

## St. Mary's RC Primary School - Pupil Premium strategy statement (2023-2026)

*This statement details our school's use of pupil premium funding for the 2023/2024 and 2024/2025 academic year to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in these academic years 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	217
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2024/25 and 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024, July 2025
Statement authorised by	Mrs Carmel Ruane (Head Teacher)
Pupil premium lead	Mrs Carmel Ruane
Governor / Trustee lead	Mrs Pam Kelleher (Vice Chair of Governors)

### Funding overview

#### Part A: Pupil premium strategy plan

Detail	Amount
Pupil premium funding allocation this academic year	£60,670
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£60,937</b>

## Statement of intent

We aim for every child to experience success academically, and also to be happy and develop socially, as well-balanced adults of the future, who can make a positive contribution to the world they live in.

High quality teaching is at the heart of all we do, and we will focus on areas where our disadvantaged pupils require the most support. We have found previously that strategies put in place to benefit disadvantaged pupils often benefits most of our pupils. Strategies to close the disadvantaged attainment gap should at the same time benefit the non-disadvantaged pupils in our school.

After Covid, we continue to focus on closing gaps in all children's learning as part of our wider school plans for educational recovery. We will ensure all pupils who need 'recovery' in terms of their academic achievement have extra targeted support with provision matched to their needs. We are also very aware that some pupils still also need 'emotional recovery'.

As a school we will make sure that we take an evidence based approach to the use of our Pupil Premium funding and ensure that we:

- review, monitor and adapt our systems and processes to ensure we act early to intervene at the point where needs are identified
- work hard to close the attainment and progress gap between disadvantaged and non-disadvantaged groups in school
- adopt a whole school approach where all staff take responsibility for disadvantaged pupil outcomes
- ensure provision matches need, ensure all our children are challenged appropriately and given access to a broad range of experiences that will further develop strengths and aspirations.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We are a fully inclusive school and believe every child deserves the very best and we will always strive to remove any barriers to this success. The aim is that the approaches we have adopted complement each other to help pupils excel.

## Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of children continue to start in our Nursery or Reception class with under-developed speech, language and communication skills which is impacting their ability to fully access all learning.

2	<p>A significant proportion of children have identified gaps in learning, preventing them from achieving age related expectations:</p> <ul style="list-style-type: none"> <li>• Children identified by national criteria as Disadvantaged groups</li> <li>• Children identified in school as vulnerable.</li> <li>• Children who have joined us as in-year transfers.</li> <li>• Children who continue to be impacted following the covid-19 pandemic for a range of reasons</li> </ul>
3	Since the Covid pandemic, many children's standard of writing had dipped for a range of reasons (writing was a harder subject to do with online learning, many children did not engage with online writing (and reading) activities in home learning, and the loss of daily practice for a sustained period of time) A significant number of children now have less well developed language/vocabulary, which comes from reading less which affects their standard of written work.
4	Following the Covid pandemic, an increasing number of our children presented with social, emotional and mental health (SEMH) issues which have an impact on all aspects of school life, including progress, attainment, attendance and behaviour. This is preventing many of our children from being fully ready to learn.
5	In response to the needs of many of our children, we aim to provide a wide range of opportunities for all our children to experience, which many may not ordinarily get the opportunities to experience, especially our most disadvantaged children. We will provide a strong 'Cultural Capital/enrichment' curriculum to benefit our children (access to a wide range of trips, visits, theme days, the arts and music opportunities)
6	<p>Persistent absence and low attendance remain high among a significant minority of our children, most of whom are 'disadvantaged'. 2022-2023</p> <ul style="list-style-type: none"> <li>- Pupil Premium Attendance 2022 was 92% (95% non-pp), 6.3% Authorised absence (3.6% non-pp), 2.3% unauthorised (1.4% non-pp)</li> <li>- Pupil Premium persistent absence in 2022 was 29% (14% non-pp) and was 16.5% in 2023</li> </ul> <p>Attendance data is tracked termly and actions to tackle PA are in place, including working with the Education Welfare Team. It is monitored termly by the school's attendance officer with written reports to SLT and Governors</p>

## 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 Improved speech, language and communication skills across Early Years and Key Stage One, with a focus on developing a wider range of vocabulary in Key Stage 2 (both oral and written)	<p>Improved language and communication skills as evidenced in Welcomm assessments, initially to assess/bench mark all children - then a particular focus on those disadvantaged children and those with lower scores.</p> <p>Evidenced in children's speech and communication and also in their writing.</p> <p>Evidence of improved engagement in lessons and formative assessments.</p>

<p>2 For all pupils to make at least expected progress (and some to make accelerated progress) in learning, through a range of targeted strategies designed to support and meet changing needs in order to narrow the gap.</p>	<p>Internal assessments and statutory assessments show the vast majority of children are making at least expected progress and the gap is narrowing for those children who have fallen behind, including Pupil Premium (PP) children.</p> <p>Evidence that internal interventions have had a positive impact for PP children and non PP children</p> <p>Analysis of interventions will show that they have had a positive impact on the children's learning and have supported accelerated learning.</p>
<p>3 Improved standards in writing across the school and accelerated progress for those who have fallen behind</p>	<p>Writing data (which is internally and externally moderated) will show an improvement in standards across the school and accelerated progress for a sizeable number of children who had fallen behind expected standards.</p> <p>Strategies put in place to improve the school writing curriculum are showing impact and our new improved curriculum is providing appropriate challenge for all pupils</p>
<p>4 Continued additional support for our pupils and families with identified social, emotional and mental health needs (SEMH) in order to ensure that the needs are reduced, removed or alleviated.</p>	<p>Increased access to short and long-term nurture interventions and approaches across school. Provision will be closely matched to need.</p> <p>Analysis of nurture intervention and support will show that they have had a positive impact on the children's emotional, health and well-being.</p> <p>Pupils will be ready to learn and develop good behaviours for learning and will develop strategies to be able to regulate their emotions and behaviour inside and outside the classroom</p> <p>Positive feedback from children and parents about the behind the scenes support we offer eg Early Help support through our school based family worker or Pastoral/SLT</p>
<p>5 Continued opportunities for experiential learning including visits to school and educational trips to enrich and enhance curriculum learning for all children</p>	<p>100% of children will access stimulating and engaging learning through a range of visits/visitors and an engaging programme of enrichment opportunities across the year. Targeted opportunities to develop areas of interest or where children have been identified as having a talent.</p> <p>Evidence through pupil voice and book looks will show a high level of engagement, progress and enjoyment.</p>

<p>6 To continue to raise overall attendance rates across the school and to increase attendance rates for those children with Persistent Absence (disadvantaged and non-disadvantaged children)</p>	<p>Strategies put in place in line with DfE's Improving School attendance will show positive impact.</p> <p>The overall attendance rate can be seen to have improved following Covid. We will set a target of 96% overall attendance for all pupils each year which is back in line with pre Covid overall attendance. Children eligible for PP will have improved attendance. The number of PP children classed as being persistently absent will reduce from 29% (2022) and 15% (2023) to 8% or less by the end of the academic year 2023-2024 and will be even lower the following year.</p>
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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: £ 41,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A wide range of general staff CPD (REAL Trust) and a commitment to staff time to access high quality CPD for teachers and TAs across school.</p> <p>A commitment to a range of school improvement and support packages including PEIA and Right to Succeed (including 'Voice 21') and support from STOCCAT Performance Team</p> <p>Part of Year 4 EEF Pilot Programme 'Plan to, Plan for' A commitment to developing some of our highly skilled teachers further (NPQLM) to then develop our staff internally</p>	<p>Evidence of relevant staff attending a range of Continuing Professional Development and ongoing internal CPD/sharing of good practice</p> <p>Whole school self-evaluation and action planning; School priorities and personal and professional appraisal targets and objectives.</p>	<p>1,2,3,4,5</p>

<p>A review and replanning of our writing curriculum including purchasing of new resources for teaching writing. Targeted teacher CPD (Pilot programme and PEIA) for our writing lead teachers to then disseminate to all staff</p> <p>Review of teaching of reading and promoting reading for pleasure which should then feed into improved writing</p>	<p>A new writing curriculum in place (and being regularly reviewed) which shows impact in data and children's enjoyment (pupil voice feedback)</p> <p>New resources purchased including new reading books to enhance the learning experience in reading/writing (Phonics audit to take place in Feb 2024)</p>	<p>1,2,3</p>
<p>To ensure high quality support is provided for all children and targeted where most needed, and especially for our disadvantaged children (academic and pastoral support where needed).</p>	<p>Every class to have almost full time Teaching Assistant support and additional quality support provided for our most vulnerable pupils</p> <p>Additional staff appointed this year (2023-24) for EYFS as many children have joined us with complex needs</p> <p>DHT teaching commitment this year is as additional targeted support for Key stage 1 to close gaps for our younger children before they widen further</p> <p>Additional interactive whiteboards in intervention rooms to facilitate interventions</p>	<p>1,2,3,4</p>

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

Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Continued investment in Wellcomm/ELKLAN to track progress of all children and will identify areas of concern in language, communication and interaction.</p> <p>Identified team of staff to support the delivery and interventions (Wellcomm interventions and Blanks level questioning following assessment and identification).</p> <p>Assistant Head/SENCo has responsibility for Speech, Language and Communication evaluation and further planning/support</p>	<p>Research into the use and impact of Wellcomm is highly favourable amongst many primary schools. Where it is used as a screen and a targeted approach it can have a positive impact on children's speech, language and communication skills. It also allows a school to gather much more accurate evidence when making a referral to speech and language services.</p> <p>EEF - Teaching and Learning Toolkit identifies this type of intervention, specifically oral language intervention, to have an impact of +6 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
<p>Continued investment in a range of digital learning platforms such as LBQ and DG to be used as interventions and catch up programmes for vulnerable children</p> <p>Continued investment in class sets of ipads to be used especially for catch up/interventions</p>	<p>These programmes provide initial assessments for each pupil followed by an individualised programme and further assessments for the purpose of measuring progress and setting further individualised targets.</p> <p>All interventions are tracked through termly progress meetings and reviewed/amended based on evidence of progress</p>	2,3
<p>Provide targeted, structured interventions to individual/small groups of children across the whole school (including academic and social/emotional interventions)</p> <p>Commitment to having appropriate staffing to deliver these interventions</p>	<p>Interventions to be monitored and evaluated by SLT (DHT/AHT/SENCo's) and evaluated with staff in termly progress meetings</p> <p>See timetabling of support staff to meet needs through interventions</p> <p>EEF - Using digital technology to improve learning -</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	2,3
<p>Provision of high quality boosters/catch up after school sessions for key areas in school (Year 2/Year 6) led by qualified teachers</p>	<p>Quality targeted catch up interventions delivered by qualified teachers in small groups should provide clear evidence of accelerated progress.</p>	2,3

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

Budgeted cost: £ 24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We have a whole school approach to children's wellbeing and promoting positive mental health for every child</p> <p>Vulnerable children to be highlighted and supported through a range of appropriate interventions: Nurture sessions, Social/wellbeing sessions, Wellbeing Dominoes and Lego Therapy sessions.</p> <p>Targeted, planned, and responsive interventions based on immediate and long term need – well trained Support staff (all completed training with EP Service in 2022-23)</p> <p>We employ our own School Based Family Support Worker who leads on Early Help etc but also leads on the provision and management of Pastoral support and interventions</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF Improving social and emotional learning in Primary Schools Behaviour Intervention / Teaching and Learning Toolkit/EEF</p> <p>Evidence seen within school of children's improved mental health and better ability to access learning</p>	3
<p>All children in school are given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p>	<p>EEF Enrichment Research shows that pupils taking part in extracurricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners. It is also widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. Therefore providing this opportunity for PP children increases their experiences which would lead to academic improvement.</p>	4,5

<p>We subsidise all trips across the school (£20 per child each year)</p> <p>We also provide and subsidise visitors into school to enhance learning experiences for all children</p> <p>For pupil premium children, we subsidise trips further, music lessons and school meals where needed, plus any further support based on need</p>	<p>All our children have a range of positive cultural experiences and no vulnerable child is at a disadvantage based on costs</p>	4, 5
<p>Attendance to improve for the whole school with a particular focus on those with persistent absence (Pupil premium /non Pupil premium)</p> <p>Following the DfE's Improving School Attendance advice, use of the Educational Welfare Service to provide additional support with improving attendance across school and to scrutinise attendance data and inform intervention strategies.</p> <p>Staff time and appropriate training</p>	<p>Evidence and approaches gathered from the document entitled 'Improving school attendance: support for schools and local authorities.</p> <p>Previous experiences of supporting our families with short-term strategies have shown to improve attendance rates. For longer term approaches we use the Early Help process.</p>	6
Contingency fund for acute issues.	Based on previous experiences, especially during the current financial crisis, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	4,5

**Total budgeted cost: £ 96,000 (Pupil premium funding £60,937)**

## Part B: Review of outcomes in the previous academic year (2024-25)

**Outcomes for disadvantaged pupils – see below for outcomes for all pupils including Pupil Premium and impact of whole school and Pupil Premium strategies**

The following is evidence of how well all children achieved academically in 2024-25, including good progress for Pupil Premium children. This also shows an upward trend for all children in writing attainment – improving writing was a whole school target. Improved writing scores are also evidence that children speech/language/oracy skills are improving as this feeds into the quality of their writing.

### Summary of St. Mary's RC Primary School Data 2024-2025

#### EYFS data 2025

St Mary's Good level of development (GLD) 2025	National (GLD) 2025	Local Authority (GLD) 2025	North West (GLD) 2025
63%	67.7%	62.%	64%

Area of Learning	% that met the ELG in 2024
Maths Number	77%
Reading Word	70%
Reading Comprehension	74%
Writing	70%

#### Year 1 Phonics Screening 2025

76.9% of all Year 1 children passed their phonics screening this year which is just slightly below National at 80%

### **Year 4 Multiplications Check 2025**

Our average mean score was 21.8 this year which is **above** the current national average of 20.6 in 2024.

### **Year 6 SATs Results for 2025**

	St. Mary's % at Expected 2025	National % at Expected 2024	St. Mary's % at Greater Depth 2024
<b>SPAG</b>	88%	72%	44%
<b>Reading</b>	88%	74%	24%
<b>Maths</b>	88%	72%	20%
<b>Writing</b>	60%	73%	0

St. Mary's are **well above** the national in reading, maths and GPS but slightly below in writing

Combined for maths, reading and writing for St. Mary's was 56% which is just below National at 62% (this is due to the writing data being lower)

Average combined scaled score for reading, maths and GPS for St. Mary's was 106.1 which is **above** National at 105.2

**(There are no progress measures this year as this cohort did not sit Year 2 SATS due to Covid)**

### **Pupil Premium:**

*The overall average scaled scores for Year 6 in 2024-25 was 105.4 for those pupils not receiving Pupil Premium, compared to 105.8 for Pupil Premium pupils. This shows that those pupil premium pupils achieved almost equally to all pupils.*

*In Reading and Maths, 67% of Pupil Premium children achieved the expected standard or higher. In Reading, 34% of Pupil Premium pupils achieved greater depth compared to 24% of the class overall and in Maths, 34% of Pupil Premium children achieved greater depth compared to 20% of the class overall.*

***In summary, this shows that when Pupil Premium children leave St Marys', they achieve overall as well as non-Pupil Premium children.***

## **Data summary of interventions and impact for our vulnerable children 2024-25 (Key Stage 2)**

### **Year 6 Pupil Premium Summer 2025:**

7 Pupil Premium pupils (1ECP/Severe Learning Need)

Intervention: Maths Boosters and Reading Boosters, Funding of Accelerated Reader to further engage/boost reading – Funding from Right to Succeed

#### **Impact:**

Reading 4 PP targeted for GD – PUPIL A Evidence of Reading age acceleration 11:04 to 15.02 on the GL assessments March 2024 to March 2025 and scored SS 107 on the day of SATS

Pupil B 12:11- 14 (SS of 111 in SATS)

Pupil C – Reading age of 12.04 – 14 years, SATS SS 108 on the day

Pupil D – Reading Age 13:05-15:10 – SATS SS 115

#### **Pupils targeted for acceleration in the LA group**

Pupil E - Y5 GL assessment March 2025 Reading Age of 7:4, achieved a SATS Scaled Score of 96

Pupil F – GL 12:1 to 12.11, SS of 106

Pupil G – 10:05 – 11:04 - SS of 103

Maths -Targeted intervention – IDL morning invitation – 2 pupils from the above group invited for first set of boosters but only one took this up.

Pupil F - Maths SATs of 98, which was significant acceleration as this pupil ended Y3 on NTS data had a Standardised score of 88

Follow up before and after school boosters led by teachers – the same child as noted didn't totally commit

Pupil A – Greater Depth SS111

Pupil B – Greater Depth – SS111

Pupil C – SS 101

Pupil D – SS105

Pupil E – SS 96

Pupils F – SS98

Pupils G – SS 107

### **Year 5 Pupil Premium Summer 2025**

4 Pupil Premium pupils

Intervention: Comprehension Superstars intervention

3 Pupil Premium children involved in targeted Reading Interventions using Literacy Gold – Fluency Builder and then Comprehension Superstars

Pupil 1:

SS was 871 on 9/9/24

After Accelerated Reader intervention went to SS 928 by 09/05/25

Pupil 2:

SS 862 on 9/9/24

After Accelerated Reader Intervention went to SS965 by 21/05/25 – this shows full acceleration and is now **at Benchmark**

Sustained Benchmark after summer 25 – assessment 4/9/25 =963 still at Benchmark

Pupil 3: was SS 851 on 09/09/25 (Yellow intervention needed)

After Accelerated Reader 21/05/25 SS 974 **at Benchmark**

#### **Multiplication Check for Year 4 Summer 2025:**

Year 4 - 8 Pupil Premium Children

3 PP children scored a maximum of 25/25

Lowest score for PP pupils was 17/25, 18/25, 22/25

Multiplication Check for 2024 - PP pupils

(25/25) (23/25) (24/25) (17/25)

#### **NB the key used:**

Green means accelerated progress and met target/expected standard

Yellow shows progress but not accelerated progress

Blue shows exceeded the expected progress/target

PP means Pupil Premium

SS means Standardised score (100 is the expected standard)

Benchmark means the expected standard

#### **Other targeted areas:**

#### **Attendance**

Whole school attendance has improved from 94.8% in 2023-24 to 95.6% at the end of 2024-25 putting us above National average which was 94.5% in 2024-25.

Attendance for our vulnerable groups is also good: attendance for children with SEND was 95.6% (well above National average of 92.8%) and attendance for children on FSM was 94.1% (again above National average of 92.1%) Persistent absence has also improved due to targeted support and interventions. This was 15% in 2023-24, but has now improved to 9.1% for the whole school overall which was well below the National at 14%. This is strong impact evidence of the support/challenge and interventions we put in place to improve attendance.

#### **Extra-curricular activities and wider activities offered**

We continue to offer a range of extra-curricular activities after school. This is following parental surveys and feedback. All clubs we provide are now full and well attended with maximum numbers attending. Pupil voice surveys show they enjoy the activities we offer.







