

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	208
Proportion (%) of pupil premium eligible pupils	42.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Ian.Jones
Pupil premium lead	Ian Jones
Governor / Trustee lead	Amanda McLaren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,880
Recovery premium funding allocation this academic year	£5225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
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	£125,105

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	<p>Attendance and Punctuality</p> <p>More than half of disadvantaged pupils do not attend school as often as they could and some are categorised as persistent absentees. This means that pupils are missing learning opportunities on a regular basis.</p>
2	<p>Academic Attainment</p> <p>Disadvantaged pupils do not achieve as highly as non-disadvantaged pupils in reading by the end of KS2, but the gap is wider in writing and mathematics.</p>
3	<p>Social, Emotional, Mental Health</p> <p>Many of our disadvantaged pupils experience social, emotional and mental health difficulties, including self-regulation and self-esteem. This can affect their behaviours and readiness for learning. For some pupils these challenges are linked to a Special Educational Need or Disability and for others it is linked to adverse childhood experiences.</p>
4	<p>Communication and Language</p> <p>About 36% of our disadvantaged pupils have communication and language difficulties due to Special Educational Needs (25%) or English as an Additional Language (17%).</p>
5	<p>Access to Wider Opportunities</p> <p>Pupil's vocabulary is limited due to lack of exposure to the wider world; this in turn impacts on their ability to understand and read fluently. Development of cultural capital and experiences will support the development of childrens vocabulary and broaden their experiences.</p>

Intended outcomes (2024-2027)

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
Improve family engagement of disadvantaged pupils with wider opportunities to build relationships between school and family	<ul style="list-style-type: none"> Parental feedback indicates that parents feel supported in their role as the primary educator Increased opportunities for informal family support to engage 'hard to reach families' in strategies to address barriers Early help for families has increased
Achieve and sustain improved attendance of all pupils, on particular disadvantaged pupils	<ul style="list-style-type: none"> The overall absence rate for all pupils is no more than 4% and the attendance gap between disadvantaged pupils and

	their non-disadvantaged peers is minimal (not significantly lower).
Improved attainment for disadvantaged pupils in Reading, Writing and Maths across the school	<ul style="list-style-type: none"> • Outcomes for reading, writing, phonics, GPS and maths have significantly improved and match/close to national standards
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Qualitative data from pupil voice, parent and staff surveys • A significant reduction in behaviour incidents • Improvements in behaviours for learning across school • A sustained increase in participation in enrichment activities, particularly for disadvantaged pupils • Maintain/ expand quality mark for MHWB
Improve oral language skills and improve understanding and use of vocabulary across the school, particularly for disadvantaged pupils, SEND and EAL	<ul style="list-style-type: none"> • Assessments, observations and discussions indicate that oral language skills have improved from EYFS to Y6. • Classroom environments, books and pupil voice show a dedicated focus on vocabulary development • Reading and Writing outcomes have improved and match/close to national outcomes
Improve cultural and childhood experiences for all pupils across school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Cultural capital experiences (visits and visitors) are planned for and embedded in our curriculum • Wide range of free/low cost extra-curricular activities and experiences

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: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Resources and Professional Development of staff to implement a DfE validated systematic synthetic phonics programme (Little Wandle), eg:</p> <ul style="list-style-type: none"> - Resources to enable delivery of Little Wandle Scheme - CPD for Phonics Lead and all staff to effectively deliver Little Wandle scheme 	<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>Phonics / Toolkit Strand / Education Endowment Foundation (EEF): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 4, 5</p>
<p>Resources and professional development to enhance and develop our approach to teaching writing and GPS, eg:</p> <ul style="list-style-type: none"> - Embedding Talk for Writing across school - CPD for English lead and staff re Writing Project (through Research 	<p>Guidance Reports for Literacy in KS1 and KS2 Education Endowment Foundation (EEF) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2, 4, 5</p>

<p>School and Romero)</p> <ul style="list-style-type: none"> - Purchase and introduce Grammarsaurus 		
<p>Resources and professional development to enhance our approach to teaching reading across the school:</p> <ul style="list-style-type: none"> - Introduce Whole Class Guided Reading - Resources to support Whole Class Guided Reading 	<p>Guidance Reports for Literacy in KS1 and KS2 Education Endowment Foundation (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Reading Comprehension Strategies (Education Endowment Foundation)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 4, 5
<p>Resources and professional development to enhance our Maths Mastery approach through implementing White Rose Maths scheme</p> <ul style="list-style-type: none"> - Introducing White Rose Maths Scheme – cost of resources and staff CPD 	<p>Guidance Reports for Maths in Early Years and KS1; and KS2-3 (Education Endowment Foundation)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Mastery Learning (Education Endowment Foundation)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2, 4, 5
<p>Develop high quality teaching and assessment across the broad and balanced curriculum by:</p> <ul style="list-style-type: none"> - Reviewing sequence of learning - Enabling attendance at Romero networks and 	<p>Effective Professional Development (Education Endowment Foundation):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2, 4, 5

CPD opportunities <ul style="list-style-type: none"> - Dedicated time to monitor subjects - Enabling staff to undertake leadership CPD such as NPQ's and Ready Set Move 		
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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: <ul style="list-style-type: none"> - Lexia KS2 - Bounceback Phonics - Additional phonics - Precision Teaching - 1:1 Daily reading lowest 20% 	Teaching Assistant Interventions (Education Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2 and 4
TA Maths Interventions: <ul style="list-style-type: none"> - Number Stacks - Complete Maths Tutor (Y2-Y6) - Mastering Number - Precision Teaching - Y6 HLTA targeting group (daily) 	Teaching Assistant Interventions (Education Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2 and 4

<p>Enhance Support for SEND pupils by using specialists to assess, identify needs and provide support staff and parents:</p> <ul style="list-style-type: none"> - Speech and Language Therapist - SENDCo - Specialist Teacher 	<p>Guidance and support recommended by specialist teachers, Speech and Language Therapists and SENDco.</p> <p>Special Educational Needs in Mainstream Schools (Education Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>2, 3 and 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ Pupil and Family Support Manager:</p> <ul style="list-style-type: none"> - CPD for new PFS Manager - Attendance at Romero Attendance and Family Support networks - DSL CPD 	<p>Supporting School Attendance (Education Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Working with parents to support children's learning (Education Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1 and 3</p>
<p>Develop support for Social, Emotional and Mental Health and Wellbeing</p> <ul style="list-style-type: none"> - Develop SEND Hub - Pastoral Support across school 	<p>Social and Emotional Learning in Primary Schools (Education Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1 and 3</p>

<ul style="list-style-type: none"> - RSE curriculum - Nurture Club (before school) - External Support (NHS MHWB Team) 		
<p>Curriculum and Wider Opportunities:</p> <ul style="list-style-type: none"> - Wider Music Opportunities (ukulele) - Salford Cathedral Singing programme - Library and Museum Loan - Subsidise Visits/visitors - Physical activity - Develop School Library 	<p>Ofsted Research (2019) places emphasis on improving cultural capital. Particularly for disadvantaged pupils</p> <p>DfE Using Pupil Premium Guidance for Schools (March 2022)</p> <p>Arts Participation (Education Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical Activity (Education Endowment Foundation) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5

Total budgeted cost: £125, 105

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 2023 to 2024 academic year.

	Aim	Outcome									
1	Improve social, emotional and mental health for all pupils, particularly our disadvantaged pupils	<p>Whole School Impact: 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>Impact for pupils 2024: 42% of our pupils (89/210) received some support from our pastoral team in relation to their social, emotional and mental health and wellbeing needs (56% of PP pupils vs 44% 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>Whole School Impact: Maths Mastery approach and Talk 4 Writing is now largely established across school.</p> <p>Impact for pupils (Summer 2024):</p> <p>EYFS – Good Level of Development 2024</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>30</td> <td>60.0%</td> </tr> <tr> <td>Pupil Premium</td> <td>9</td> <td>56%</td> </tr> </tbody> </table>	Pupils	Number of Pupils	Good Level of Development	All Pupils	30	60.0%	Pupil Premium	9	56%
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All Pupils	30	60.0%									
Pupil Premium	9	56%									

Year 1 Phonics Screening Check 2024

Pupils	Number of Pupils	Passed PSC
All Pupils	30	63%
Pupil Premium	6	67%

Key Stage 1 Assessments 2024 (Expected Standard+)

Pupils	Number of pupils	Reading	Writing	Maths	RWM Combined
All Pupils	30	57%	43%	73.0%	43%
Pupil Premium	14	35.7%	28.6%	71.5%	28.6%

Key Stage 2 Assessments 2024 (Expected Standard+)

Pupils	Number of pupils	Reading	Writing	Maths	RWM Combined
All Pupils	30	60%	53%	67%	43%
Pupil Premium	12	58%	33%	58%	33%

3	Broad and Balanced Curriculum enhanced by a wide range of curriculum enrichment experiences	<p>Whole School Impact: Provided a broad and balanced curriculum and all subjects have been taught discretely.</p> <p>We continued to work with 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 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>
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		<p>We provided a wide range of physical activities through our Sports Premium Grant and tracked 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	<p>Improve speech, language and communication skills, particularly our disadvantaged pupils</p>	<p>Whole School Impact: We continued to embed Talk for Writing across the whole school – places strong emphasis on vocabulary development.</p> <p>Bought in SALT to support 23 pupils across the school.</p> <ul style="list-style-type: none"> - Provided programmes of work for staff to follow (CPD for staff) and worked with parents. - Supported requests for EHCP's - Staff CPD re Makaton for non-verbal pupils. <p>We introduced Welcomm in Reception – to support language and vocabulary development for targeted pupils.</p>
5	<p>Improve Attendance, particularly our disadvantaged pupils</p>	<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>Impact on Pupils:</p> <p>Overall attendance = 92.4%</p> <p>Pupil Premium: 90.8% and Non Pupil Premium: 93.5%</p> <p>Of the pupils who were persistently absent 53% 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

Programme	Provider
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