

# St. Mary's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St. Mary's RC Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 <b>2023-2024</b>
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	I.Jones
Pupil premium lead	I.Jones
Governor / Trustee lead	R. Baldwin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,240
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,275

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At St. Mary's RC Primary School we aim to educate each child to develop and achieve their full potential within a caring, Catholic community, governed by Gospel values. Our ultimate objective is to ensure all pupils have the opportunity to succeed in school, especially our most vulnerable and disadvantaged pupils.

At St. Mary's RC Primary we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children face a wide range of barriers which may impact on their learning.

### **Our ultimate objectives are to:**

- Remove barriers to learning
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- A wide range of opportunities to develop their knowledge and understanding of the world through a broad and balanced curriculum

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we adopt the EEF tiered approach as recommended by the DfE:

- Quality of Teaching
- Targeted Academic Support
- Wider Strategies

### **Key Principles:**

- Aligned to our SIP priorities
- Diagnostic- identify the barriers
- Implement strategies to overcome barriers (whole class, group, individual)
- Balanced approach EEF Tiered (Quality of Teaching, Targeted Academic, Wider Strategies)
- Evidenced based strategies
- Review

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, mental health and wellbeing There are barriers to learning for some disadvantaged pupils due to low social, emotional, mental health and wellbeing. These difficulties have many root causes; for eg. impact of Covid; family/home circumstances; SEND. The number of pupils requiring support has increased post-pandemic.
2	Academic Attainment Disadvantaged pupils do not achieve as highly as non-disadvantaged pupils in reading, writing and maths by the end of KS2. Post-covid, some of our pupils struggle with motivation and being able to cope with the pace of learning/recalling and remembering prior learning
3	Broad and Balanced Curriculum Disadvantaged pupils have limited wider experiences and this impacts on their vocabulary, knowledge of the world and cultural capital.
4	Speech, language and communication Speech, language and communication skills are less well developed by disadvantaged pupils when starting school.
5	Attendance and punctuality Some disadvantaged pupils do not attend school as often as they could and some are categorised as persistent absentees.

## 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
1	Improve social, emotional and mental health for all pupils, particularly our disadvantaged pupils	Sustain high levels of wellbeing from 2023-2024 by: <ul style="list-style-type: none"> <li>• Thrive/ELSA assessments show progress</li> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant reduction in behaviour incidents</li> </ul>
2	Improve Academic Outcomes for our pupils, particularly our disadvantaged pupils	By 2023/2024: <ul style="list-style-type: none"> <li>• % of disadvantaged pupils meeting the expected standard in RWM are</li> </ul>

		<p>in line with non-disadvantaged pupils and national</p> <ul style="list-style-type: none"> <li>• % of disadvantaged passing phonics screening are in line with national</li> </ul>
3	Provide a Broad and Balanced Curriculum enhanced by a wide range of curriculum enrichment experiences	<p>By 2023-2024:</p> <ul style="list-style-type: none"> <li>• % of disadvantaged pupils working at ARE across the curriculum are in line with non-disadvantaged pupils</li> <li>• % of PP engaging in curriculum enrichment is high</li> <li>• Qualitative data from pupil voice</li> </ul>
4	Improve speech, language and communication skills, particularly our disadvantaged pupils	<p>By 2023-2024</p> <ul style="list-style-type: none"> <li>• Assessments show significantly improved oral language among disadvantaged pupils (pupil voice, books, assessments)</li> <li>• Engagement with Wellcomm indicate no significant gap between PP and non PP.</li> </ul>
5	Improve Attendance, particularly our disadvantaged pupils	<p>By 2023-2024</p> <ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils is at least 96%+</li> <li>• Persistent absence decreased</li> </ul>

## 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: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance our Maths teaching and curriculum by embedding Maths Mastery approach across school:</p> <ul style="list-style-type: none"> <li>- Staff CPD Y6</li> <li>- New to Year CPD and TA CPD</li> <li>- Red Rose Maths</li> <li>- Mastery SEND</li> <li>- Mastery Number NCTEM YR and Y1</li> </ul>	<p>EEF Mastery Learning – high impact, low cost based on limited evidence (+5 impact)</p>	<p>2</p>
<p>Enhance our English teaching and curriculum through improving vocabulary/consolidating understanding:</p> <ul style="list-style-type: none"> <li>- Embedding Talk for Writing across school</li> <li>- Phonics Training Essential Letters and Sounds (TA CPD)</li> <li>- Enhance Phase 5 Resources</li> <li>- Whole Class Guided Reading</li> <li>- Reading Comprehension through Accelerated Reader</li> </ul>	<p>EEF Oral Language Intervention – very high impact, very low cost, extensive evidence (+6 impact)</p> <p>EEF Phonics – high impact, very low cost on very extensive evidence (+5 impact)</p> <p>EEF Reading Comprehension - very high impact, very low cost, extensive research (+6 impact)</p>	<p>2 and 4</p>

Improve behaviours for learning and using and applying prior learning: - CPD for staff re metacognition	EEF Metacognition and Self-Regulation (+7 impact)	2
--	--	---

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA English Interventions: - Lexia KS2 - Bounceback Phonics - Additional phonics - Precision Teaching - 1:1 Daily reading lowest 20%	EEF Teaching Assistant Interventions – moderate impact, moderate cost, moderate evidence (+4 impact)	2 and 4
TA Maths Interventions: - Number Stacks - Complete Maths Tutor (Y2-Y6) - Mastering Number - Precision Teaching	EEF Teaching Assistant Interventions – moderate impact, moderate cost, moderate evidence (+4 impact)	2
Enhance Speech, Language and Communication in EYFS and KS1 by providing: - a Total Communication Environment - Introduce Wellcomm - Specific 1:1 support for pupils	Recommended by SALT to facilitate communication between adults and children with speech and language difficulties  EEF Oral Language Intervention – very high impact, very low cost, extensive evidence (+6 impact)	4
School led Maths tuition - Y6 - Y5	EEF Small group tuition – moderate impact, low cost, moderate evidence (+4 impact)	2

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

Budgeted cost: £72,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed consistent relationship based behaviour policy with approach for supporting our most vulnerable pupils <ul style="list-style-type: none"> <li>- Staff CPD</li> <li>- Other agencies</li> <li>- Support Plans</li> </ul>	EEF Behaviour Interventions- moderate impact, low cost, limited evidence (+4 impact)  DfE Behaviour in Schools (September 2022)	1 and 5
Develop support for Social, Emotional and Mental Health and Wellbeing <ul style="list-style-type: none"> <li>- Thrive/ELSA</li> <li>- Develop Pastoral Team (ELSA and Thrive)</li> <li>- Staff CPD</li> <li>- RSE curriculum</li> <li>- Nurture Club (before school)</li> <li>- External Support (NHS MHWB Team)</li> </ul>	EEF Social and emotional learning – moderate impact, very low cost, very limited evidence (+4 impact)	1 and 5
Curriculum and Wider Opportunities: <ul style="list-style-type: none"> <li>- Wider Opportunities</li> <li>- Let's Go Sing</li> <li>- Library and Museum Loan</li> <li>- Childrens University</li> </ul>	Ofsted Research (2019) places emphasis on improving cultural capital. Particularly for disadvantaged pupils  EEF Arts Participation – moderate impact, low cost, moderate evidence (+3 impact), DfE using Pupil Premium Guidance for Schools (March 2022)	3
Attendance <ul style="list-style-type: none"> <li>- CPD for Attendance</li> <li>- Local Networks</li> <li>- External support</li> </ul>	DfE School Attendance Guidance May 2022	5

**Total budgeted cost: £139,275**

## 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.

	Aim	Outcome												
1	Improve social, emotional and mental health for all pupils, particularly our disadvantaged pupils	<p><b>Whole School Impact:</b> Raised the profile of mental health and wellbeing across the school – through close work with NHS MHST and Carnegie Award. Improved Early Help (in school support) and signposting to external agencies. Further CPD for staff, including Pastoral Team, to further enhance provision in school.</p> <p><b>Impact for pupils 2023:</b> 46% of our pupils (94/206) received some support from our pastoral team in relation to their social, emotional and mental health and wellbeing needs (52% of PP pupils vs 48% of non-pp pupils).</p> <p>Some pupils were also supported via external agencies such as CSC, New Era and NHS Mental Health and Wellbeing Team</p> <p>The number of behavioural incidents reduced through the academic year and the percentage of PP children involved in behavioural incidents was lower than non PP children in most classes.</p>												
2	Improve Academic Outcomes for our pupils, particularly our disadvantaged pupils	<p><b>Whole School Impact:</b> Maths Mastery approach and Talk 4 Writing is now largely established across school.</p> <p><b>Impact for pupils (Summer 2023):</b></p> <p><b>EYFS – Good Level of Development 2023</b></p> <table border="1"> <thead> <tr> <th>Pupils</th> <th>Number of Pupils</th> <th>Good Level of Development</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>25</td> <td>64.0%</td> </tr> <tr> <td>Pupil Premium</td> <td>5</td> <td>40.0%</td> </tr> <tr> <td>National 2023</td> <td></td> <td>67.2%</td> </tr> </tbody> </table>	Pupils	Number of Pupils	Good Level of Development	All Pupils	25	64.0%	Pupil Premium	5	40.0%	National 2023		67.2%
Pupils	Number of Pupils	Good Level of Development												
All Pupils	25	64.0%												
Pupil Premium	5	40.0%												
National 2023		67.2%												



**Year 1 Phonics Screening Check 2023**

<b>Pupils</b>	<b>Number of Pupils</b>	<b>Good Level of Development</b>
<b>All Pupils</b>	30	60.0%
<b>Pupil Premium</b>	11	36.0%
<b>National 2023</b>		78.9%

**Key Stage 1 Assessments 2023 (Expected Standard+)**

<b>Pupils</b>	<b>Number of pupils</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>RWM Combined</b>
<b>All Pupils</b>	30	70.0%	53.3%	70.0%	50.0%
<b>Pupil Premium</b>	12	75.0%	50.0%	58.0%	42.0%
<b>National 2023</b>		68.3%	60.1%	70.4%	56.0%

**Key Stage 2 Assessments 2023 (Expected Standard+)**

<b>Pupils</b>	<b>Number of pupils</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>RWM Combined</b>
<b>All Pupils</b>	31	58.0%	55.0%	61.0%	41.0%
<b>Pupil Premium</b>	18	50.0%	50.0%	44.4%	38.9%
<b>National 2023</b>		73.0%	71.0%	73.0%	59.0%

3	Broad and Balanced Curriculum enhanced by a wide range of curriculum	<p><b>Whole School Impact:</b> Provided a broad and balanced curriculum and all subjects have been taught discretely.</p> <p>We launched Childrens University to promote and celebrate extra-curricular activities (in-school and out of school) and all Year 6 pupils graduated (with different levels of achievement). We track</p>
---	--	---

	enrichment experiences	<p>participation across the school and target pupil premium pupils. We increased the range of extra-curricular activities we provide in school, participated in Childrens University Master Classes and promoted family learning opportunities over holiday periods.</p> <p>We provided a wide range of physical activities through our Sports Premium Grant and track participation – targeting pupil premium pupils.</p> <p>Through the course of the year we provided a wide range of enrichment activities across school, e.g. theatre shows, workshops, Art Project. Music wider opportunities.</p> <p>We also bought into Lancashire Library Loans and Museum Loans to enhance resources in school for all pupils.</p>
4	Improve speech, language and communication skills, particularly our disadvantaged pupils	<p><b>Whole School Impact:</b> We continued to embed Talk for Writing across the whole school – places strong emphasis on vocabulary development.</p> <p>Bought in SALT to support 16 pupils across the school.</p> <ul style="list-style-type: none"> <li>- Provided programmes of work for staff to follow (CPD for staff) and worked with parents.</li> <li>- Supported requests for EHCP's</li> <li>- Staff CPD re Makaton for non-verbal pupils.</li> </ul> <p>We introduced Welcomm in Reception – to support language and vocabulary development for targeted pupils.</p>
5	Improve Attendance, particularly our disadvantaged pupils	<p>Worked closely with Children and Family Wellbeing Support Team, to regularly review attendance procedures and target persistent absentees. We provided Nurture Club each morning for Pupil Premium children to improve attendance. We began working with Romero Catholic Academy Trust to share good practice to improve attendance.</p> <p><b>Impact on Pupils:</b></p> <p>Overall attendance = 93.6%</p> <p>Pupil Premium: 92.4% and Non Pupil Premium: 94.5%</p> <p>Of the pupils who were persistently absent 59% were Pupil Premium pupils.</p>

## 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*

<b>Programme</b>	<b>Provider</b>
Red Rose Maths	Lancashire LEA
Red Rose Phonics	Lancashire LEA
Welcomm	GL Assessment Renaissance
Spelling Shed	Ed Shed
Timestable Rock Stars	Maths Circle Ltd
Accelerated Reader	Renaissance Learning
Letter Join	Green and Tempest Ltd
Kapow	Kapow
Oddizzi	Little Travel Bug Ltd
Spelling Book	Jane Considine Education
Picture News	Picture News
Ten Ten Resources	Ten:Ten
Charanga	Charanga Musical School
Prodigy	Prodigy
CPOMS	CPOMS
Teach Computing	National Centre for Computing
Language Angels	Language Angels
Primary PE Passport	PE Passport