

## 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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	St Mary's Catholic Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Janet McKinlay, Headteacher
Pupil Premium Lead	Denis Orr-McGuinness, Assistant Headteacher
Governor / Trustee lead	Roy Davies

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,000
Recovery premium funding allocation this academic year	£1,124
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£50,124

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's Catholic Primary School, our aim 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 reduce barriers created because of socio-economic background and to support disadvantaged pupils of all abilities to achieve across all areas and aspects of learning.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our first priority is to ensure that teaching is of the highest possible standard with a focus on areas in which disadvantaged pupils require the most support. Research from the Education Endowment Foundation suggests that this has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Strategies that are designed to improve disadvantaged pupils' attainment will also have a positive impact on non-disadvantaged pupils' attainment.

Evidence also indicates that small group and one-to-one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and not influenced by the fact that some children are disadvantaged which could lead to unfounded assumptions about capability.

The approaches we have adopted complement each other to help pupils excel. Our end goals are to:

- ensure disadvantaged pupils are challenged in the work that they're set
- Providing disadvantaged pupils with sufficient support and opportunities to unlock their potential.
- 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 ensure that disadvantaged children make at least expected progress when compared to national expectations.
- Prioritising the cultivation of robust professional relationships with pupils, fostering a secure and enjoyable learning environment.
- Collaborating with pupils and families where attendance is poor.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations in EYFS and KS1 suggest that oral language skills of disadvantaged and vulnerable children are underdeveloped when compared with non-disadvantaged peers
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as early readers.
3	Our assessments and observations suggest that the attainment gap in reading, writing and maths for our disadvantaged pupils has widened more than their peers due to the effect of the pandemic.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continue to be affected by the Covid-19 pandemic, and to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional needs of many pupils. Teacher referrals for support remain relatively high. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 3 years shows that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils but has not been flagged up because the criteria have not been met.

## 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 and use of metacognition strategies	<p>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 and ongoing formative assessment.</p> <p>Pupils are more aware of the learning process and this enhances their control over their own learning. It also improves personal capacity for self-regulation and managing their own motivation for learning.</p>
Improved phonics attainment for	Phonics attainment by the end of the year 2023/2024 for disadvantaged children will be in line with the national

disadvantaged pupils in the Year 1 phonics screening check	average at the end of Year 1 and will be above that of the national average at the end of 2024/2025. By 2025/2026 phonics attainment will be higher than pre-pandemic levels.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 and 2024/25 will show that 80% of disadvantaged pupils who have no special educational needs have met the expected standard. By the summer 2026, pupils will fulfil their potential academically
Improved writing attainment for disadvantaged pupils.	KS2 writing outcomes in 2023/24 and 2024/25 will show that 80% of disadvantaged pupils who have no special educational needs will have met the expected standard. By the summer 2026, pupils will fulfil their potential academically.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2023/24 and 2024/25 will show that 80% of disadvantaged pupils who have no special educational needs will have met the expected standard. By the summer 2026, pupils will fulfil their potential academically.
Improved attainment in all areas of the curriculum.	All children will demonstrate good progress in foundation subjects by demonstrating that they have remembered a substantial part of their learning in each year group. By the summer 2026, pupils will fulfil their potential academically.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing in 2023/24 and 2024/25 and 2025/26 will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• participation in enrichment activities by disadvantaged pupils</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• A reduction in pupil referrals for support.</li> <li>• Pupils including those in receipt of pupil premium have their needs identified early and addressed through school support</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 and 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for disadvantaged pupils will improve.</li> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of pupils who are persistently absent will improve for disadvantaged children being no lower than their peers.</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: **£25,779**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments and reading recovery workbooks to address downturn in reading.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Training and continued support through Lacey Green Teaching School to support with the delivery of phonics.</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better">https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding, and support recall and retrieve content taught. (Link to School Impact Plan)</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/linking-learning/recommendation-seven-surveying-current-practice">dowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/linking-learning/recommendation-seven-surveying-current-practice</a></p>	<p>1, 3, 4</p>

	<p><i>“These pupils are the ones for whom the linking of learning matters”</i></p> <p>Articulating what pupils have learned and how this could be implemented in their work helps pupils consolidate their learning in core subjects.</p>	
<p>Embedding of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Essential Letters and Sounds) to secure stronger phonics teaching for all pupils and training for all staff not just Year 1 teachers.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to 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).</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="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	3, 4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.tentenresources.co.uk/">https://www.tentenresources.co.uk/</a></p>	5

<p>Use of Ten Ten resources – a Relationships and Health Education curriculum programme.</p> <p>ELSA trained staff to support vulnerable pupils. Timetable of nurture and social and emotional support sessions.</p>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£12,487**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of an outside reading shed, additional books for the library and phonics-based reading and picture books to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<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="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
<p>Use of teaching assistants to deliver structured intervention programs and purchase of additional resources to support further learning.</p>	<p>Teaching assistants can have a positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF</a></p>	1, 2, 3, 4
<p>Additional reading and phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics and reading interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Engaging with the National Tutoring Programme to provide tuition for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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="https://www.eef.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.eef.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3, 4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£11,858**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's advice:  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>            This will involve releasing staff to support pupils with the use of the nurture room and Charlie, the Pet Therapy Dog.            Cheshire East attendance SLA attendance officer to support those struggling to attend. Fortnightly sessions with office staff to monitor attendance and identify those who may</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5, 6</p>
<p>Development of parental engagement among disadvantaged and vulnerable learners through enhanced communication channels.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  <a href="https://www.eef.org.uk/parental-engagement">Parental engagement   EEF</a></p>	<p>3, 6</p>
<p>Termly pupil progress meetings to ensure clear focus for PP children</p>		<p>1, 2, 3, 4</p>

	<p><a href="#"><u>Using pupil premium   EEF</u></a> Stresses the importance of focus on attainment of PP children.</p>	
<p>Emotional wellbeing support from our specially trained staff through social and emotional learning and individual and small group nurture sessions</p>	<p>Improving pupils' wellbeing through nurture ensures they are in a good place and ready to learn. <a href="#"><u>Social and emotional learning   EEF</u></a></p>	5
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

## 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.

Our internal assessments during 2022/23 supported by Sonar Tracker Benchmarking Service suggested that the performance of disadvantaged pupils was significantly above the Local Authority's percentage at the end of KS1 and in line with the LA at the end of KS2 with regarding to combined reading, writing and mathematics. In reading, the performance of disadvantaged pupils was significantly above the Local Authority's percentage at the end of KS1 and in line with the LA at the end of KS2. In writing, the performance of disadvantaged pupils was significantly above the Local Authority's percentage at the end of KS1 and in line with the LA at the end of KS2. In Mathematics, the performance of disadvantaged pupils was significantly above the Local Authority's percentage at the end of KS1 and KS2.

83% of disadvantaged pupils passed the Phonics Screening Check in June 2023 in year 1.

Our assessment of the reasons for these outcomes points to a gradual recovery after Covid-19 and school closure. On their return, pupils were able to benefit from our pupil premium funded improvements to teaching and targeted interventions. The impact was supported by our resolution to maintain a high-quality curriculum and quality first teaching.

Overall attendance in 2022/23 was 93% for the whole school. Pupil Premium attendance was 90.46% compared to non-Pupil Premium attendance of 94.63%. Persistent absence was 16.4% compared to the national figure of 17.3%.

Attendance last year in disadvantaged pupils was slightly lower than national average of 95%. Overall absence in schools in England has risen more than 50% since 2019, while persistent absence – when pupils miss 10% or more of sessions – has more than doubled, prompting widespread concern (Guardian 2023)

<https://www.theguardian.com/education/2023/sep/21/parents-in-england-no-longer-see-daily-school-attendance-as-vital-report-finds>

Our assessments and observations indicated that wellbeing and mental health were still impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils whose experience of remote learning and support with reading and homework was not on a par with non-disadvantaged pupils. We

used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on that approach with the activities detailed in this plan.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils has risen and the majority achieved age-related expectations this academic year.

## Externally provided programmes

Programme	Provider
ELSA	Cheshire East
Dyslexia	British Dyslexia association
Power Maths	Pearson Education
Purple Mash	2Simple Ltd
TT Rockstars	Maths Circle
Essential Letters and Sounds	Oxford University Press
KAPOW	Kapow Primary

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- development of metacognitive strategies to teaching and learning to aid retrieval. EEF demonstrates that this approach can have a positive effect on pupil outcomes by +7 months
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we assessed the impact of previous strategies including why they may not have had the desired impact. Alongside this we have used data, book scrutinies, information gathered from formative assessment, general observations and conversations with all involved to gain a comprehensive picture of barriers preventing our children from achieving.

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 used the [EEF's implementation guidance](#) to help us develop our strategy and help us identify 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.