

Pupil premium strategy statement – Saint Mary’s Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	15.7% (31 chn)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Martine Gum
Pupil premium lead	Hannah Murphy
Governor / Trustee lead	Joyce Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£41,440

Part A: Pupil premium strategy plan

Statement of intent

At Saint Mary's Catholic Primary School, we have high aspirations and ambitions for all children. We aim to give every child the best possible experience of primary school and prepare them for the next stage of their academic and spiritual journey. We are committed to meeting children's pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is safe, valued, loved and entitled to develop to their full potential. In addition to this, we aim to provide a rich and varied curriculum and give all children access to a variety of exciting opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations, and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our monitoring of attendance, assessments and observations indicate that a minority of disadvantaged pupils' progress is being affected by behavioural difficulties, absenteeism, and the school aims to proactively reduce this.

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
Priority 1 High Attainment of all pupils	Improvement in number of pupils achieving ARE (age related expectations) in reading, writing and maths for disadvantaged children.

<p>For disadvantaged pupils to maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To provide high quality interventions for those children who have 'fallen behind'.</p>	<p>Disadvantaged children to make expected or more than expected progress in reading, writing and maths.</p> <p>Disadvantaged pupils perform in line with non-disadvantaged pupils in the EYFS Early Learning Goals and in Y1/Y2 phonics screening check.</p>
<p>Priority 2</p> <p>Emotional Resilience</p> <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Family Support Worker (FSW), Education Welfare Officer (EWO), SENCo, ELSA trained TA and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to receive support which may include ELSA sessions, interventions based around resilience, emotional regulation or social understanding, break and lunch support from staff members.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
<p>Priority 3</p> <p>Engaging Curriculum</p> <p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<p>Pathways to Read and Write provides pupils with rich and engaging texts.</p> <p>White Rose provides sequenced maths lessons that build upon prior knowledge.</p> <p>Teach Active provides cross-curricular ways of delivering fun and exciting active maths and English sessions.</p> <p>Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <p>School trips and residential trips (KS2) are planned children and will allow them to take part in amazing and memorable experiences.</p> <p>Forest school days are planned across the year for the whole school to experience learning outdoors.</p> <p>Enrichment activities planned for the whole school and individual year groups to offer breadths and depth of learning e.g. Rocksteady, Roctypus, dance enrichment days.</p>

	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
<p>Priority 4</p> <p>Attendance & Punctuality</p> <p>Increase overall average attendance and punctuality figures for all PP children.</p> <p>Reduce number of persistent absentees.</p>	<p>Disadvantaged pupils will match or exceed the school's average attendance for non-disadvantaged pupils.</p> <p>Monitoring of attendance by Head teacher, admin staff and Family Support Worker and Education Welfare Officer to bring about an increase in PP pupils' attendance and a decrease in persistent absence.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ordinarily Available Inclusive Provision (OAIP)</p> <p>The school ensures that all children access OAIP.</p> <ul style="list-style-type: none"> • Provide highest OAIP possible • Starting points for individuals used to identify 'lost learning' • Follow whole school schemes of learning to ensure consistency of approach • NFER testing for reading • White Rose assessments for Maths • Pathways to Write end of unit assessments for writing • Use of diagnostic assessment tools to highlight weaknesses and strengths • High quality feedback • High quality teachers and effective support staff are recruited and retained • CPD – The Literacy Company 	<p>Ensuring that every child receives OAIP in every class on a daily basis is a priority. We aim to provide interventions and appropriately challenging tasks for those identified as needing to catch up or further challenge.</p> <p>The school is committed to delivering the highest quality teaching (which includes OAIP) to all students, as supported by EEF research, which indicates that this approach leads to significant improvements in pupil progress for all, including those facing disadvantages. This aligns with our belief that Pupil Premium funding benefits not only disadvantaged pupils but all students.</p> <p>To empower teachers and Teaching Assistants in delivering the best outcomes for our pupils, we have invested in training and Continuing Professional Development (CPD) for the implementation of Pathways to Read and Write. Additionally, we've developed a bespoke CPD package in collaboration with</p>	1,2,3,4

<ul style="list-style-type: none"> Curriculum maps out progression of topics, skills and knowledge across the school 	<p>The Literacy Company to enhance teachers assessment of reading and writing skills.</p> <p>All staff members have undergone Monster Phonics training.</p> <p>A teaching assistant to be trained to deliver First Class @ Number intervention.</p> <p>The EEF Toolkit suggests that providing high-quality feedback can result in an average of eight months' progress over a year. Feedback can take a range of different forms, such as oral feedback, written feedback through marking, and peer feedback. Teachers may also choose to vary the frequency, timing, focus, and tone of feedback.</p> <p>The school follows DfE guidance, reinforcing strategic steps to utilise assessments and associated tools to identify gaps in learning and address them effectively.</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One Additional Teaching Assistant</p> <p>Full time TA to be recruited to work across school to support PP children with targeted support and/ interventions.</p>	<p>TA deployed across the school, under the direction of the class teacher to provide targeted support for PP children.</p> <p>As stated in EEF Toolkit, targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. The average impact of deployment of well-trained teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

<p>Interventions</p> <p>Purchase and delivery of high-quality interventions for pupils who require further phonics consolidation, comprehension support, and development of basic maths skills (four areas of calculation), including disadvantaged pupils.</p> <ul style="list-style-type: none"> • Plus One (KS1 basic maths skills intervention) • Power of Two (KS2 basic maths skills intervention) • Bespoke KS2 reading comprehension programmes • Bespoke phonics interventions based on needs of the pupils (using our Monster Phonics scheme) • NELI (Nuffield Early Language Intervention) <p>IDL to support Maths and English skills.</p>	<p>We endeavour to provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding.</p> <p>Interventions to be monitored and evaluated by Key Stage Leads, SENDCo, Deputy Head and Headteacher.</p> <p>Interventions are planned for by experienced teachers and delivered by teachers and Teaching Assistants within school.</p> <p>We will monitor the impact of the interventions and maintain a plan, do, review cycle to make sure that we are providing the best support for our pupils.</p> <p>The average impact of small group tuition (2 – 5 children) is four additional months' progress, on average, over the course of a year. Frequent sessions, three times a week or so, lasting up to an hour, over about 10 weeks typically show the greatest impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#:~:text=Use%20TAs%20to%20deliver%20high,effect%20size%200.2%E2%80%930.3).</p>	<p>1,2 and 3</p>
<p>Assessment & Monitoring</p> <p>Purchase of standardised diagnostic assessments (NFER reading assessments)-</p> <p>Question Level Analysis will be used to identify gaps in learning.</p> <p>Release time for Key Stage Leads/ PP Lead to monitor and interpret assessments and recommend approaches to accelerate progress - specifically progress of disadvantaged pupils.</p> <p>Subject leaders to work together to support PP/disadvantaged children across all subjects.</p>	<p>We will regularly review progress and attainment of PP children. The Key Stage Leads/PP Lead and Headteacher will analyse the performance of our disadvantaged pupils and use assessment information to implement changes to close the gap.</p> <p>Subject leaders to review progress of PP children in their subjects (using the DC Pro – data analysis tool) – devise initiatives and resources to support PP & disadvantaged children.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</p>	<p>1, 2, 3 and 4</p>

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

Budgeted cost: £5,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWO/SENCo and Headteacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Uniform provided to PP children to alleviate any potential financial barrier to children attending school.</p> <p>Purchase EWO (Education Welfare Officer) through the Trust, to support pastoral needs of children in school and help to engage families in their child's education. These roles will also be to support children's attendance and willingness to come to school.</p>	<p>Support offered to families: ELSA, uniform, subsidising costs of trips and residentials, extracurricular clubs.</p> <p>School admin to source and prepare uniforms for disadvantaged pupils.</p> <p>Purchase and delivery of high-quality interventions to support pupils' mental health and wellbeing and their resilience, including disadvantaged pupils.</p> <ul style="list-style-type: none"> Cool Connections (resilience building intervention programme) <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>2, 3, 4 and 5</p>
<p>Disadvantaged children to have funded trips and visit places, including residential trips.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the cohesive curriculum allows opportunities for cultural development.</p> <p>Subject leaders to champion engagement of outside agencies, music lessons, cultural partnerships etc.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP children to online learning platforms (e.g. TT Rockstars)</p>	<p>Enriching experiences and activities funded for pupil premium children - class trips funded, extracurricular clubs, residentials (KS2)</p> <p>https://www.lotc.org.uk/blog/2018/05/08/disadvantaged-children-are-missing-out-on-life-changing-residential-experiences/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=Overall%2C%20the%20average%20impact%20of,both%20primary%20and%20secondary%20schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</p>	<p>1,2 and 3</p>
<p>Senior Leadership Team, admin staff, Educational Welfare Officer and Family Support Worker to monitor attendance.</p>	<p>Admin to monitor attendance and send letters to parents when their child's attendance levels are a concern</p>	<p>4, 5</p>

<p>Headteacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p>	<p>EWO to support PP/disadvantaged children and families in improving attendance.</p> <p>Identify reasons for absence/lateness and offer support and intervention to families.</p>	
<p>Whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf</p>	<p>5</p>

Total budgeted cost: £41,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Expectation Level: Expected & Above	Pupil Premium								Non Pupil Premium							
	Combined		Reading		Writing		Mathematics		Combined		Reading		Writing		Mathematics	
Year 1	1 / 7	14.3%	1 / 7	14.3%	1 / 7	14.3%	2 / 7	28.6%	14 / 26	53.8%	17 / 26	65.4%	17 / 26	65.4%	18 / 26	69.2%
Year 2	2 / 5	40%	2 / 5	40%	2 / 5	40%	2 / 5	40%	16 / 23	69.6%	17 / 23	73.9%	17 / 23	73.9%	16 / 23	69.6%
Year 3									9 / 19	47.4%	14 / 19	73.7%	11 / 19	57.9%	15 / 19	78.9%
Year 4			1 / 5	20%	1 / 5	20%	1 / 5	20%	8 / 20	40%	11 / 20	55%	11 / 20	55%	12 / 20	60%
Year 5	1 / 2	50%	2 / 2	100%	1 / 2	50%	1 / 2	50%	17 / 27	63%	22 / 27	81.5%	20 / 27	74.1%	24 / 27	88.9%
Year 6	1 / 2	50%	1 / 2	50%	1 / 2	50%	1 / 2	50%	10 / 17	58.8%	14 / 17	82.4%	13 / 17	76.5%	12 / 17	70.6%

Teachers had established personalised targets for children and reviewed them each term using dedicated PP (Pupil Premium) target trackers. While this support contributed to improved outcomes for PP children, their attainment generally remained below expected levels.

Key Stage 2 Results 2023/2024

Percentage of children achieving the expected standard and above:

Reading: 79% (PP: 50%)

Writing: 74% (PP: 50%)

Maths: 68% (PP: 50%)

Grammar, Punctuation, and Spelling: 74%

Percentage of children achieving the greater depth standard:

Reading: 26% (PP: 0%)

Writing: 0% (PP: 0%)

Maths: 11% (PP: 0%)

The percentage of children achieving the expected standard in reading, writing, and maths combined was 58%, compared to 0% for PP children.

Phonics Screening Results:

Year 1: 40% of PP children passed.

Year 2 Resit: 60% of PP children passed.

Strategies and Interventions

We had been committed to using the Pupil Premium Grant (PPG) to close achievement gaps and bring PP children's attainment in line with their peers. Key to their success was fostering trust, emotional well-being, and consistent school attendance to maximise learning opportunities.

A part-time experienced teacher was temporarily employed to deliver SALT (Speech and Language Therapy) sessions, which supported the speech and language development of PP children. Additionally, the work of our ELSA (Emotional Literacy Support Assistant) ensured the

emotional well-being of PP children, which improved their attendance and fostered stronger parental engagement.

Attendance data for 2023-2024:

Whole school attendance: 95.3%

Non PP: 95.5%

PP: 94.2%

The Education Welfare Officer (EWO) targeted children with poor attendance by building strong relationships with families, conducting home visits, holding meetings, and providing direct support to parents. Proactive communication, including phone calls and letters, addressed absences when no prior notifications were received.

While attendance remained an area for development, we addressed this through:

- Strengthening parent partnerships.
- Promoting good attendance in newsletters and assemblies.
- Setting clear attendance expectations, aiming to achieve a school-wide rate above 96%.

Improving Teaching and Learning

To ensure high-quality instruction for all children, including PP children, we monitored and enhanced Quality First Teaching (QFT) with guidance from internal and external experts (SIP/SLEs). Tailored professional development (CPD) was provided by external agencies and the PP Lead to support pupils who were not meeting expected levels.

An experienced TA (Teaching Assistant) provided 1:1 bespoke support for PP children, with intervention plans created by class teachers. This additional support was instrumental in addressing specific learning needs.

All PP children attended the residential trips for the academic year which was financially supported using the PP grant.

Commitment to Progress

We remained dedicated to improving outcomes for PP children by:

- Regularly reviewing and adapting phonics instruction and interventions.
- Develop use of case studies across the school to show what effect targeted support is having on individual children.
- Providing ongoing TA support and consulting with experts.
- Reviewing assessment practices to ensure they aligned with the needs of PP children.
- Develop the use of pupil progress meetings to look at how to support PP children.

Moving forwards, we have recruited a teaching assistant to deliver interventions for our PP children as well as utilising weekly sessions to pre-teach and fill gaps in learning specifically for our PP children. These initiatives built on our existing strategies to ensure every child received the support necessary to thrive.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose
Pathways to Write	Literacy Company
Pathways to Read	Literacy Company
IDL Numeracy & Literacy	International Dyslexia Learning Solutions