

Pupil premium strategy statement – St Mary’s Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022 to 2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Nicola Brown, Headteacher
Pupil premium lead	Emma Cooke
Governor / Trustee lead	Laura Hewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,770
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£110,770

Part A: Pupil premium strategy plan

Statement of intent

Without seeking to generalize, Pupil Premium pupils may encounter greater barriers and have more limited life chances than other students. This is not fair.

Our aim is to address the key barriers of low attendance, limited aspiration and opportunity for enrichment to enhance pupil engagement and end a situation where disadvantaged pupils do not achieve in line with their peers.

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 health and wellbeing to enable them to access learning at an appropriate level.

Our strategy is to reduce the barriers to learning for each Pupil Premium child so that progress can be accelerated. We rigorously monitor the progress of PPG children, using the data to analyse the impact of targeted support and adapting as necessary. A named staff member has been allocated to every year group to target PPG children during the quality first teach or through small group/1:1 interventions to accelerate their progress. We expose children to cultural experiences that will equip them with the knowledge to propel them further in their education. All staff see themselves as the champion for the Pupil Premium children in their care. They have been tasked with doing all they can to improve their life chances and ensure a level playing field.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Pupil Premium funding will be socially disadvantaged

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

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment at KS1: Disadvantaged attainment (30%) significantly trails whole-school attainment (65%).
2	Multiplication Check in Year 4: Disadvantaged pupils' mean average score (15.4) is lower than the school's mean (20.9).
3	Social, Emotional, and Mental Health (SEMH): Increased SEMH needs across disadvantaged pupils
4	Lack of Extracurricular and Talent Development Opportunities: Limited access to skill-building and interests beyond academics
5	Attendance Issues: Disadvantaged pupils' overall absence rate is 6.4%, with 25.8% persistently absent, well above the national non-disadvantaged cohort.
6	SEND Co-Occurring Barriers: Some children who qualify for the Pupil Premium funding have co-occurring barriers of SEND needs and an increasing number of children require additional support but do not receive SEND funding.

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
<p>Raise Attainment in KS1 Writing.</p> <p><i>Increase the percentage of disadvantaged pupils meeting expected writing standards in KS1.</i></p>	<ul style="list-style-type: none"> 40% of disadvantaged pupils achieve age-related expectations (ARE) in writing by the end of KS1. Termly assessments show incremental improvement in disadvantaged pupils' writing skills, as measured by school writing teacher assessments. Observations of targeted pupils reflect increased engagement and confidence in writing activities by mid-year.
<p>Improve Year 4 Multiplication Check Scores.</p> <p><i>Narrow the gap in multiplication fluency between disadvantaged and non-disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> The mean average score for disadvantaged pupils on the Year 4 Multiplication Check rises to at least 18. 80% of disadvantaged Year 4 pupils show a 20% improvement in multiplication fluency by the end of the year, based on regular assessments. Disadvantaged pupils in Years 3 and 4 report increased confidence and enjoyment in math sessions, measured by termly pupil feedback.

<p>Enhance SEMH Provision <i>Provide improved social, emotional, and mental health support to disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> • 80% of disadvantaged pupils involved in SEMH interventions show progress in emotional regulation, as measured by a pre- and post-intervention wellbeing scale. • Reduction in behaviour incidents involving disadvantaged pupils by 20% from the previous academic year. • Positive feedback from pupils, parents, and staff regarding SEMH support, gathered in termly surveys and meetings.
<p>Expand Talent Development Opportunities <i>Ensure disadvantaged pupils access extracurricular activities and talent development.</i></p>	<ul style="list-style-type: none"> • 100% of disadvantaged pupils participate in at least one extracurricular or enrichment activity by the end of the year. • Attendance and engagement in these activities remain above 90% for disadvantaged pupils across the academic year. • Pupils show increased self-confidence and engagement in school, as reported in end-of-year feedback sessions with pupils and parents.
<p>Improve Attendance and Reduce Persistent Absenteeism <i>Reduce overall absence and persistent absenteeism among disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> • Overall absence rate for disadvantaged pupils decreases to 5% or below by year-end. • Persistent absenteeism among disadvantaged pupils reduces to 20% by the end of the year. • Increased family engagement in attendance improvement initiatives, with at least 70% of targeted families attending termly workshops or meetings.
<p>Support Disadvantaged Pupils with SEND Co-Occurring Barriers <i>Improve outcomes for disadvantaged pupils with co-occurring SEND needs by enhancing access to support and tailored resources.</i></p>	<ul style="list-style-type: none"> • 100% of disadvantaged pupils with SEND needs receive regular, targeted support through small-group or one-on-one interventions. • Termly reviews show improved engagement, focus, and progress in at least one key subject area (literacy or numeracy) for disadvantaged SEND pupils. • Staff report increased confidence in supporting disadvantaged pupils with SEND through termly professional development sessions.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide professional development sessions for teachers, particularly in writing and supporting pupils with SEND. Focus on evidence-based practices such as phonics, adapting teaching, effective feedback and formative assessment.</i></p> <ul style="list-style-type: none"> - January INSET day phonics training - RWI programme - Confident Writers' programme - Staff meeting time - Writing resources as outlined in action plan (SIP) 	<p>The EEF highlights that effective professional development (PD) for teachers is a key strategy for improving pupil outcomes, especially for disadvantaged students. PD focusing on subject-specific pedagogy, classroom management, and addressing additional needs can significantly boost teaching quality. The EEF Guide to Professional Development reports an average impact of +2 months' progress for PD in effective teaching methods.</p>	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide small-group writing interventions for disadvantaged pupils, especially in KS1, focusing on phonics, grammar, and vocabulary.</p> <ul style="list-style-type: none"> - Writing conferences 	<p>According to the EEF, targeted small-group interventions can provide +4 months' progress on average. Small-group tuition is most effective when it closely aligns with classroom content and focuses on specific skill gaps. The EEF's Improving Literacy in Key Stage 1 guidance recommends regular writing practice and structured feedback, both essential in helping disadvantaged pupils develop literacy skills.</p>	1

<p>Implement daily 10-minute multiplication practice sessions for Year 4 disadvantaged pupils, supported by digital tools and an LSA.</p> <ul style="list-style-type: none"> - Stephen Perkins - TTRS - Range of other resources to support fluency in multiplication tables 	<p>The EEF's Improving Mathematics in Key Stages 2 and 3 report emphasizes the importance of developing number sense and fluency in mathematics, especially through regular, focused practice. It highlights that brief, daily sessions targeting multiplication facts can lead to substantial gains in pupils' math fluency, improving their confidence and understanding, with an average impact of +3 months.</p>	<p>2</p>
<p>Provide tailored academic support for disadvantaged pupils with co-occurring SEND needs. This includes additional support hours for TAs and specialized learning resources.</p>	<p>The EEF's Special Educational Needs in Mainstream Schools guidance advocates for targeted, structured support for pupils with SEND, as they benefit significantly from regular, individualized attention. Tailored support for SEND pupils through one-on-one or small-group interventions can provide an average impact of +4 months on progress, especially for literacy and numeracy skills.</p>	<p>6</p>

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance SEMH provision through the employment of a dedicated pastoral mentor, targeted social and emotional learning programs, weekly Forest School sessions, and the establishment of a new Nurture Room. The Nurture Room will provide a calming, supportive space for children to use during times of heightened anxiety or emotional distress and as a part of structured SEMH sessions.</p> <ul style="list-style-type: none"> - Nurture Lead role - Forest Schools - Timetabling use of Nurture Room for interventions - Staff training – zones of regulation, emotion coaching, behaviour, trauma informed practice 	<p>The EEF's guidance on social and emotional learning (SEL) interventions highlights the importance of structured, supportive environments that facilitate emotional development and resilience, with an impact of +4 months' additional progress. The addition of a Nurture Room complements Forest School by offering both indoor and outdoor SEMH supports tailored to individual pupil needs.</p>	<p>3</p>
<p>Subsidize the cost of extracurricular activities (e.g., sports, music, arts) for disadvantaged</p>	<p>The EEF notes that enriching pupils' school experience with</p>	<p>4</p>

<p>pupils, ensuring they have access to enrichment opportunities. Provide transport if necessary.</p>	<p>extracurricular activities can help develop essential non-cognitive skills, such as teamwork, resilience, and motivation. According to the Arts Participation guidance, arts-based and sports activities can have an impact of +3 months, supporting broader academic and social outcomes, particularly for disadvantaged pupils who may have fewer such opportunities outside school.</p>	
<p>Employ a Family Support Worker to identify and address specific barriers to attendance faced by disadvantaged families. This involves conducting home visits, holding regular meetings with families to understand challenges, and providing tailored support.</p> <p>Transport Assistance: Provide transport options for families facing logistical challenges in getting their children to school, including arranging school-run pickups for pupils with persistent absence.</p> <p>Before/After School Care: Offer free or subsidized places in before- and after-school care to accommodate families with early work schedules or other commitments that impact timely attendance.</p> <p>Personalized Support Plans: Collaborate with families to create personalized attendance improvement plans that include incentives and rewards for improved attendance, ensuring these strategies are aligned with family needs and schedules.</p>	<p>The Education Endowment Foundation (EEF) emphasizes the role of family engagement in supporting attendance improvements, noting that collaborative approaches involving parents can reduce barriers and strengthen family-school partnerships, ultimately leading to improved attendance and academic outcomes.</p>	<p>5</p>

Total budgeted cost: £97,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Actual outcome
Increase the number of PPG children attaining a GLD.	<i>In 2024 63% of PPG children achieved a GLD, compared to 38% of PPG achieving a GLD in 2023.</i>
Improved reading attainment among disadvantaged pupils.	<i>64% of PP pupils achieved the expected standard in reading at the end of July 2024. This is lower than national for all pupils and lower than non-PP pupils in school.</i>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<i>Attendance for PP pupils was 93% for 2023/2024. This compares to 96% for all pupils.</i>
To achieve and sustain improved cultural capital for all pupils in our school, particularly our disadvantaged pupils.	<i>PP pupils were exposed a range of experiences and opportunities over the course of the year.</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TTRS	Maths Circle