalised mathematics approach drawing on evidence from the EEF, covering the following elements of research:</p> <ul style="list-style-type: none"> Collaborative approaches to learning (+5 months) Clear feedback (+6months) Individualised instruction (+4months) Mastery Learning (+4months) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £ 41,471.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partial funding to 'top up' HNF salary for an existing 1:1 TA (0.56) £5237.68	<p>To provide ELSA and therapeutic support in KS2 for identified PP children with additional needs in SEMH. The individual will also provide added learning support in the afternoons, alongside targeted intervention for Maths booster groups for PP children.</p> <ul style="list-style-type: none"> Individualised instruction (+4months) Mastery Learning (+4months) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Temporary TAs to provide in-class support and targeted intervention across KS1 & 2 (0.8) £28656.80	<p>4 x temporary TAs (2x KS1, 2x KS2) to provide targeted support in class and intervention of identified PP and SEN children.</p> <ul style="list-style-type: none"> Individualised instruction (+4months) Mastery Learning (+4months) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,2,3,5

<p>Purchase programmes to support speech & language, identified academic support needs and intervention development across the school including Widgit, Nessy, speech and language link, GL Assessment (Dyscalculia/ Dyslexia) and PIXL.</p> <p>Staff are trained to use the programmes successfully and can communicate the impact.</p> <p>£7577.03</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Spoken language activities must be matched to learners' current stage of development so that they extend their learning and connect with the curriculum.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Academic development is tracked and key pupils identified for additional support using the most suitable programme for their need.</p> <p>This expenditure also includes the cost of adult support to run PIXL intervention before school for identified children.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 49,841.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding the Parent Support Adviser to ensure that persistent absenteeism is reduced. (0.75) £21,683.65</p>	<p>Parental engagement has a positive impact, with an average of 4 months of additional progress. There is also a higher impact for pupils with lower prior attainment.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Play therapy Diploma for one TA to support vulnerable pupils. £17,479.50</p>	<p>Therapeutic Play Practitioner has already achieved foundation stage accreditation; she is now working towards achieving her diploma in Play Therapy.</p> <p>Funding ensures release time to attend training and supervision, as well as delivering intervention – contract is secured over 2 years and will be reviewed July 2026.</p> <p>Play practitioner will have dual contracts to deliver therapy in the afternoons whilst mornings will be spent supporting vulnerable children in class.</p> <p>This cost also includes ringfenced funding for supervision with a registered PTUK supervisor.</p>	<p>1,4,5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Well-being champions are trained and in place to support the well-being of children (the Whole School) £3818.22	Identified children trained and supported by senior leadership to implement a well-being strategy directly aimed at children in school, including those with PP and SEMH as an additional need. Costing was worked out at an hourly rate for staff members who supported them for an initial 6 hours, then weekly meetings to support implementation and supervision. Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)	5
Subsidies for cultural capital trips and Events for PP children, to support families. £3260	On average, 50% of children in KS2 are PP. Swimming costs are £3.50 per session, therefore every KS2 child has to pay £21 annually to attend swimming lessons – this is subsidised for PP children to access, wherever a PP family are struggling financially. The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	2,4,5
Resourcing for therapeutic approaches £3600	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,4,5

Total budgeted cost: £ 135,755.81

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

FSP Trends - All Pupils and FSM Ever Pupils Attainment

*DfE published ** Emerging National

	2023					2024				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% Good Level of Development	66.7	20.0	68.3	51.9	67.2	72.4	85.7	67.8	48.7	67.8
% Expected Standard Literacy Goals	70.0	20.0	70.8	54.8	69.7	75.9	85.7	70.2	51.1	70.1
% Expected Standard Mathematics Goals	76.7	20.0	79.2	65.1	77.1	75.9	85.7	77.9	62.2	77.1

The 2024 data shows that we are 37% above Kent for the Good level of development in EYFS for our disadvantaged pupils, which is a 65% increase on the 2023 data. The data for expected literacy goals shows +34.6% above Kent - this shows the impact of the level of support and focus on oracy in EYFS and the appropriate allocation of support staff.

Phonics Trends - All Pupils and FSM Ever Pupils Attainment

*DfE published ** Emerging National

	2023					2024				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% 32+ - Year 1	76.7	62.5	77	59.4	79	86.7	72.7	78.6	63.2	80.2
Number of Year 2 Retakes	5					7				
% 32+ - Year 2	20.0	33.3	56.5	50.3	58.7	0.0	0.0	52.1	45.3	54.6

Our phonics results were +9.5% above Kent for our disadvantaged pupils in 2024, this is an +10.2% increase on 2023. This is legacy impact from the provision of our oracy support in EYFS the previous year, as well as our strongly imbedded phonics scheme and practices. The addition of 2 x KS1 TAs has shown to have had a positive impact on the cohort.

KS2 Trends - All Pupils and FSM Ever Pupils Attainment

*DfE published ** Emerging National

A blank field denotes there is no National data available for that indicator.

	School		2023 Kent		National*	School		2024 Kent		National**
	All	FSM	All	FSM		All	FSM	All	FSM	
	R/W/M % Expected Standard+	60	33.3	59		39.1	60	50.0	44.4	
R/W/M % Higher Standard	20	11.1	8	2.7	8	16.7	16.7	8.1	2.5	8
Reading % Expected Standard+	77	66.7	73	56.9	73	63.3	61.1	75.2	61.0	74
Reading % High Score (110+)	37	11.1	30	16.3	29	20.0	16.7	30.4	18.5	28
Writing % Expected Standard+	87	66.7	74	56.4	72	61.3	55.6	73.3	57.5	72
Writing % Greater Depth	23	22.2	14	5.3	13	29.0	22.2	14.5	5.6	13
GPS % Expected Standard+	63	55.6	69	50.5	73	46.7	44.4	69.0	51.4	72
GPS % High Score (110+)	30	0.0	26	12.0	30	13.3	5.6	28.2	14.9	32
Maths % Expected Standard+	63	33.3	70	51.8	73	58.1	55.6	71.1	54.2	73
Maths % High Score (110+)	37	11.1	22	9.8	24	25.8	22.2	22.5	10.7	24
Reading Average Scaled Score	105	100.9	105	102.0	105	103.4	101.7	105.6	102.9	105
GPS Average Scaled Score	103	98.7	104	100.3	105	100.4	98.3	104.6	101.9	105
Maths Average Scaled Score	104	97.9	104	100.0	104	102.1	100.8	104.1	100.8	104

Our disadvantaged pupils in KS2 achieved +1.9% higher than Kent in RWM combined at the expected standard, this is also an increase of +11.1% from the 2023 data.

Disadvantaged children also achieved +14.2% higher than Kent at the higher standard for RWM combined; +5.6% increase on 2023 data.

Reading at the expected standard is +0.1% in comparison to Kent, with -1.8% at the higher standard.

Writing at the expected standard is -1.9% in comparison to Kent, but +16.6% at the higher standard.

Maths at the expected standard is +1.4% in comparison to Kent, with +11.5% at the higher standard.

Attendance

Attendance	School			Kent			National		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
% Total Absence	2.5	6.0	5.3	3.8	6.6	6.2	3.6	6.3	5.9
% of Persistent Absence Pupils	4.6	13.3	11.8	9.7	19.1	17.2	8.8	17.7	16.2

Total absence for pupils has decreased by 0.7% in comparison to the previous year, which is 0.9% below Kent and 0.6% below national. Persistent absence has decreased by 1.5% in comparison to the previous year, which is 5.4% below Kent and 4.4% below national.

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
Clicker 8	https://www.cricksoft.com/uk/clicker
Speech & Language Link	https://speechandlanguage.info/speech
Widgit	https://www.widgit.com/
GL Assessment (Dyslexia & Dyscalculia)	https://www.gl-assessment.co.uk/
PIXL	https://www.pixl.org.uk/