

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Marist Catholic Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Emily Fanzo
Pupil premium lead	Bethan Punter
Governor / Trustee lead	Rhoda Breakell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73750
Recovery premium funding allocation this academic year	£nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
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	£73750

Part A: Pupil premium strategy plan Statement of intent

Our key prioritised skill in school is reading and our Pupil Premium Strategy Plan underpins this to ensure equality of access for disadvantaged children.

The strategy that The Marist has adopted is one of focusing any PPG money directly on improving pupils' outcomes through high quality teaching, interventions and resources, particularly in reading. We do not isolate these children, teaching them alongside their peers for the majority of the time supplemented with small group or individual interventions to suit the need of the child. More able PP children are identified and work alongside their peers to ensure they achieve their very best. We analyse the performance of all children on a termly basis and make any changes as necessary.

We have found that the small teaching groups and the rigour of our early reading programme is highly effective for all children including children in receipt of PPG.

Challenges

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

Challenge	Detail of challenge
1. Progress of PP children is at risk due to school closures and absence to Covid	Parents of PP children had less capacity/resources to support children's learning during lockdown.
2. During the Covid crisis, behavioural, social and emotional issues are having a detrimental effect on academic progress.	Some PP children are struggling to regulate, creating a barrier to learning. Some families have struggled with other issues such as loss of earnings, difficulties with housing and transport which impacted on attendance. Parental anxiety around Covid has also impacted the emotional well-being of the children.
3. The starting point for EYFS children varies as some children did not attend nursery due to Covid.	Despite EYFS settings remaining open, bubble closures disrupted some children's nursery experience, and some families chose not to send their children to nursery. The lack of other networks during the pandemic, for example, community toddler groups impacted on the social skills of some children.
4. Some parents have limited capacity to support with reading and home learning.	Some parents are not in a position to hear their children read or support with home learning due to working outside the home, shift work or their own difficulties with reading.

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
Children eligible for Pupil Premium achieve at a level comparable to their peers.	Percentage of all pupils eligible for Pupil Premium Funding achieving ARE is in line or higher than national and LA averages.
Behavioural, social and emotional issues are addressed where the impact of Covid and school closures has had significant impact on PP children	Children have a positive attitude to learning and are happy to come to school. Fewer incidences recorded in CPOMs, fewer incidences of PP children in 'time-out' or exclusions
Gaps between PP children and their peers are addressed in the first years of schooling through RWI, Master Readers and Nurture interventions, and additional booster sessions as required.	Reduced variation in outcomes for children at EO EYFS, phonics check and EOKS1/EOKS2

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: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching supported by steplab coaching system	Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving. – CfBT, Lofthouse, Leat and Towler	1,2,4

Targeted academic support

Budgeted cost: £ 5,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI to be fully implemented across KS1 with Fresh Start for those who join us in KS2 have weak phonics/ reading skills.</i>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> <p>Several robust studies of phonics programmes in English have been published in recent years. The findings show that phonics programmes can be effective in English schools, but also underline the importance of high quality implementation. – Source EEF</p>	1,3,4
<i>Voice 21 (Oracy)</i>	<p>Research by the Education Endowment Foundation (EEF) shows that structured oral language support can boost academic progress by up to six months, enhancing literacy and confidence. Pupil premium children, who may have fewer language-rich experiences outside school, benefit significantly from oracy development, as it helps bridge attainment gaps and fosters social skills. Studies, such as those by Robin Alexander and the Cambridge Primary Review, highlight that dialogic teaching can effectively support these children by promoting active engagement and deeper thinking.</p>	3, 4

Wider strategies

Budgeted cost: £ 57,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture Class (Bumblebees) and Full time ELSA provision and The Hive</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.⁸ This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to</p>	3

	suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. - EEF	
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Wider Strategies

Budgeted cost: £ 6,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development: Access for families to trips, extra-curricular activities and additional support	Extracurricular activities are an important part of education in their own right. They help children to develop skills, which are wider than the National Curriculum. The EEF also states that there is some evidence that providing free, universal, before school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.	2, 3, 4

Total budgeted cost: £73750

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.

Phonics check was 100% by end of year 2 and 98.3% at Year 1 as one child was dis-applied.

The multiplication check average was 23.3 – above the national average with no significant difference between PP and non –PP pupils.

Use of funds for RWI have shown significant improvement in Phonics and reading scores for all pupils including PP and this is on an upwards trend so will continue. Bumblebees group for those not yet ready to cope with the full Year 1 curriculum in class follows a very structured nurture curriculum with staff who have completed national qualifications in order to provide this specific intervention, the successful reintegration of these pupils back into class has meant that we are continuing with this for the next year. The ELSA team are pivotal in our work with many of our PP children and most have contact with an ELSA on a regular basis throughout their time at our school, the emotional support this provides ensures that they can be ready to learn when in class – our ELSA's are fully trained and attend regular updates, networks and supervision.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. As a result, we have added some money for personal development to support pupil premium children with extra-curricular activities, trips, extended schools and so forth.

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
ELSA intervention for PP pupils especially at transition points	

RWI – ensuring excellent phonic understanding leading to quicker ability to read.	Read Write Inc
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