

# Pupil premium strategy statement

This statement details our school's use of pupil 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	459
Proportion (%) of pupil premium eligible pupils	8% (39 pupils incl. 5 EYPP)
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	19.12.2024
Date on which it will be reviewed	19.12.2025
Statement authorised by	Mr M. Clephane
Pupil premium lead	Mrs C. Clinton
Governor / Trustee lead	Rachel Cameron

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,370
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	£49,370

## 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 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 daily individual pupil feedback and formative assessment. 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

### Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that there are underdeveloped <b>oral language skills</b> and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. On entry to Reception class in September 2024, 42% of our pupils arrived below

	age-related expectations in listening, attention and understanding skills and 44% arrived below age-related expectations in speaking.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
3	Assessment and data analysis highlights children requiring further support and regular intervention to narrow the gap in <b>reading</b> . Currently, 58% of disadvantaged pupils are not at ARE compared to 30% of non-disadvantaged pupils.
4	Internal assessments indicate that <b>writing</b> attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils. Currently, 61% of our disadvantaged pupils are below age-related expectations compared to 37% of other pupils.
5	Internal assessments indicate that <b>maths</b> attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils. Currently, 60% of our disadvantaged pupils are below age-related expectations compared to 30% of other pupils.
6	Teacher observations and SENCO assessments identify that disadvantaged pupils have a higher incidence of difficulties with <b>social and emotional issues</b> , than other pupils.
7	Our <b>attendance/punctuality</b> data indicates that attendance for disadvantage pupils was slightly lower than for non-disadvantaged pupils.
8	Access to broader, enrichment curriculum activities. Ensuring equity of experiences and access to <b>cultural capital</b> .

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including talk for teaching, book looks and ongoing formative assessment. RWI training for all staff. RWI resourced for all pupils.
2. Disadvantaged pupils with a communication and interaction need will	Pupils with a communication and interaction need will have access to resources to promote sensory regulation, including

<p>be able to maintain sensory regulation across the day.</p>	<p>resources in the classrooms, practical areas and dedicated sensory rooms. Access to School Counsellor.</p>
<p>3. To ensure that disadvantaged pupils move closer towards the expected standard in phonics.</p>	<p>Whole school approach to the teaching of phonics: RWI training for all staff. Educational Psychologist assessments for children with specific difficulties.</p>
<p>4. To ensure that disadvantaged pupils move closer towards the expected standard in maths.</p>	<p>Whole school approach to the teaching of maths and maths intervention: Mastery approach to teaching maths 1:1 catch up daily following teaching of the maths lesson Pre-teaching Numbots, TTRockstars and <a href="https://www.maths.co.uk">Maths.co.uk</a> Educational Psychologist assessments for children with specific difficulties Keen Bean early morning homework club – Y6 SATs Booster Class</p>
<p>5. To ensure that disadvantaged pupils move closer towards the expected standard in reading.</p>	<p>Whole school story book/novel approach to reading. Whole school approach to the teaching of phonics using Read, Write Inc. Oxford Owl app Read Write Inc app Dyslexia screening tool Read Write Inc interventions- daily Educational Psychologist assessments for children with specific difficulties Keen Bean early morning homework club – Y6 SATs Booster Class</p>
<p>6. To ensure that disadvantaged pupils move closer towards the expected standard in writing.</p>	<p>Novel approach to the teaching of writing. Assistive technology- laptops, dictation tool Pencil grips/ writing slope Resources to support attention and concentration in lessons- wobble board, kick straps, fidget objects Fine motor activities and resources Handwriting intervention Handwriting books with tramlines Educational Psychologist assessments for children with specific difficulties Keen Bean early morning homework club - Y6 <a href="https://www.spag.com">SPaG.com</a></p>

<p>7. Disadvantaged pupils with a social and emotional need will be able to maintain emotional regulation across the day.</p>	<p>Access to resources to promote sensory regulation, including resources in the classrooms, practical areas and dedicated sensory rooms.</p> <p>Access to the School Counsellor.</p> <p>Card club</p> <p>Educational Psychologist assessments for children with specific difficulties</p> <p>Turn taking games</p> <p>Wellbeing areas in practical areas- Lego, Theraputty etc.</p>
<p>8. Disadvantaged pupils will have enhanced access to cultural capital.</p>	<p>Music tuition</p> <p>Drama club</p> <p>Chess club</p> <p>Subsidised trips</p> <p>Breakfast club</p> <p>Residential visit to Derwent Hill and Emmaus Youth Village.</p>
<p>9. Other</p>	<p>Ensure attendance of PP pupils is monitored.</p>

## 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: **£10,000** – Does not include cost of supply cover or senior leadership led training.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD – Gina Robinson - Reasoning & Problem-solving Training I See Maths	High quality CPD is essential to follow EEF principles. This is followed up during Staff meetings.  EEF evidence states that PP eligible children will fall further behind when they have less effective learning experiences, therefore all staff need to provide QFT which has the most impact on pupil achievement and progress.	5
Staff CPD -Read, Write Inc Training Embed use of RWI to support teaching of a consistent phonics scheme. Staff coaching sessions.	Research suggests the impact of consistently good phonics teaching can add an additional 5 months progress over the year. EEF - Improving Literacy document “There is very extensive evidence to support the use of a systematic phonic programme with pupils in KS1”. There is particularly good evidence around impact of teacher professional development leading to greater improvement.	1,2,3,4
Read, Write Inc. Development days	Cycle of training involving coaching and mentoring. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,3,4
Maths, Reading, Writing -: Supporting the lowest 20%	Staff training by Together for Children for activities to support children with Quality First Teaching. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  Embedding the maths mastery approach across school ensuring children know more and remember more.	2,3,4,5
Specialist support from our educational psychologist to ensure appropriate	Sage journals - Psychology, learning and Teaching July 2021	6

interventions are in place and relevant referrals have been made to other agencies.		
Intervention classroom to support vulnerable children.	Demountable classroom resourced and used as a learning space.	2,7

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

Budgeted cost: **£28,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following St. Mary's marking and feedback policy, children receive same day intervention to support their work in maths.	<a href="https://thirdspacelearning.com/blog/author/clare-sealy/">https://thirdspacelearning.com/blog/author/clare-sealy/</a>	5
Whole school approach to the teaching of maths using The Mastery Approach. TA to support in class for disadvantaged children TA support in classes for lower ability/ disadvantaged children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	5
Before and after school booster groups to deliver catch-up sessions. Y6	Pupils make accelerated progress. The average impact is approximately four months progress over the course of a year.	2,3,4,5
Whole school approach to the teaching of English using The 'Novel' Approach. TA support in classes.	There is a strong evidence base that suggests oral language interventions, such as high-quality classroom discussion have high impacts on writing and reading, speaking and listening: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <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>	1,2,4
Early SEND intervention:	See evidence cited at: <a href="https://www.gi-assessment.co.uk/">https://www.gi-assessment.co.uk/</a>	2

Children at risk of dyslexia are identified and assessed using the Rapid Screening Tool.		
Early SEND intervention: Children at risk of dyslexia or experiencing difficulties with reading and spelling receive daily targeted intervention using the Nesy programme.	<a href="https://www.nesy.com/en-gb">https://www.nesy.com/en-gb</a>	1,2,4
Read Write Inc intervention programme	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2,3,4
TA support in class for the teaching of spelling through phonics <b>TA x6 (1 per year group)</b> Included in support for the teaching of English detailed above.	'The Art and Science of Teaching Primary Reading' Christopher Such	2,4
Delivery of Talk Boost intervention	Many children enter Nursery/Reception with weak language and communication skills. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after an eight week intervention.	1
RWI Resources	Updated RWI resources, to ensure all TAs have the correct resources.	3,5



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

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to resources which enable sensory regulation, including resources in the classrooms, practical areas and dedicated sensory rooms.	<a href="https://www.sunderlandaot.co.uk/">https://www.sunderlandaot.co.uk/</a>	6
Access to the school based counsellor for children with SEMH	<a href="https://www.sunderlandcommunitycamhs.nhs.uk/">https://www.sunderlandcommunitycamhs.nhs.uk/</a> Thriving and Coping working party.	6
Senior Mental Health Lead and Mental Health First Aiders – x4	Pupils who have emotional wellbeing difficulties rely on staff to have 1:1 sessions to ease their worries and make them ready to learn.	6
Access to cultural capital activities and experiences: Guest speakers Careers week Music provision 1:1 music tuition Theatre visits Derwent Hill Visits to galleries Beacon of Light Unipres Nissan Youth Village residential Novel approach to the teaching of English and cross curricular links Knowledge based curriculum Breakfast and homework club Drama club Basketball Nets Adventure Playground	Every child has the right to attend school trips. It is essential for their wellbeing that they experience outdoor and adventurous activities in the Lake District. Pupils also have a residential visit to the Emmaus Youth Village.  <a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a>	8
Resource an intervention classroom to support vulnerable children.	Children to have the appropriate environment to regulate their emotions.	2,7

	<a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a>	
--	---	--

**Total budgeted cost: £ 50,000**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

2023 Phonics Screening test results 85% all pupils, 17% (1 out of 6 pupils) Pupil Premium pupils achieved the pass mark.

#### End of KS1 2023-2024

	All (53 pupils)	PP (7 pupils)
Reading EXS	89%	29%
Reading GDS	25%	0%
Writing EXS	81%	29%
Writing GDS	9%	0%
Maths EXS	89%	29%
Maths GDS	10%	0%
Combined EXS	77%	9%
Combined GDS	9%	0%

**End of KS2 2023-2024**

	All (54 pupils)	PP (6 pupils)
Reading EXS	97%	67%
Reading GDS	43%	17%
Writing EXS	92%	67%
Writing GDS	33%	0%
GPS EXP	97%	67%
GPS GDS	67%	17%
Maths EXS	95%	67%
Maths GDS	54%	17%
Combined EXS	91%	0%
Combined GDS	28%	0%

Evaluation 2023- 24

Intended outcome	Evaluation
1. Improved oral language skills and vocabulary among disadvantaged pupils.	The Write Stuff approach is now embedded across the whole school. Assessments and observations have shown improved oral language among our disadvantaged pupils.
2. Disadvantaged pupils with a communication and interaction need will be able to maintain sensory regulation across the day.	Pupils with a communication and interaction need have had access to resources to promote sensory regulation, including resources in the classrooms, practical areas and dedicated sensory rooms. This has ensured children who need sensory regulation have been given opportunities to do so. School Counsellor (Felicity Cousins) has had an increase case load to support children who need it.
3. To ensure that disadvantaged pupils move closer towards the expected standard in phonics.	All children made progress and have moved closer to the expected standard.
4. To ensure that disadvantaged pupils move closer towards the expected standard in maths.	All children made progress and have moved closer to the expected standard. Due to the excellent teaching of maths, 67% of PP children achieved expected standard or above in KS2 SATs.
5. To ensure that disadvantaged pupils move closer towards the expected standard in reading.	All children made progress and have moved closer to the expected standard. Due to the excellent teaching of reading and phonics, 67% PP children achieved the expected standard or above in reading in KS2 SATs.
6. To ensure that disadvantaged pupils move closer towards the expected standard in writing.	All children made progress and have moved closer to the expected standard. Due to the excellent teaching of writing, 67% PP children achieved the expected standard in writing at KS2.
7. Disadvantaged pupils with a social and emotional need will be able to maintain emotional regulation across the day.	Pupils with a social and emotional need have had access to resources to promote sensory regulation, including resources in the classrooms, practical areas and dedicated sensory rooms. This has ensured children who need sensory regulation have been given opportunities to do so.

	<p>Wellbeing is one of our curriculum drivers and is embedded throughout all areas of our curriculum.</p> <p>School Counsellor (Felicity Cousins) has had an increase case load to support children with a social and emotional need.</p>
8. Disadvantaged pupils will have enhanced access to cultural capital.	<p>All PP children have had the opportunity to access:</p> <ul style="list-style-type: none"> <li>Music tuition</li> <li>Drama club</li> <li>Chess club</li> <li>Subsidised trips</li> <li>Breakfast club</li> <li>Residential visit to Derwent Hill and the Emmaus Youth Village</li> </ul>
9. Other	<p>The Attendance of our PP pupils is closely monitored. SLT make phone calls or home visits to persistent absentees.</p>