

Pupil premium strategy statement

This statement details Saint Mary's Catholic Primary School's use of pupil premium (and recovery 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	Saint Mary's Catholic Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	15% (28ch)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Greg Merrick
Pupil premium lead	Callum Billings
Governor / Trustee lead	Joyce Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740
Recovery premium funding allocation this academic year	Recovery Premium: £4,060 School led tutoring £0 (this would not be financially beneficial to the school this year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£44,800

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 pupils.

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 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
<p>Priority 1</p> <p>High Attainment of all pupils</p> <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>Improvement in number of pupils achieving ARE (age related expectations) in reading, writing and maths for EYFS, Year 2 and Year 6 for disadvantaged children.</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/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to play therapy, SWANs counselling, ELSA support, resilience groups and attend lunch club with support staff.</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 outdoor and 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>Residential trips are planned for KS2 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>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>
<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 national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Head teacher, admin staff and family support worker 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>The school ensures that all children access Quality First Teaching.</p> <ul style="list-style-type: none"> • Provide highest Quality First Teaching 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 • Curriculum maps out progression of topics, skills and knowledge across the school 	<p>Ensuring that every child receives high Quality First Teaching 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.</p> <p>The school is committed to delivering the highest Quality First Teaching 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 The Literacy Company to enhance reading and writing skills. All staff members have undergone Monster Phonics training.</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 written feedback through marking, oral feedback, 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>	<p>1,2,3</p>
<p>One Additional Teaching Assistant</p>	<p>Additional full time TA recruited to be deployed in Nursery. This has then allowed for deployment of a TA that was originally deployed in Nursery, in order to</p>	<p>1,2,3</p>

<p>Additional hours for a KS1/EYFS TA to support delivery of KS1/EYFS support in small groups.</p> <p>Full time TA recruited to work in the Nursery and a current TA redeployed to support KS1 and interventions.</p>	<p>support KS1 phonics and Maths and provide interventions for KS1 & KS2.</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.</p> <p>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>Ensure a Quality Reading Curriculum</p> <p>To receive bespoke training and support from The Literacy Company.</p> <ul style="list-style-type: none"> • To enhance reading outcomes across the school particularly focusing upon disadvantaged, SEND and EAL pupils • Enhance delivery of Pathways to Read across KS2 • Enhance delivery and fully embed Monster Phonics across EYFS & KS1 • CPD training for all staff for Monster Phonics • CPD training for all staff on developing effective reading teaching • Work with Literacy Hub and Monster Phonics' Champion school to support EYFS and KS1 teaching of phonics 	<p>One of our main goals is to ensure that all students, especially those facing disadvantages, become proficient readers with strong comprehension skills. To achieve this, we are refining our teaching methods in this area and implementing targeted interventions for learners who may be struggling.</p> <p>Our school's self-evaluation acknowledges that the phonics knowledge and language comprehension, crucial for laying the groundwork for future learning, have been affected by Covid among certain student groups. This is attributed to extended periods of online learning at home and school closures. Consequently, the Leadership team has initiated a comprehensive intervention program specifically for pupil premium and disadvantaged students.</p> <p>According to the EEF Guidance Report on Improving Literacy in KS2, it emphasizes that fluent readers exhibit the ability to read quickly, accurately, and with appropriate stress and intonation. Fluent reading plays a vital role in supporting comprehension, as it allows students to free up cognitive resources from word recognition, enabling them to focus on understanding the text. Emphasizing the teaching of reading comprehension strategies through modeling and supported practice will be a key approach to accelerate students' progress in reading throughout the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1 and 3
<p>Planned pupil progress meetings to be held termly.</p> <p>Tracking sheets to be used to monitor progress and attainment of pupil premium children.</p>	<p>We endeavour to close the achievement gaps through use of shared expertise across the staff team. Our experienced teachers will upskill our ECTs (Early Career Teachers).</p> <p>We will hold termly pupil progress meetings where we will discuss the pupil premium tracker sheets. The meetings will be held and evidence from meetings will be recorded.</p> <p>Action plans, support plans and teachers planning will then be adapted to meet the needs of all pupils,</p>	1

	taking extra care to meet the needs of our disadvantaged pupils.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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) • IDL to support maths and English skills 	<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 and Head of School.</p> <p>Interventions are carried out by experienced teachers and Teaching Assistants within school.</p> <p>We have implemented a bespoke intervention programme for our disadvantaged pupils led by TAs/Teachers:</p> <ul style="list-style-type: none"> • Half an hour at the end of the day to support phonics & writing (3:30 – 4:00pm) <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>	1 and 3
<p>Assessment & Monitoring</p> <p>Purchase of standardised diagnostic assessments</p>	<p>We will regularly review progress and attainment of PP children. The Key Stage Leads/PP Lead and Head of School will analyse the performance of our disadvantaged</p>	1 and 3

<p>(NFER reading assessments)</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>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Subject teams to work together to support PP/disadvantaged children across all subjects.</p>	<p>pupils and use assessment information to implement changes to close the gap.</p> <p>Subject team leaders to use subject leadership time to review progress of PP children in their subjects (using the new pre/post topic assessments) – 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>Speech & Language Interventions</p> <p>Improve speech and language skills throughout school through the use of SaLT intervention programmes.</p>	<p>Substantial evidence indicates that oral language interventions, including dialogic activities like high-quality classroom discussions, are cost-effective and yield significant benefits for reading and writing:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://voice21.org/impact-report-2021/</p> <p>Recognising that verbal communication abilities strongly influence a child's future opportunities, it becomes crucial to ensure that all children have equal chances to develop these vital skills—an opportunity traditionally available to only a privileged few. Research tracking the progress of children with 'delayed' language skills at age 3 revealed the impact of household income. Children in poverty were only half as likely to catch up with their peers compared to those from wealthier households.</p> <p>Within the school environment, oracy proves to be a potent tool for learning. By imparting effective speaking and listening skills to students, we empower them to better comprehend themselves, understand others, and navigate the world around them. Additionally, oracy serves as a pathway to social mobility, offering all students—not just a select few—the means to articulate themselves successfully in both school and life.</p>	<p>1,2,3 & 4</p>

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

Budgeted cost: £4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWO/SENCo and Head teacher 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 SWANs (Supporting Wellbeing and Nurturing Strength) and EWO (Education Welfare Officer) 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; counselling services for children, uniform, subsidising costs of trips and residentials, extracurricular clubs, play therapy.</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 and 4</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>Arts Subject Team 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>Headteacher, admin staff and family support worker to monitor attendance</p> <p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p>	<p>Admin to monitor attendance and send letters to parents when their child's attendance levels are a concern</p> <p>New 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>4</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>	

Total budgeted cost: £44, 800

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.

KS2 results

ading	School (155 pupils Years 1-6)	PP (24 Pupils – Years 1-6)
% at expected standard	72%	50%
% higher than expected standard	22%	17%
Writing		
% at expected standard	58%	38%
% higher than expected standard	5%	4%
Maths		
% at expected standard	72%	46%
% higher than expected standard	14%	13%
Reading, Writing, Maths Combined		
% at expected standard	54%	38%
% higher than expected standard	3%	0%
Grammar, Punctuation & Spelling		
% at expected standard	77%	46% (only Y6 – 5/11)
% higher than expected standard	37%	8% (only Y6)
Science		
% at expected standard	63%	62.5%
% higher than expected standard	0%	0%

KS1 results

	End of Year Summary 2023 Expected +	Reading	Writing	Maths
Year 2 (23)	All	16/23 70%	13/23 57%	17/23 74%
	Lower expected	7/23 30%	10/23 43%	6/23 26%
	Boys	7/10 70%	6/10 60%	8/10 80%
	Girls	9/13 69%	9/13 69%	9/13 69%
	SEND	2/2 100%	1/2 50%	2/2 100%
	PP	0/2 0%	0/2 0%	0/2 0%

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
White Rose Maths	White Rose
Pathways to Write	Literacy Company
Pathways to Read	Literacy Company

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.