St. Mary's Catholic Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St. Mary's Catholic Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	31.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Susan Starkie
Pupil premium lead	Susan Starkie
Governor	Nicola Pettitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,710
Recovery premium funding allocation this academic year	£7,685
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	£71,395

Part A: Pupil premium strategy plan

Statement of intent

At St. Mary's Catholic Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

High quality first teaching is at the centre of our approach. The PPG is allocated to ensure all pupils receive high quality teaching in all subjects, but with a specific focus on areas in which disadvantaged pupils require the most support; mastery maths, reading and phonics. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils at St. Mary's Catholic Primary School. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges and individual needs and informed by robust diagnostic assessment. At St. Mary's Catholic Primary School, we primarily use evidence informed strategies, outlined by the Education Endowment Foundation and The Sutton Trust to :

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ensure disadvantaged pupils are challenged in the work they are given
- act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral 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. On entry data to the Reception class in 2021, 100% of our disadvantaged pupils arrived below age-related expectations in communication and language compared to 78% of other pupils. In 2022, 83% of our disadvantaged pupils arrived below age-related expectations in communication and language compared to 69% of other pupils. In 2023, 66.7% of our disadvantaged pupils arrived below age-related expectations in communication and language compared to 69.2% of other pupils.
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.
3	Internal assessments, 2020-2021, 2021-2022 and 2022-23 indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry data to the Reception class in 2021 86% of our disadvantaged pupils arrived below age-related expectations, in Mathematics, compared to 52% of other pupils. In 2022, 100% of our disadvantaged pupils arrived below age-related expectations in Mathematics compared to 73% of other pupils. In 2023 100% of our disadvantaged pupils and non-disadvantaged pupils arrived below age-related expectations in Mathematics compared to % of other pupils.
4	Our assessments and observations indicate that the education and well-being 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, especially in maths.

5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between broadly in line with the attendance for non-disadvantaged pupils (93.12% compared to 93.65%) 18.84% of disadvantaged pupils have been 'persistently absent' compared to 16.95% of non- disadvantaged during that period. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • improved attendance for all pupils from 93.3%, with disadvantaged pupils' attendance being 92.28% in 2021-22 • the percentage of all pupils, including disadvantaged pupils, who are persistently absent being below 12%.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	• qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in number of children being referred for ELSA intervention • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ *34,895*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4
Continue to embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary . We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Further embed the Little Wandle (DfE validated Systematic Synthetic Phonics programme, and Rapid Catch Up sessions, to secure stronger phonics teaching for all pupils. We will fund teacher release time for the phonics leader to assist staff to effectively embed Little Wandle systematic, synthetic phonics programme across school, providing release time for staff to share good practice, participate in Little Wandle training, including Rapid Catch up training.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	3

	Improving Mathematics in Key Stages 2 and 3	
Further improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning pdf. (educationendowmentfoundation.org.uk)	4,

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

Budgeted cost: £ *19,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of programmes Whole Class (NELI / Time to Talk / Talk Boost) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Whole staff training.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4
Additional adult support during whole class phonics sessions to support identified pupils. Additional phonics sessions(including Rapid Catch Up sessions across the school) targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the local Little Wandle Champion School.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Engaging with the National Tutoring Programme (White Rose Maths) to provide a blend of tuition, mentoring and school-led tutoring for pupils who require further	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those fall-ing behind, both one-to-one: One to one tuition | EEF (educationendow-mentfoundation.org.uk)	4

support. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	

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

Budgeted cost: *£ 17,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on understanding and supporting pupils' social and emotional learning approaches, having a consistent whole school approach to develop pupils' self-regulation, improving pupils' social and emotional learning across the school.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Emotional Literacy Support Assistant (ELSA) deployment additional ELSA training and Mental Health and First Aid Worker training and implementation to support pupils who are experiencing mental health, well-being and emotional difficulties.	Cumbria ELSA report https://www.elsanetwork.org/wp-content/uploads/2021/02/ELSA-Evaluation-Report-2018-19.pdf Research reports from Educational psychologists on ELSA Network website https://www.elsanetwork.org/elsa-network/other-research/	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and deploying learning	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

mentor support to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ *71,395*

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 2022-2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022-2023 academic year using the Early Years Foundation Stage Profile data, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The data indicates that disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum.

Intended Outcome 1

- Improved oral language skills and vocabulary among disadvantaged pupils.

In the Early Years, children accessed oral language and communication interventions (NELI). Pupils across the school accessed high quality speech and language modelling from staff. All disadvantaged children, in the Reception class, made at least expected progress in communication and language, compared to 96% of non-disadvantaged children.

Intended Outcome 2

- Improved reading attainment among disadvantaged pupils.

In 2022-23 the attainment of pupils, in reading, by the end of each key stage was:

Early Years (Literacy): 100% of disadvantaged pupils made expected progress compared to 85% of non- disadvantaged pupils. 45% of disadvantaged achieved the expected standard in reading compared to 75% of non-disadvantage pupils.

Key Stage 1: 100% of disadvantage pupils made expected progress compared to 100% of non-disadvantaged pupils. 57% of disadvantaged achieved the expected standard in reading compared to 94% of non-disadvantage pupils.

Key Stage 2: 100% of disadvantaged pupils made expected progress compared to 100% of non-disadvantaged pupils. 60% of disadvantaged achieved the expected standard in reading compared to 88% of non-disadvantage pupils.

Data from tests and assessments suggest ,the attainment of some of the school's disadvantaged pupils, in 2022-23, was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.The attainment gap between our disadvantaged pupils and non-disadvantaged pupils although narrowing, is still present since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Intended Outcome 3

- Improved maths attainment for disadvantaged pupils at the end of KS2.

Key Stage 2 : End of key stage data indicates that 57% of disadvantaged achieved the expected standard, in maths, compared to 94% of non-disadvantage pupils.

Data from tests and assessments suggest ,the attainment of some of the school's disadvantaged pupils, in 2022-23, was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.The attainment gap between our disadvantaged pupils and non-disadvantaged pupils although narrowing, is still present since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils

Intended Outcome 4

- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance data, 2022-23, indicates that school's overall absence was 5.2% compared to the national average of 7.3%, with persistent absentees being 9.2% compared to the national percentage of 21.2%. Attendance of disadvantaged pupils of compulsory school age, 2022-23,was 94.19%.

Intended Outcome 5

- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

75% of disadvantaged pupils have accessed pastoral support, with 44% accessing Emotional Literacy Support Assistant (ELSA) intervention. Pupils are becoming much better at recognising and dealing with their emotions. The dedicated prayer room (quiet space)and pastoral support has meant our children are happier, more relaxed and readier to learn. Evaluations of pastoral support sessions show an improvement in emotional literacy, resilience and emotional regulation.

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	N/A