



# Pupil premium strategy statement St Mary's Catholic Primary School

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 Catholic Primary School           |
| Number of pupils in school  | 214   |
| Proportion (%) of pupil premium eligible pupils   | 12%   |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2021/2022 to 2024/2025                      |
| Date this statement was published   | December 2024                               |
| Date on which it will be reviewed   | July 2025                                   |
| Statement authorised by   | Jo Berry<br>Headteacher                     |
| Pupil premium lead  | Natalie Southgate<br>Assistant Head teacher |
| Governor / Trustee lead   | Paul Phillips                               |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £44,700 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | 0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £44,700 |



## Part A: Pupil premium strategy plan

### Statement of intent

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 vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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
- Create partnerships with families to promote educational opportunities and outcomes.

### Challenges

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



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| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Reading and phonics<br>Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.   |
| 2                | Writing<br>Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.   |
| 3                | Maths<br>Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.   |
| 4                | Vocabulary acquisition<br>Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils. Poor vocabulary impacts upon pupils ability to achieve across all curriculum subjects.   |
| 5                | Attendance<br>Our attendance data in previous years indicated that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. St Mary's pupil premium attendance is currently 94.6% and higher than FFT pupil premium national, we want to ensure this continues.<br>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress- including arriving late to school. |
| 6                | Wellbeing and Mental Health<br>Observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils.<br>Teacher referrals for support have increased following the pandemic.   |
| 7                | Enrichment Opportunities<br>Discussions with pupils have identified a lack of enrichment opportunities.  |

## 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 |
|------------------|------------------|
|------------------|------------------|



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| Improved outcomes in reading.  | KS2 reading outcomes in 2024/25 show that more than 74% (based on 2022 national) of disadvantaged pupils met the expected standard.  |
| Improved outcomes in phonics.  | KS1 phonics outcomes in 2024/25 show that more than 83% (based on 2019 national) of disadvantaged pupils met the expected standard.  |
| Improved outcomes in writing.  | KS2 writing outcomes in 2024/25 show that more than 78% (based on 2019 national not 69% from 2022) of disadvantaged pupils met the expected standard.  |
| Improved outcomes in maths.  | KS2 maths outcomes in 2024/25 show that more than 79% (based on 2019 national not 71% from 2022) of disadvantaged pupils met the expected standard.  |
| Improved vocabulary acquisition which will impact on outcomes across the curriculum.   | Outcomes across the curriculum will increase as a result of direct vocabulary instruction. This will be evidenced in both external and internal assessments. Pupil book study will show that pupils have a wider vocabulary and are able to talk about their learning using the key vocabulary they have been taught.                  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.<br><br>Data from ISDR/ FFT used to set attendance targets. | Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>•the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>•the percentage of all pupils who are persistently absent being below 5%.</li> </ul> |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.   | Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>•qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>  |
| To provide a coherently planned programme of enrichment activities.  | A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.   |



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|  | A variety of quality enrichment activities, many of which enhance curriculum provision. |
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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: £19,745

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Subscription to PiXL diagnostic tools and assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£2,500</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="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>  | 1, 2, 3                       |
| <p>Subscription to CUSP and evidence based, knowledge rich curriculum.</p> <p>Explicit vocabulary instruction is at the heart of this curriculum.</p> <p>Training for staff to ensure they apply the principles of cognitive science effectively and every child has access to QFT.</p> <p>£400</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a></p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> | 1,2,4,7                       |
| <p>Purchase high quality CPD (Greenfields Educational Consultancy).</p>   | <p>The rationale for this is substantial investment in professional development (PD) is clear: meta-analyses find that teacher PD programmes tend to improve pupil academic</p>   | 1, 2,3,4                      |



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| <p>Embedding of excellent pedagogy across the curriculum.<br/>£600</p>   | <p>achievement (Fletcher-Wood &amp; Zuccollo, 2019; Lynch et al., 2019).</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1635355217</a></p> |         |
| <p>CPD- Maths focusing on how to - identify gaps in children's learning - use guidance to track back and address the gaps</p> <p>Implementation of mastering number in EYFS and KS1.</p> <p>£450</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="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p>   | 3       |
| <p>Implementation of Ten:Ten programme for PSHE and RSE<br/>£795</p>   | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</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>                              | 6       |
| <p>Maximising the impact of teaching assistants. Strategic leadership training and implementation.<br/>£15000</p>  | <p>Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs. In order to have the desired effect schools might consider:</p> <ul style="list-style-type: none"> <li>- Careful assessment of pupils' needs so that teaching assistants support is well targeted</li> </ul>  | 1,2,3,4 |

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|  | <ul style="list-style-type: none"> <li>- Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes</li> <li>- Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> |  |
|--|---|--|

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

Budgeted cost: £20,260

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 1                             |
| Additional reading sessions targeted at disadvantaged pupils who require further support.         | <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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> | 1                             |
| Additional before school reading groups   | Reading comprehension strategies have a high impact for a low cost based on a strong evidence base.   | 1                             |



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|   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>   |       |
| Pixl small group interventions for maths, reading and writing across KS2. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br><br>Small group tuition is most effective if it is targeted at pupils specific needs. Diagnostic assessment can be used as the best way to target support. | 1,2,3 |

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

Budgeted cost: £4,695

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.<br><br>Appointing attendance officer 1 day a week to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.<br><br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1076127/School_attendance_guidance_May-2022_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1076127/School_attendance_guidance_May-2022_.pdf</a>   | 4                             |
| To provide ELSA support at St Mary's.<br><br>1 day per week plus half termly supervisions   | ELSA intervention is an individualised (or sometimes group) programme for children with significant social and emotional difficulties. The work is planned around the needs of the individual child.<br><br><a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a><br><br><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a> | 5                             |





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| <p>Drawing and talking<br/>£85</p>   | <p>Drawing and Talking is a therapeutic intervention for children. It utilises drawing as a way to help children express their feelings differently in ordinary verbal language. The Drawing and Talking therapeutic approach allows individuals to discover and communicate emotions through a non-directed technique.</p> <p><a href="https://drawingandtalking.com/wp-content/uploads/2021/12/CORC-Report-Drawing-and-Talking_.pdf">https://drawingandtalking.com/wp-content/uploads/2021/12/CORC-Report-Drawing-and-Talking_.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emo-tional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emo-tional_Learning.pdf</a></p> | <p>5</p>   |
| <p>Sensory circuits<br/>£500</p>   | <p>A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emo-tional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emo-tional_Learning.pdf</a></p>   | <p>5</p>   |
| <p>Whole staff training on trauma informed practice</p>  | <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>   | <p>5,6</p> |
| <p>Develop and resource a coherently planned programme of enrichment activities.<br/>Bassitry<br/>Author</p> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>   | <p>5,6</p> |



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|---|--|------------|
| <p>Artist<br/>Planetarium<br/>Sports clubs<br/>Lunchtime and<br/>afterschool clubs<br/>Music lessons<br/>Termly book in a box</p> | <p>Physical activity has a positive impact on academic attainment.<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>The curriculum provided by school should extend beyond the academic, technical or vocational. Ofsted</p> |            |
| <p>Contingency fund for acute issues.</p>   | <p>Based on our experiences 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>  | <p>All</p> |

**Total budgeted cost: £44,700**



## Part B: Review of outcomes in the previous academic year 2022-2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In 2024, there were 6 disadvantaged pupils in year 6. 50% achieved expected in RWM combined. This is not in line with the national combined figure of 61%. 1 of our disadvantaged pupils were expected in all areas except reading. In maths, 67% of disadvantaged pupils achieved expected, this is not in line with the national figure of 73%. In reading, 50% of disadvantaged pupils achieved expected, this is not in line with the national figure of 74%. In writing, 67% of disadvantaged pupils achieved expected, this is not in line with the national figure of 72%.

In year 2, there were 6 disadvantaged pupils. 100% achieved expected in reading. In maths, 67% achieved expected. 84% of disadvantaged pupils achieved expected in writing. There is no comparative national data to compare this with as KS1 SATs are no longer statutory.

In year 1, 2 pupils are disadvantaged 50% passed the phonics screening check. This child that did not meet the standard was 2 marks off the pass mark of 32.

There is 1 disadvantaged pupil in EYFS, this child has achieved GLD, this is above the national of 68%.

The attendance of disadvantaged pupils for 2023/24 was 94.6% above FFT national of 91.8%. This is an increased figure of last year's data of 92.7%.

Persistent absence for pupils in receipt of premium pupil funding was 7% this is lower than the national average. This shows further improvement on last year's figure by 10%. The two children are within the same family and the school and EWO works closely with them.

Cultural capital has been enhanced by providing access to extra-curricular clubs both during lunchtime and after school. In 2024, all disadvantaged pupils attended an extra-curricular club. Our extra-curricular offer included orchestra, choir, football, dodgeball, cricket, street dance, British sign language, reading, Lego, mindfulness colouring, art and more.



Experiences such as Arts week, music tuition, Bassistery music, author visits, Rock, Paper Scissors and Dance East are planned in a coherent manner to enrich our curriculum offer.

Pupils are encouraged to take on positions of responsibility in school, including, School Council, Safeguarding Council, Mini Vinnies, peer mentors and play leaders. Pupils are very keen to take on these roles and this enables them to develop a set of positive personal traits and dispositions so that they can behave with integrity and cooperate consistently well with others.

## 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                    |
|-----------------------------|-----------------------------|
| Infant Language Link        | Speech Link Multimedia Ltd  |
| Junior Language Link        | Speech Link Multimedia Ltd  |
| Boxall                      | Boxall                      |
| PiXI                        | PiXI                        |
| Insight Tracking            | Insight                     |
| Emotional literacy support  | Psychology First            |
| Drawing and Talking Therapy | Drawing and Talking Therapy |

## Service pupil premium funding (optional)

At St Mary's there is currently 1 pupil in receipt of service pupil premium funding.

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Included within the main pupil premium budget.           |
| What was the impact of that spending on service pupil premium eligible pupils? | Access to additional interventions and support services. |

## Pupil premium strategy outcomes 2022-2023



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This details the impact that our pupil premium activity had on pupils in the 2022 to 2023

academic year.

| Intended outcome   | Success criteria   |
|--|--|
| Improved outcomes in reading.  | In 2024 100% of Year 2 and 50% of Year 6 PP achieved the expected standard in reading. (2 of the 6 pupils were on the SEND register and one was disapplied).   |
| Improved outcomes in phonics.  | In 2024 50% of PP children achieved the pass mark of 32 in the Phonics Screening Check. The child who did not pass achieved a mark of 30 and had attended extra-curricular Phonics club after school from January.   |
| Improved outcome in writing.   | In 2024 84% of Year 2 pupils and 67% of Year 6 PP achieved the expected standard in writing.   |
| Improved outcomes in maths.  | In 2024 67% of Year 2 and 67% of Year 6 PP achieved the expected standard in maths.  |
| Improved vocabulary acquisition which will impact on outcomes across the curriculum                            | Ofsted remarked that vocabulary was a key strength within the school and contributed to progress for all pupils across the school.   |
| To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.                  | Overall attendance was 95.9%, this higher than the previous year and FFT National attendance.<br><br>Overall attendance for the disadvantaged pupils was 94.6%. This is 2.8% more than the FFT National average for disadvantaged pupils.<br><br>7% of disadvantaged pupils have persistent absence. This is lower than national of 28%. This is a significant improvement of 10%. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Ofsted 2024 commented "the school nurtures open minded, kind and compassionate individuals."   |
| To provide a coherently planned programme of enrichment activities.  | Continue to extend club offer for pupils before, during and after school. All disadvantaged pupils are given priority to ensure they attend at least one club in a year.   |



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## Further information (optional)

### Additional activity

- Breakfast club
- Fully funded places at a variety of before and after school clubs
- Free lunchtime clubs

### Planning, implementation and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, book scrutiny, conversations with pupils, teachers and parents in order to identify the challenges faces 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 documents listed below 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.

<https://www.gov.uk/government/publications/pupil-premium>

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

We continue to evaluate and review this framework for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.