

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority 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.

Pupil premium strategy statement

Pupil premium strategy statement 2024-27.

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

School overview

Detail	Data
School name	St Mary's Catholic Primary School, Bodmin
Number of pupils in school	207 (and 24 Nursery pupils)
Proportion (%) of pupil premium eligible pupils	28% (this includes FSM, ever6, military LAC/PLAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2026
Statement authorised by	Written by Alison McDonald updated by Tim Moran
Pupil premium lead	Tim Moran
Governor / Trustee lead	Susan Skinner

Funding overview

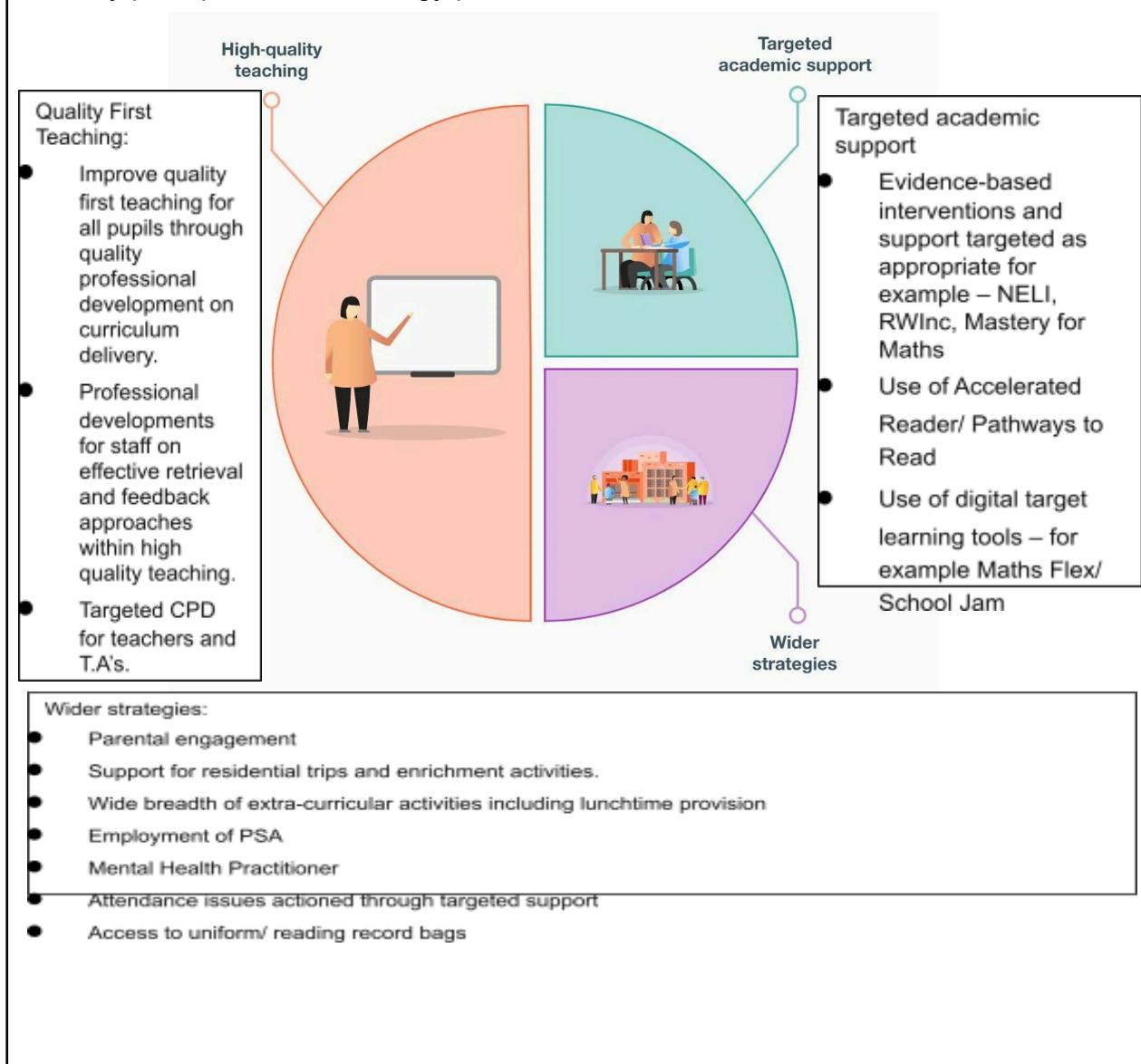
Detail	Amount
Pupil premium funding allocation this academic year	£94,469
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,469

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School, we believe that providing quality first teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on the improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, understanding academic and emotional needs and growing potential in every child.

The key principles of our strategy plan are:



Challenges

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

Challenge number	Detail of challenge
1	Embed effective assessment strategies across the curriculum so that practitioners know what pupils have learnt, and effectively identify and close learning gaps.
2	Limited awareness of themselves as independent learners and ways they can manage their own learning to improve outcomes.
3	Increase % of parents engaging in school. Strengthen relationships with parents of disadvantaged pupils to ensure they have the very best start to life.
4	To ensure that school attendance is consistently in line or above the national average by the end of the academic year and the % of pupils who are persistently absent is not higher than the national average.

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
Embedded assessment strategies used across the curriculum so that pupils know what they are learning and what they have learnt, effectively closing prior learning gaps.	<ul style="list-style-type: none"> • Increase of pupils achieving % of exceeding EXS and GDS in all subjects across all year groups. • Increase % of pupils exceeding in all subjects at the end of EYFS, KS1 and KS2.
Increased understanding of themselves as learners; embedding meta-cognition as standard practice to improve learner's outcomes.	<ul style="list-style-type: none"> • Use of meta-cognition strategies as standard practice for teaching and learning- to be seen in all learning sessions. • Increased book and photographic evidence of pupils leading their own learning using meta-cognitive strategies.
Increased % of parents engaging in school. Strengthened parental relationships of disadvantaged pupils ensuring their very best start to life.	<ul style="list-style-type: none"> • Strengthened parental and school communication ensuring all parents are happy about the workings in the school. • Frequent parent and school events that support and strengthen the experience of a child at school. • Regular and varied learning opportunities supporting parental personal development and understanding.

<p>School attendance is consistently in line or above the national average by the end of the academic year and the % of pupils who are persistently absent is not higher than the national average.</p>	<ul style="list-style-type: none">• % of pupils attending is at or above national expectation for all groups.• Parents have a clear understanding of policy and practice and work with the school to ensure their child has good attendance.
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Activity in this academic year 24-27

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: £ £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental Coaching and Developmental Drop-ins - Challenge and deepen pupils learning through questioning, scaffolding and adaptive teaching	<ul style="list-style-type: none"> EEF Metacognition and self-regulation +7 EEF Collaborative learning approaches +5 EEF Mentoring +2 Cognitive Science approaches in the classroom: A review of the evidence EEF July 2021 EEF individualised instruction +4 	2 3
Targeted questioning, scaffolding and adaptive teaching	<ul style="list-style-type: none"> EEF Teaching Assistant Interventions +4 	1
Meta-Cognition & Rosenshine <i>(Plymouth CASTs Principles of Teaching and Learning)</i>	<ul style="list-style-type: none"> EEF Metacognition and self-regulation +7 EEF Mastery learning +5 Cognitive Science approaches in the classroom: A review of the evidence EEF July 2021 Rosenshine's Principles of instruction 2010 	1 2 3
Support for early career teachers	<ul style="list-style-type: none"> EEF Behaviour interventions +4 EEF Collaborative learning approaches +5 Cognitive Science approaches in the classroom: A review of the evidence EEF July 2021 EEF Feedback +6 EEF Metacognition and self-regulation +7 	1 2 3
Parental Engagement	<ul style="list-style-type: none"> EEF Parental Engagement +4 	3 4
Assessment for learning	<ul style="list-style-type: none"> EEF: Teacher feedback to improve pupil learning +6 EEF Feedback +6 EEF Metacognition and self-regulation +7 	1 1 1

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention. Use of specialist speech and language professional to support SEN SALT TA in provision at the school.	<ul style="list-style-type: none"> EEF Early Years Communication and Language Approaches Intervention +6 EEF Oral Language interventions +6 EEF Small group tuition +4 	1
Pathways to Read	<ul style="list-style-type: none"> EEF Reading comprehension strategies +6 Ofsted Reading Framework July 2021 	1 2
Maths Flex/ School Jam (Maths learning)	<ul style="list-style-type: none"> EEF Feedback +6 EEF Homework +5 	2 4
Read Write Inc	<ul style="list-style-type: none"> EEF Improving Literacy +7 	1

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of PSA to monitor attendance and behaviour	<ul style="list-style-type: none"> EEF Behaviour interventions +4 EEF Parental engagement +4 	2 4
Trauma informed practice used in targeted support	<ul style="list-style-type: none"> EEF Metacognition and self-regulation +7 EEF Socially and emotional learning +4 	2 4
Access to a Mental Health Practitioner (NHS) wellbeing	<ul style="list-style-type: none"> EEF Metacognition and self-regulation +7 EEF Social and emotional learning +4 	2 4
Parental Engagement framework with Cornwall LA.	<ul style="list-style-type: none"> EEF Parental Engagement +4 	3 4

Total budgeted cost: £ 86,000

£6,329 contingency for further intervention: uniforms, trips, school dinners, interventions with TIS practitioner, tutoring. Review of outcomes in the previous academic year 24-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

- We have increased access to an Education Mental Health Practitioner and have trained an additional TIS practitioner.
- Families and children are supported through Pastoral lead who also monitors attendance
- Overall whole school attendance for 2024-25 has improved to 95.2% from 93.8% in 2023-24. Attendance for children entitled to the Pupil Premium Grant has improved to 92.3% from 92.1%.
- Targeted intervention work has had a positive impact upon progress.
- Increase in attainment of Reading, Writing and Maths for PP children from last academic year to be in line with non-disadvantaged pupils.

Attainment outcomes 24-25

Subject	Full cohort	PP
Reading	81%	74%
Writing	77%	66%
Maths	79%	67%

There remains a gap between the outcomes of pupils eligible for the PP grant and those who are not. However, the outcomes for pupils in receipt of the grant are close to the national average outcomes for all pupils. The reading outcomes for our pupils in receipt of Pupil Premium exceed the national average outcomes for all pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, write inc	RWI- Kernow English Hub
Pathways to Read	The Literacy Company
Maths Flex/ School Jam	Power Maths Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting with AR reader and Forest school.
What was the impact of that spending on service pupil premium eligible pupils?	Raising self-esteem so that SPP children are emotionally ready for learning.