

# Pupil premium strategy statement – St Mary’s Catholic Primary

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	193
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2024 -2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Governors
Pupil premium lead	S.Foster
Governor / Trustee lead	D.Henderson (Pupil Premium Link Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45050
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>	<b>£45050</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's our mission is to be a community which offers the best possible education based on Christian values. Every child is valued, cared for and encouraged to reach their potential in an atmosphere of warmth, care and hope.

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, such as those who have SEND, involvement of Children's Social Care, Young Carers and SEMH needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our whole-school approach promotes learning which sets high aspirations for all children. We understand the importance of providing support for our disadvantaged children to narrow the gap between disadvantaged and non- disadvantaged children through high quality teaching, which meets the needs of all. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our 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 will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

## Challenges

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

Challenge number	Detail of challenge
1	When entering Reception some pupils have lower than typical starting points in their social skills and language and communication skills when interacting with peers and adults.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
3	Whilst outcomes for disadvantaged pupils at the end of Key Stage 2 are above national comparisons, outcomes are still below those of our non-disadvantaged pupils. Additionally internal data for reading, writing and maths across the school demonstrates that disadvantaged pupils' attainment is not in line with non-disadvantaged.
4	Assessment at the end of Key Stage 2 and internal assessments indicates that attainment at greater depth for disadvantaged pupils is lower than non-disadvantaged pupils' attainment in reading, writing and maths.
5	Attendance data indicates that attendance for disadvantaged pupils is below non-disadvantaged pupils.
6	Through observations and discussions with pupils and parents, we have an increased number of pupils, including disadvantaged requiring SEMH support.
7	Some disadvantaged pupils have limited experiences beyond their home life and immediate community.

## 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
To improve communication and language skills and continue to diminish differences in language development since the baseline assessment, ensuring pupils eligible for pupil premium are effectively accessing the curriculum as they move through the EYFS, and into KS1.	Disadvantaged children will show they have made progress in their communication and language skills from their baseline assessment in the Autumn term by the Summer term, using teacher observations, data and analysis of interventions. All pupils are communicating at an age appropriate level.

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.
Improve attainment in reading, writing and maths for disadvantaged pupils.	End of key stage 2 data and internal assessment data demonstrates that the disadvantaged pupils' attainment is in line with non-disadvantaged attainment.
Improved attainment of disadvantaged pupils achieving greater depth.	End of key stage 2 data and internal assessment data demonstrates an increase in the percentage of disadvantaged pupils achieving greater depth.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained improved attendance is demonstrated by:</p> <ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils is improved and in line with non-disadvantaged pupils.</li> <li>• Persistent absence of disadvantaged pupils is reduced.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Pupils will receive the appropriate level of support. Sustained levels of wellbeing will be demonstrated through:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Improved engagement and resilience of pupils in learning and school activities</li> <li>• Improved interactions between peers.</li> </ul>
To provide pupils with a range of enrichment activities which support learning and aspirations.	A range of enrichment activities including extra-curricular activities are accessed and well attended.

## 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: £ 21470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain quality first teaching through providing staff with relevant CPD opportunities: funding release time to attend courses: purchasing relevant resources to support planning and delivery of lessons; providing opportunities for observing best practice; funding monitoring time for subject leaders.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Through setting high expectations, monitoring performance and tailoring teaching and support to suit the needs of their pupils, they (the school) create a supportive learning environment for all learners but particularly for our disadvantaged learners. <a href="#">High Quality Teaching - EEF Teaching and Learning Toolkit - EEF</a>	1,2,3,4
Delivery of high quality communication and language approaches within Early Years.	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. <a href="#">Early Years Communication and Language Approaches - EEF</a>	1,2
Embedding 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. - NAPA/NIPA	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: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1,2,3,4

<ul style="list-style-type: none"> <li>- Wellcom</li> <li>- Participation in Voice 21 project.</li> </ul>		
<p>Purchase of standardised diagnostic assessments – Testbase NAPA Wellcomm</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	2,3,4
<p>Purchase of further resources to maintain and support the delivery of high quality phonics lessons: Monster Phonics</p> <p><a href="#">DfE validated Systematic Synthetic Phonics programme</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	3,4
<p>Continued involvement in Teaching for Mastery through the Great North Maths Hub including embedding of Mastering Number in Early Years and Key Stage 1 and the introduction of the Mastery of Number in Key Stage 2.</p>	<p>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:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>EEF toolkit suggests the mastery learning approaches are effective, leading to additional five months' progress.</p> <p><a href="#">Mastery Learning - EEF</a></p>	2,3,4
<p>Continue to reviewing and deliver an effective approach to the teaching of reading comprehension.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="#">Reading Comprehension Strategies - EEF</a></p>	2,3,4

Continue to develop whole school approach to SEL through the use of Thrive approaches, Melva and Ten:Ten-Life to the Full. 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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1, 6
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	3,4
Delivery of interventions to support learning in Reading, and Maths. <ul style="list-style-type: none"> <li>- Lightning Squad</li> <li>- BRP</li> <li>- Mastery Of Number</li> <li>- Number Sense</li> <li>- Success@Arithmetic</li> </ul>	Intervention/tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to One Tuition - EEF</a> <a href="#">Small Group Tuition - EEF</a>	3,4

<p>Purchase and delivery of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p> <ul style="list-style-type: none"> <li>- NIPA</li> <li>- WellComm</li> <li>- Word Aware</li> <li>- Lego Therapy</li> <li>- Speech &amp; Language Programmes</li> </ul>	<p>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:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to support the emotional well-being of pupils through:</p> <ul style="list-style-type: none"> <li>- Thrive</li> <li>- Nurture Time</li> <li>- Next Steps Counselling in school</li> </ul>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p><a href="#">Social and Emotional Learning - EEF</a></p>	6
<p>Developing parental engagement to support pupils' learning through subject focused meetings.</p> <ul style="list-style-type: none"> <li>- Stay &amp; Play sessions in Early Years</li> <li>- Learning in Action lessons</li> <li>- Parent Forum meetings</li> </ul>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="#">Parental Engagement - EEF</a></p>	1,2,3,4,5,6,7
<p>Subsidise music tuition and extra-curricular activities.</p>	<p>EEF toolkit suggest involvement in artistic and creative activities evidence of 2 months additional progress.</p> <p><a href="#">Arts Participation - EEF</a></p>	7



Subsidise trips and residential trips	EEF toolkit suggests provision of a range of initiatives to extend children's experiences	7
Subsidise Breakfast Club	EEF – provision of breakfast club can support pupils' attendance and readiness for learning.	5
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance.</a>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
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: £ 45,050**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Statutory Data

EYFS:

	Disadvantaged	Non-disadvantaged
GLD	100%	77%

Phonics:

	Disadvantaged	Non-disadvantaged
Year 1	100%	92%
Year 2	100%	88%

End of Key Stage 2:

	Disadvantaged	Non-disadvantaged	National Non-disadvantaged
Reading	83%	92%	80%
Writing	83%	87%	78%
Maths	67%	79%	79%
RWM Combined	67%	75%	67%

#### Internal Data

Teacher Assessment (Y1- Y6):

	Disadvantaged	Non-disadvantaged
Reading	74%	88%
Writing	64%	82%
Maths	61%	91%
RWM Combined	55%	81%

#### Attendance:

Whole School	95.4%
Disadvantaged	93.9%

## 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