

St Mary's Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary's Catholic Primary School
Number of pupils in school	2024 – 212 pupils
Proportion (%) of pupil premium eligible pupils	28.8% (61 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	Yearly in September Next Review September 2025
Statement authorised by	Sarah Clayton - Executive Headteacher Nicola Ryan – Head of School
Pupil premium lead	Carl Gendre SENDCo & Lead for Pupil Premium
Governor / Trustee lead	AnnMarie Klein – 2024-2025 Lead for Pupil Premium

Funding overview

Detail 24-25	Amount
Pupil premium funding allocation this academic year 24-25	£
Pupil premium funding carried forward from previous years	£80,365.00
Total budget for this academic year	£80,365.00
Detail 25-26	Amount
Pupil premium funding allocation this academic year 25-26	
Pupil premium funding carried forward from previous years	
Total budget for this academic year	
Detail 26-27	Amount
Pupil premium funding allocation this academic year 26-27	
Pupil premium funding carried forward from previous years	
Total budget for this academic year	

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is to ensure that all children are 'Achieving their Ambitions' and are able to maximise their learning potential in a varied curriculum full of enriching opportunities. Exploring, developing knowledge, understanding and skills, which are transferable across all areas of learning, are key to the success of our curriculum. We want our children to leave us having acquired academic, social and life skills which will enable them to live life to the full and achieve excellence beyond their time at St Mary's.

At St Mary's, we believe it to be of upmost importance to consider the context of the school and individual family circumstances and challenges faced when making decisions about how best to allocate Pupil Premium funding. It is essential that Pupil Premium is not simply considered 'a one size, fits all' approach, but instead reflects the individual needs of our pupils.

Through research, we know that what matters most and leads to the best outcomes for children is quality first teaching, supported by strong leadership. This benefits all pupils, especially the most disadvantaged. Through the use of coaching we have developed a clear understanding of what Quality First Teaching looks like within our whole school approaches to phonics, reading, writing and maths mastery. Our curriculum is designed to support Quality First teaching, so that all children develop a knowledge, skills and vocabulary.

Current research has been used to inform our strategic planning, delivering and reviewing our approach to Pupil Premium. Research conducted by EEF is one essential document that has underpinned our decisions around effective strategies and best value for money. In line with the EEF guidance, we have followed the tiered approach.

"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupil."
(EEF Guidance: 2011).

At St Mary's our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's mental health and wellbeing to enable them to be independent and resilient learners.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils through 'Quality First Teaching.'
- Ensuring that appropriate provision is made for disadvantaged pupils who have multiple barriers to learning, this includes adequately assessing and addressing their emotional and social needs.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision we consider essential for this group include among other strategies:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- To deploy support staff effectively: providing small group work focussed on overcoming gaps in learning
- 1-1 support
- External agencies will support staff to implement additional strategies
- Quality resources are specifically used to target individual needs
- Support payment for activities, educational visits and residential visits
- Ensuring children have first-hand experiences to use in their learning in the classroom
- Support is also given to families for uniform where needed
- Behaviour and attendance support

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	'Achieving Ambitions' is the ethos upon which we build the foundations of what we teach and why we teach it. This is modelled by the leadership team from the top down and is relevant to all disadvantaged pupils now more than ever. Poor language and communication skills. We have a high number of children who are identified before school and in-school with speech and language needs. 41% (25) children on the pupil premium register are identified as having English as an Additional Language. Developing oracy and vocabulary. This is a focus in all areas of the curriculum and is mapped out, including during the Early Years Foundation Stage in Reception, topic overview sheets, whole class guided reading, writing and foundation subject planning. Maths fluency and achieving higher standard at KS2. We have noted that this as an area of further focus and investigation for the pupils in receipt of pupil premium funding. We are seeking guidance in developing our approach to developing outcomes at the higher standard in maths through the NCETM maths programme. Increased outcomes at KS2, KS1 and EYFS for children in receipt of pupil premium.
2 SEND	SEND Support Recent data indicates that a high number of our pupils that access pupil premium also have an identified Special Educational Need (21%). This is significantly higher than the national average of 17%. Additionally, 30% of the children with an Education, Health and Care Plan (EHCP) are in receipt of pupil premium funding. The high level of need across the school can impact on the teaching provision and additional measures need to be put in place for those with the most significant level of need.
3 Oracy and Vocabulary	Direct Vocabulary and Structured Talk In 2023-24, St Mary's started to teach oracy skills explicitly to children because it was identified that many children were not confident when speaking in front of others. In addition, children needed to improve at their listening skills when cooperating with their peers.
4 Mathematics	Maths Mastery and depth of number knowledge At KS2 there remains a gap in maths knowledge and application between pupil premium and non-pupil premium pupils. An area of further focus and investigation would be the outcomes in maths, especially at a higher standard, for the pupils in receipt of pupil premium funding. To improve the outcomes for all pupils and increase the percentage of pupils in receipt of pupil premium in achieving the Higher Standard we are investing into the NCETM maths programme and have moved away from Inspire Maths, due to its discontinuation.
5 Wellbeing & attendance	Lack of experiences outside of school for sports, the arts, performing and being outside. Lack of self-regulation can be a barrier to learning. Lack of confidence and self-esteem can be a barrier to learning. Attendance Our absence data over the last two years indicates that absence among disadvantaged pupils has been between 2.2% and 0.2% higher than for non-disadvantaged pupils. Our

	assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6 Parental Engagement	Supporting learning beyond the school We want <u>all</u> parents to support us in delivering our ' Achieving Ambitions ' ethos. Research suggests that pupils who are disadvantaged are more likely to have lower academic attainment and therefore find it difficult to meet their ambitions. Engaging families in supporting their children in seeing their ambitions as a realistic target is essential.

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. Disadvantaged pupils with EAL to make expected or better progress based on their starting points in Reading and Writing. (1, 3)	Children will begin to develop oracy skills to enable them to offer their opinions and reason articulately. Specific 'Talk Tactics' (instigate, clarify, build, probe, challenge and summarise) will be embedded across the school and within all curriculum subjects. As pupil's EAL needs are being addressed, pupils in receipt of PP make expected progress or exceed their targets set in Reading and Writing. 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, pupil book study and ongoing formative assessment.
Improved attainment among disadvantaged pupils. (1, 4)	KS2 reading outcomes in 2026/27 show that more than 80% of disadvantaged pupils meet the expected standard. KS2 writing outcomes in 2026/27 show that more than 75% of disadvantaged pupils meet the expected standard. KS2 maths outcomes in 2026/27 show that more than 85% of disadvantaged pupils meet the expected standard.
Disadvantaged pupils 'know more and can do more' (1, 4)	Assessments and observations indicate significantly improved retention of curriculum knowledge and skills and pupils can apply these in other subject areas and enrichment activities. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
Disadvantaged pupils with SEND make improved progress (2)	Pupil premium pupils with significant levels of need are identified and pupil-centred provision is in place. All staff are skilled in supporting learners with SEND and can identify areas of progress and gaps in learning and address these. As pupil's SEND needs are being addressed, pupils with SEND and in receipt of PP funding make expected progress or exceed their targets set in R,W,M or against their individual starting points.
Improved maths attainment at the higher standard for disadvantaged pupils at the end of KS2.	Improved KS2 maths outcomes in 2026/27 demonstrated by the percentage of disadvantaged pupils achieving the higher standard in maths being in-line or higher than their non-disadvantaged peers.

(4)	
To achieve and sustain improved mental health wellbeing for all pupils in our school, particularly our disadvantaged pupils. (5) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (5)	Sustained high levels of wellbeing from 2026/27 demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a reduction in disadvantaged pupils' poor behaviour choices and impact of pupils use of 'Just Right' to support with self-regulation • a reduction in the number of referrals to the learning mentor or BHISS • learning mentor pre and post assessments indicate an improvement in pupils' access to learning and independence Sustained high attendance from 2026/27 demonstrated by: • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced $\leq 1\%$. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
To increase the percentage of families engaging in school based workshops. Increase in the percentage of disadvantaged pupils completing homework – resources and ICT equipment provided where required.	Parent attendance rates increase over the next 3 years as measured by attendance registers. Increased uptake in disadvantaged families attending parents' evenings. Parents talk confidently about their children's learning and the support they can offer. All PP children are read with regularly either at home or at school 100% of pupil premium children complete homework activities by 2026/27 – either at home or with support in school.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **over this academic year and beyond** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

2024-2025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for a senior leader to take part in the Language, Oracy and Vocabulary research project through Durrington University. This is developed from the research undertaken in the Language, The Key To Social Equity (LTKTSE) project. Focus on the teaching and use of Tier 2 and Tier 3 vocabulary in everyday spoken language. Senior leader to lead CPD on direct vocabulary instruction and structured talk.	Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017). We know from research that the size of a child's vocabulary is the best predictor of success on future tests. Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018). Evidence summarised in the Teaching and Learning Toolkit shows that good quality classroom talk can have a positive impact on pupil outcomes.	1, 2, 3
Enhancement of our maths teaching and curriculum planning in line with Ofsted, DfE and EEF guidance. Funding for release time for a key leader/teacher to embed key elements of guidance in school and to access Maths Hub resources and CPD	"In recent years in England, mastery learning has come to refer to a collection of practices used in high-performing jurisdictions, such as Shanghai and Singapore, which are focused on a coherent and consistent approach to using manipulatives and representations. Mastery learning in this sense aims for a more uniform degree of learning and for all learners to achieve a deep understanding of and competence in the central ideas of a topic. However, this is through interactive whole-class teaching and common lesson content for all pupils (NCETM, 2016). This approach also encourages carefully sequenced lessons and early intervention to support learners who are struggling" 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. Ofsted's Coordinating mathematical success: the mathematics subject report	1, 2, 4
Continuing professional development for all staff in embedding excellent teaching of systematic synthetic phonics	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:	1, 2

across the school using the Rocket Phonics scheme. Funding support for additional reading materials and resources to enhance the teaching of phonics.	Phonics Toolkit Strand Education Endowment Foundation EEF	
Sunflower Room/ SEND Nurture Room	EEF; "An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: • promote positive relationships, active engagement, and wellbeing for all pupils • ensure all pupils can access the best possible teaching • adopt a positive and proactive approach to behaviour Assessment of the pupils needs highlight our Sunflower Room as an appropriate, purposeful and successful adaptive intervention space. We believe that it meets the needs of the pupils whilst demonstrating successful progress that would not be achieved in the mainstream classroom. This approach to upskilling key staff also impacts the wider SEND support across the school.	2
INA	EEF "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures." INA's receive specialist training related to the pupil they are directly working with. The impact can include all 4 SEND areas of need; • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and Physical	2

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

Budgeted cost:

2024-2025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund staff to deliver School Start in EYFS	EEF Toolkit suggests: 'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.'	1, 2, 3
EMAS English as an additional language support	Jim Cummins: Language power and pedagogy (2000) Vygotsky (1978) reminds us that learning happens through interaction and dialogue with a more-expert other. Paulin Gibbons (2012): Scaffolding language, Scaffolding learning: teaching second language learners in the mainstream classroom. EMAS specialist teachers work to the pedagogy and evidence based five key principles for learning language across the curriculum: language and concepts are organised in disciplines; scaffold language to support learning; prioritise vocabulary; talk before writing; learning is collaborative.	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Mainly targeted at Key Stage 2	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	1, 2
Additional mathematics sessions targeted at disadvantaged pupils who require further numbersense and success@arithmetic. We are also looking to implement Max's Marvellous Maths targeted support for pupils in Year 1.	ECC: For pupils in Years 3 to 5 who need support to understand the number system and develop fluency with number facts.	4

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

Budgeted cost:

2024-2025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for a part-time Learning Mentor – 4 days	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Parental engagement Toolkit Strand Educational Endowment Foundation EEF	2, 5, 6
Play Therapy provided by external company - YourSpace	Weekly 45-minute sessions provided by Your Space Therapies. Your Space are a private therapy company and the sessions are brought by the school to provide identified children targeted therapeutic support for between 1 and 2 terms. EEF Report: "Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. There is no clear evidence whether play-based learning has a differential positive benefit on children from low-income families."	2, 5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve all leaders and teaching staff having attendance conversations with families. Regular monitoring of attendance and offering support for those pupils/families whose attendance raises concern.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. In the Supporting School Attendance guidance the EEF recommend (recommendation 2) that we build a culture of community and belonging for pupils' by: - Being inclusive by design, promoting positive relationships and attitudes - Promoting positive relationships and active engagement for all pupils - Adopting a positive and proactive approach to behaviour for learning	6
Additional resources, after school support and support with extra-curricula experiences. Uniform, trips and residential financial support to be offered where a parent has expressed financial concern.	EEF- The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society. Wellbeing, communication, achievement and independence are areas that the school seeks to address for identified students when spending Pupil Premium funding.	5, 6
Parent workshops	Targeting key families to support them with home learning activities and a greater understanding of how their child is taught maths and oracy.	3, 4, 6

Total budgeted cost:
2023-2024 -

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The following details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, Phonics Screening Check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution as they are provisional at present). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Changes to the standardised attainment tests (SAT) at the end of Key Stage 1 means that pupil attainment outcomes are no longer published for comparison.

Upon analysing this data, we have noted a positive trend in outcomes for pupils in receipt of Pupil Premium funding achieving the expected standard in Phonics at the end of Year 1 and Year 2. The data suggests that the percentage of pupils in receipt of PP achieving the expected standard in phonics is higher than local and national equivalence.

The attainment gap between pupils in receipt of Pupil Premium funding and those not disadvantaged at the end of Key Stage 2 has remained from previous years suggested data. We have noted an improvement on the progress scores in reading and this indicates a positive step towards our reading target. We have also noted a significant improvement in the percentage of pupils in receipt of PP achieving the higher standard in reading.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils continues to remain and has not significantly reduced. This is reflective of national figures and demonstrates the continuing impact of the COVID-19 pandemic on disadvantaged pupils.

Absence among disadvantaged pupils was 3% higher than their peers in 2023/24 and persistent absence was 2% higher. The percentage of pupils in receipt of Pupil Premium funding that were persistently absent made up 39% of all persistently absent pupils, this is a slight increase in comparison to the 22/23 academic year. Persistent absence remains a concern for these pupils and this target will remain for the 2024-2025 academic year.

We continue to see mental health and well-being as being a focus for our plan and we arranged for a trainee play therapist to support three more children during the academic year 2022-2023. This support has continued through the 2023/2024 academic year. This brings the number of pupils being supported by a play therapist in school to seven. This figure does not include any pupils referred to external wellbeing support.

These results mean that we are not at present on course to achieve some of the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget for the next three year Pupil Premium Strategy.

Further information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why not all activities undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with pupils and teachers and pupil progress meetings in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Externally provided programmes

Programme	Provider
Play Therapy	YourSpace Therapies
Nessy Phonics and Reading Program	Nessy Learning