

# St Mary's Priory Infant and Junior Schools

## Pupil premium strategy statement



This statement details our school's use of pupil premium (for the 2023 to 2024 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	St Mary's Priory Infant and Junior Schools
Number of pupils in school	Infants: 102 Juniors: 160
Proportion (%) of pupil premium eligible pupils	Infants: 24.5% Juniors: 38.75%
Academic year/years that our current pupil premium strategy plan covers	2023.24
Date this statement was published	Sept 23
Date on which it will be reviewed	Sept 24
Statement authorised by	Jane Ronan
Pupil premium lead	Claire Reynolds
Governor / Trustee lead	Martha Hawting

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants: £ 40,740 Juniors: £ 107,670
Recovery premium funding allocation this academic year	Infants: £3,226.25 Juniors: £ 7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Infants: £ 43,966.25 Juniors: £ 115,500

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's Priory Infant and Junior Schools we are committed to ensuring that each individual pupil receives the very best education, allowing them to reach their full potential academically and socially.

This belief is reflected in our school mission:

"At St. Mary's Priory Catholic Infant and Junior Schools we strive to develop a happy, caring, healthy and secure learning environment. We seek to understand, celebrate and enhance the diversity of our community. In this calling we are encouraged by Christ as our centre and Mary as our mother."

Our Mission is:

- To love one another as Mary loves Jesus and Jesus loves us
- To do our best always
- To take care of ourselves and the world God has given us"

Our ethos and learning culture ensures that we have the highest expectations and that we continually strive to ensure that no pupil is left behind.

When deciding how to spend the pupil premium grant, we ensure that the best available research underpins our decisions. By using the Education Endowment Foundation Toolkit, we ensure that money is directed using effective, well-researched interventions and strategies.

In addition, we structure the provision based on the [DfE's guidance](#) on how the grant should be spent. This gives us the widest possible benefit to the children in receipt of the grant and is spread thus:

### **1. Teaching**

*Investing in high-quality teaching, for example:*

- *training and professional development for teachers*
- *support for teaching & learning resources*
- *recruitment and retention*
- *support for teachers early in their careers*

### **2. Targeted Academic Support**

*Additional support for some pupils focussed on their specific needs, for example:*

- *one-to-one tuition*
- *small group tuition*
- *speech and language therapy*

### 3. Wider Approaches

*Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:*

- *school breakfast clubs*
- *counselling to support emotional health and wellbeing*
- *help with the cost of educational trips or visits*

In short, we use this guidance and research to ensure that the grant is used to be able to have quality provision in place that benefits all children in receipt of the grant.

Driving principles, include:

- A high profile is given to Disadvantaged Pupils
- All staff are accountable for the progress of Disadvantaged children
- The progress and attainment of all Disadvantaged pupils is carefully tracked and analysed. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Our funding priorities fall into the following areas:

- Improved Pupil Feedback: personalised feedback for progress
- Language support and development in EYFS/KS1
- Social and Emotional Support: ensuring that children are ready to learn, free from distraction
- Enrichment within and beyond the curriculum: trips, residential, sport, arts
- Catch-up Interventions for reading, writing and maths
- Learning and the Curriculum: improving curriculum resources to appeal to the hard to reach
- Support for Parents and Families: after school club, breakfast club, enrichment clubs, support with uniforms

## Challenges

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

Challenge number	Detail of challenge
1	Bridge from phonics to fluency in reading (year 2 onwards)
2	Attendance
3	Communication and Language & Early Language Acquisition
4	Mental Health & Wellbeing
5	Access to enrichment

## 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
<p>Bridge from phonics to fluency in reading (year 2 onwards)</p> <p>Pupils move from Year 1 phonics into a well-planned programme of reading in Year 2 Pupils are assessed accurately and read books matched to their fluency and decoding ability Teachers receive training and deliver reading sessions to maximise the progress of reading in Year 2</p>	<p>Fluency in reading increases Comprehension of texts improve because fluency has improved</p>
<p>Attendance improves thus ensuring our children receive the education they are entitled to</p>	<p>Persistent absentee % decrease Increase in our school's attendance figure- getting closer to our school's target of 97%</p>
<p>Children's language &amp; understanding is supported and developed quickly to enable them to fully access the curriculum</p>	<p>Pupils reach a good level of development by the end of EYFS</p>
<p>Pupils are regulated and have a good capacity to enjoy school life and beyond; their personal development is strong</p>	<p>Pupils achieve well day-to-day and are happy to work hard at SMP</p>
<p>Children are able to participate in all school activities</p>	<p>Financial hardship is not an inhibitor to children fully enjoying the school's wider offer: trips, residentials, after school clubs, breakfast clubs, uniforms etc.</p>



## 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.

Infants: £44,998

Juniors: £ 94,973

Total: £139,971

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Year 2 reading programme (Little Wandle) Yr2 fluency	EEF – Phonics (High Impact, Very Low Cost, Impact: +5 months)	1
Communication and Language CPD	EEF – Oral Language Interventions (Very High Impact, Very Low Cost, Impact: +6 months)	3

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

Budgeted cost: £83,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years Language Support	EEF – Oral Language Interventions (Very High Impact, Very Low Cost, Impact: +6 months)	2, 1
Phonics 'Keep Up' One to One	EEF – One to One Tuition (High Impact, Moderate Cost, Impact: +5 months)	1
Phonics Rapid Catch Up Year 2+	EEF – Phonics (High Impact, Very Low Cost, Impact: +5 months)	1
Phonics Rapid Catch Up KS2	EEF – Phonics (High Impact, Very Low Cost, Impact: +5 months)	1
Reading Interventions	EEF – Small Group Tuition (Moderate	1

KS2	Impact, Moderate Cost, Impact: +4 months)	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £50,488

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support for Attendance- EWO Haringey	High attendance and punctuality is the bedrock for all progress and achievement in school	All
Mental Health & Wellbeing Support- Art Therapist	EEF – Social & Emotional Learning (Moderate Impact, Low Cost, Impact: +4 months)	4
Mentoring & Behaviour	EEF – Behaviour (Moderate Impact, Low Cost, Impact: +4 months)	4
School Trips & Enrichment clubs	Contributes to mental health & wellbeing (DfE Statutory Guidance lays out the link between physical and mental health). Clubs also offer children the opportunity to socialise and make friendships.	5

**Total budgeted cost: £139,971**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Groups KS2:

	Disadva	Not Disadva
	<b>16</b>	<b>27</b>
Reading EXS	69%	70%
Reading GDS	31%	33%
Writing EXS	75%	74%
Writing GDS	19%	30%
Maths EXS	75%	78%
Maths GDS	19%	52%

#### Groups KS1:

	Disadva	Not Disadva
	<b>9</b>	<b>31</b>
Reading EXS	78%	74%
Reading GDS	22%	10%
Writing EXS	56%	61%
Writing GDS	11%	10%
Maths EXS	56%	90%
Maths GDS	33%	16%

#### Phonics



3.2.4 Pupil Groups	All	Dis	Not Dis
Number of pupils	39	14	25
School Phonics WA	77%	64%	84%
Haringey WA	82%	75%	84%
National WA	79%	67%	82%

#### GLD

4.2.4 Pupil Groups	All	Disad	Not Disad
Number of pupils	30	6	24
St. Mary's RC	73%	83%	71%
Haringey	73%	62%	75%
National Provisional	67%	52%	70%

### 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
N/A	

## Service pupil premium funding (optional)- N/A

*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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

**Further information (optional)**

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