



**Dorchester Oct 2024**

**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, 11<sup>th</sup> 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

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Catholic First School Dorchester
Number of pupils in school	150 ( 32 PS)
Proportion (%) of pupil premium eligible pupils	18 chn 12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	31.10.24
Date on which it will be reviewed	March 25
Statement authorised by	Paula Fearn, Executive Headteacher
Pupil premium lead	Paula Fearn, Executive EHeadteacher
Governor / Trustee lead	Helen Johnston

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20, 720
Recovery premium funding allocation this academic year	0
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	£20,720

# Part A: Pupil premium strategy plan

## Statement of intent

*St Mary's Catholic First School is a one form entry school which has 13% children in receipt of Pupil Premium. We work collaboratively as part of DASP to ensure that all children from EYFS to Sixth form have access to a wide range of learning opportunities and strategies to support them to grow into successful adults to work within the Dorchester community and beyond. We recognise the need to support the children fully by addressing barriers to learning and providing successful strategies which they can use throughout their adult lives.*

### **Ultimate Objectives**

- To ensure the children have a sense of understanding of their place in our school community and wider community they live within in Dorchester.***
- To narrow the attainment gap in Reading, Writing and Maths between disadvantaged and non – disadvantaged children in school and nationally at EYFS and Year 2.***
- To ensure all disadvantaged pupils make more than expected progress in Reading, Writing and Maths.***
- Develop oracy skills and provide children with a wide and rich vocabulary which is seen in writing across the Curriculum.***
- To offer disadvantaged children life experiences to enrich every learning opportunity; Author visits, extracurricular clubs, school trips, residential, Forest school opportunities***

## **Achieving our objectives**

- **Quality first teaching across the curriculum, ensuring there are appropriate CPD opportunities for staff including support staff.**
- **1:1 and small group opportunities with the class teacher for pupil conferencing and working towards SMART goals.**
- **Small group and 1:1 targeted support in Caterpillar group to build resilience and work on Writing goals.**
- **Forest schools to build resilience, self confidence and a positive approach to school life and learning about our environment (ECO link)**
- **Increased opportunities for children to attend extra-curricular clubs in school for eg Singing & Creative writing Residential Trips.**

**Increased opportunities for pupil to have the opportunity to learn and play a musical instrument**

- **Additional opportunities for wellbeing support; Trick box, ELSA, Sensory, Nurture and TIS sessions**

**Small group support: First Class@ Number, Number sense.**

## Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress in Reading, Writing and Maths
2	39% of children in receipt of PP are also on the schools SEN register with additional needs which include Speech & Language support from external agencies
3	Low aspiration from Parents and lack of engagement to help their child with learning ( Evidence is taken from Trauma Informed Schools, ACES) 21% families receive regular ongoing support at TAF level.
4	Lack of resilience and low emotional intelligence identified in 39% children in receipt of PP

## 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
All children make accelerated progress in Reading, Writing and Maths from EYFS baseline.  All children to pass the Year 1 Phonics check	All children in receipt of PP from EYFS to Year 4 to make more than good progress from their starting points

All children in Year 4 to pass the Multiplication check	All children to reach national levels of attainment in line with their peers
<p>Pupils will access a range of strategies in a positive way ( using PBL)</p> <ul style="list-style-type: none"> <li>Wellcomm programme for identified for children from Preschool to Year 4</li> <li>Neli programme used for identified pupils in EYFS to support oracy development</li> </ul> <p>As a result of positive engagement through the delivery of programme identified children will have developed an extended vocabulary which will be evidenced in their speech and writing.</p> <p>All PP children will make good progress in developing their oral vocabulary skills through participation in games &amp; full engagement in CAST oracy project</p> <p>Enhanced Parental engagement - Parents feel safe to engage with school</p> <p>Parents confidence is built and they have skills to support learning for their child at home</p>	<p>Invite to targeted families for parental workshops to build confidence and upskill parents</p> <p>Parental invite to Trickbox training to create "healthy family habits"</p> <p>Parental training on a 1:1 or small group to provide skills to support early reading, phonics and number.</p> <p>Parents invites to take part in Forest schools to develop positive relationships</p> <p>Use of "place of joy" to hold meetings in a comfortable, safe environment</p>
<p>Children make at least good progress with their learning and are in a "just right state to learn"</p> <p>Children have developed strategies in "support" time which they can use independently or with support to engage with learning within the classroom when faced with a challenge</p>	<p>Use of effective support strategies and intervention including mental wellbeing to ensure progress for PP children with additional learning needs</p> <ul style="list-style-type: none"> <li>Trauma Informed school support</li> <li>ELSA</li> <li>Caterpillar group</li> <li>Trickbox</li> <li>Reading dog</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: £ 2,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure accelerated outcomes for reading across the school</p> <p>Year 3 of 3 investment in RWI book bag books to match reading scheme books and support RWI at home and in school</p> <p>Accelerated Reader for KS2</p>	<p>Targeted support for early reading across KS1 and identified children in Year 3 and 4 to develop – reading, writing and vocabulary.</p> <p>Workshops/ 1:1 support for targeted families to increase parental engagement at home which allows increased opportunities to develop a love of reading and a wider vocabulary</p>	1, 2, 3, 4, 5
<p><i>Targeted use of the Write Stuff plus Independent cross curricular writing to improve Year 3/3</i></p> <p><i>outcomes of writing throughout the school.</i></p> <p><i>CPD for all staff to improve outcomes</i></p>	<p>Although children's writing is above the National Average there has been a decline in the 3 year trend.</p> <p>The write stuff scheme focuses specifically on acquisition and development of language from EYFS with increased opportunities for oracy and the development of writing. Children have increased "talk time and chat time" to develop targeted language and connect ideas for writing.</p>	1, 2, 3, 4

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

**Budgeted cost: £ 18,220**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Identified children to take part in Caterpillar group working collaboratively with others to accelerate progress in reading/writing and maths</p> <p>Development of key skills in a real life environment</p>	<p>research in school and through discussion with “our “ parents have led us to design the support which gives children the opportunity for real life learning experiences that otherwise they would miss out on.</p> <p>Shopping eg maths calculations</p> <p>Reading a variety of genres and being exposed to different authors eg book club and writing reviews</p>	1,2,3,5
<p><i>Class teacher to deliver targeted support children on a 1:1 and small group basis working on SMART writing targets used alongside quality first teaching based on Rosenshine</i></p>	<p>Children to make at least expected progress in Reading, Writing and Maths</p> <p>Children’s emotional needs are being met, placing them in a just right state for learning.</p> <p>Adults create a successful learning environment in which all children can access the curriculum and develop strategies to ensure success.</p> <p><b>Sutton Trust: meta -cognitive and self -regulation strategies + 8 months one to one tuition + 5 months Feedback + 9 months</b></p>	1,2,3,5
<p><i>Targeted Phonic/reading intervention – Year 2 – 4</i></p>	<p>Children to make rapid progress using the RWI scheme</p> <p>Sutton trust : One to one + 5 months Parental involvement + 3 months</p>	1,2

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



Budgeted cost: £4,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted children to have access to ELSA, TIS</p> <p>CPD for staff development to support targeted children</p>	<p>Children will be able to explain why and how they have used strategies and resources. Use of teacher feedback to ensure successful learning</p> <p>Sutton Trust: meta -cognitive and self -regulation strategies + 8 months one to one tuition + 5 months Feedback + 9 months</p>	1,2,5
<p>Opportunities for children to have peripatetic music lessons / Sports</p>	<p>children will have wider opportunities to learn an instrument or take part in additional sporting</p>	1,2,5
<p><i>Identified parents to take part in the Trick box training</i></p>	<p>To increase positive relationships with school</p> <p>empower parents and upskill them to grow to have a love of reading, writing and maths</p>	1,2, 5
<p><i>Subject leaders for Maths and English lead Parent workshops on Power Maths and The Write Stuff</i></p> <p><i>Class teacher to support Parents with Google Classroom</i></p>	<p>To increase positive relationships with school</p> <p>empower parents and upskill them to grow to have a love of reading, writing and maths</p>	1,2,5

## 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 2023/24 academic year.

--

#### 23 - 24

GLD	No chn	PP (All) 3 chn	National
80%	30	33%	68%

Phonics	No Chn	PP (All) 2 chn	National
86%	29	100%	80%

Year 2 - 100% pass at retake level

#### Results 23/24

	Read All	Read PP	Writ All	Writ PP	Maths All	Maths PP
Yr 1	90%	100% (2chn)	79%	50%	86%	100%
yr 2	86%	100% (2chn)	67%	50%	80%	100%
yr 3	81%	80% (5 chn)	67%	40%	78%	40%
yr 4	91 %	60% (7 chn)	55%	14%	77%	60% (6 chn)

--

**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
Online learning for Maths and English	IXL
X times online learning	TT Rockstars
Purple Mash	

