



**The Federation of Sacred Heart and St Mary's  
Catholic Primary Schools, Battersea**



**St Mary's R.C. Primary School, Battersea**

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Executive Headteacher Mr. Jared Brading

Associate Head Mrs. Claire Mitchell

**Pupil Premium Strategy Statement (Primary)**

**School Overview**

<b>Metric</b>	<b>Data</b>
School name	St Mary's RC Primary School
Pupils in school	211
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	£127,085
Academic year or years covered by statement	2018-21
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Jared Brading
Pupil premium lead	Claire Mitchell
Governor lead	Niamh Coyne

**Disadvantaged pupil progress scores for last academic year**

<b>Measure</b>	<b>Score</b>
Reading	-1.3
Writing	-0.5
Maths	-2.9

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Reading 60% Writing 80% Maths 79%
Achieving high standard at KS2	Reading 13% Writing 13% Maths 7%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received sounds write training to deliver the phonics scheme effectively
Priority 2	Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.  Year 5 and 6 reduced class sizes for English and maths.
Projected spending	£47,000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national at least average progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve at least national average progress scores in KS2 Writing	Sept 21

Progress in Mathematics	Achieve at least average KS2 Mathematics progress score	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (96.9%)	Sept 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 2	Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£47,000

**Targeted academic support for current academic year**

<b>Measure</b>	<b>Activity</b>
Priority 1	Buy and embed use of 'lexia' reading programme across all year groups to increase reading for pleasure
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in reading (Beanstalk) – typically an area of weakness
Projected spending	£25,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Creating and embedding a Magic Breakfast club
Priority 2	Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£27,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths priorities attached to maths lead and other teaching delegated to other staff.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other 'Achievement For All' to reach 'hard to reach' families.

## Review: last year's aims and outcomes

Aim	Outcome
To increase number of KS1 pupils achieving expected or above.	57% of pupils eligible for FSM achieved expected or above for reading compared to 59% the previous year.  The decline in pupils eligible for FSM achieving expected and above for writing and maths was disappointing and significantly lower than previous year.
To increase proportion of children in the early years reaching a good level of development is at or above national averages.	Overall GLD went from 48% to 60%. In terms of total score across the EYFSP aspects, children eligible for FSM outscored those not eligible. Disadvantaged children outscored others.
To improve whole school attendance.	Overall absence for pupils eligible for FS went down from 6.4% 2018 to 5.1% 2019.