



Pupil Premium Strategy Statement 2024 – 2028

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2028 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 RC Primary
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2028 – To be reviewed and adapted annually
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	L Clerkin
Pupil premium lead	K Morris
Governor / Trustee lead	S Skinkis Loftus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 134,840.00
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 134,840.00

Pupil premium strategy plan



Statement of intent

“Dear Young People

Do not bury your talents, the gifts that God has given you. Do not be afraid to dream of great things! “

Pope Francis

At St Mary's it is our fundamental belief that every child should have the opportunity aspire to be whatever they want to be and be afforded opportunities that will enhance their lives now and into their futures to be the best version of themselves as they possibly can be.

With this rationale at the fore of all our aims, the objective of the Pupil Premium Strategy at St Mary's is based on the awareness that challenging socio-economic circumstances create additional barriers to the success of all children. We firmly believe that these challenges can be overcome

We aim to ensure that those children categorised as disadvantaged and the school population as a whole, will make progress that is in line with that of their peers. We believe that quality first teaching is paramount in order to improve outcomes. This can be achieved through well researched, high quality professional development entrenched in the guidance and advice from the Education Endowment Foundation.

Therefore, our intention is to provide high quality first teaching, supported and evidenced by research, with the remaining funding divided between effective interventions, emotional well being support and the funding of wider opportunities, clubs and planned experiences to encourage all children to reach their full potential, widening their aspirations and opening the door to more opportunities for choices as they grow up.

At St Mary's we recognise that it is imperative to develop relationships with our families providing for the social, emotional and mental health needs of the children and minimising the occasions of lateness and absence.



Challenges

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

Challenge number	Detail of challenge
1	Communication, Interaction and Oracy (School Development Plan Quality of Education) Entry assessments, observations and involvement with specialists indicate that some of our disadvantaged pupils in the EYFS have lower starting points with gaps in speech, language and vocabulary that extend beyond the nursery setting. Some of our older disadvantaged children lack the vocabulary and confidence to speak and answer both general and subject specific questions appropriately.
2	Knowledge and Metacognition (School Development Plan Quality of Education/Behaviour and Attitudes) Some of our disadvantaged children lack metacognitive approaches and the ability to recognise their own strengths and weaknesses. As a result, they lack motivation with learning, leading to low aspirations, poor behaviours for learning, resilience and the ability to self-regulate. Some pupils struggle to commit their knowledge to long-term memory, which influences their progression and attainment.
3	School Dependency (School Development Plan Quality of Education) Some of our disadvantaged children are dependent on school to support them by providing them with the experiences and vocabulary opportunities that the current curriculum requires for their academic and personal development. This can also affect support with homework and extra-curricular learning.
4	Social and Emotional Well-Being (School Development Plan Personal Development) Experiences from home life can significantly impact on the education of some of our disadvantaged pupils. This includes the impact of emotional and mental health on well-being, pupils missing out on the opportunity to thrive in school.
5	Attendance and Punctuality (School Development Plan Personal Development) Attendance and punctuality is a challenge for some of our disadvantaged pupils. (<i>Attendance of pupil premium children presently is 92% against 96% for non-pupil premium</i>)



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. Communication, Interaction and Oracy School Development Plan Quality of Education Improved communication and oracy throughout the school through the use of age appropriate programmes and interventions Welcomm Neli Oracy21 Oracy prioritised on SDP and Staff receive inset and planning time to plan, model and deliver the subject specific stem sentence starters for each year group	Welcomm and Neli embedded - EYFS Pupils are Year 1 ready - Cultural Capital rich curriculum embedded in KS2 - Oracy framework established - Pupils speak using SHAPE sentences (See Behaviour Curriculum) Pupil Voice indicates use stem sentences specifically modelled in lessons by staff from the Oracy 21 Framework consistently in KS2.
2. Knowledge, Metacognition and Self Regulation School Development Plan Quality of Education/Behaviour and Attitude) To provide: - Opportunities to revisit prior knowledge in all lessons - Consistent use of retrieval grids - Low stakes quizzes - Pre teaching opportunities for SEND children - Behaviour curriculum and 5 step approach to dealing with behaviour consistent and embedded	- CPD, lesson observations and drop ins evidence of sustained practice to support memory recall. - Observations and interactions across school indicate significantly improved self regulation amongst disadvantaged pupils. Pupil s demonstrate sustained concentration, resilience and stamina during lessons.
.3. School Dependency School Development Plan Quality of Education To improve: - academic outcomes for those	- Disadvantaged pupils monitored logging in and using TTRS,LBQ, Numbots and supported where necessary - Disadvantaged pupils monitored accessing breakfast and after school provision - Family Liaison/Attendance Officer



who do not receive educational support at home - The planning, timetabling and delivery of improved after school clubs	supporting vulnerable families to access school provision, clothing grants holiday lunch clubs. - opportunities for all disadvantaged pupils to take part in: - a theatre visit and a : - gallery/museum/court visit - forest school - after school sports - pupil leadership - play an instrument - residential trips - listen to inspirational speakers and artists from different roles in society Music teacher to talent spot disadvantaged pupils to take advantage of the ongoing opportunities programme.
4. Social and Emotional Well-Being School Development Plan Personal Development To achieve and sustain improved well-being for all pupils with particular focus and monitoring of our disadvantaged pupils	Pupils quickly identified assessed and signposted to the appropriate well being intervention: - MHST - ELSA Support - Caritas Counselling - CAMHS - Well being club Impact of interventions tracked and monitored by the Assistant Head and Well Being Lead All children accessing the universal well-being offer. Families supported by Family Liaison/Attendance Officer
Attendance and punctuality School Development Plan: Personal Development To the gap between the percentage attendance for pupil premium pupils compared to non- pupil premium .	Improved attendance by: - Rigorous monitoring by Attendance Officer on attendance and punctuality linked to signposting to Early Help if necessary - Weekly meetings with Pastoral/SLT to monitor historic poor attendance - Attendance challenged by HT - Penalty warnings and fines issued - Family Liaison/Attendance officer working with vulnerable families in order to improve attendance



Activity in this academic year

This page 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: £70,543.00

Activity	Evidence that supports this approach	Challenge number addressed
Release time for staff in reception to deliver the NELI programme (TA Level 3)	Nuffield Foundation - closing the language gap <i>Oral language interventions I toolkit strand I EEF</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1
Release time for use of YARC diagnostic Assessment (requires 1:1) (TA Level 4)	Effective diagnosis of reading difficulties is important in identifying possible solutions for older children with reading difficulties. <i>Standardised tests I assessing and monitoring pupil progress I EEF</i>	2 and 3
Phonics lead and all staff who teach phonics access regular CPD in termly RWI development days. All practitioners have access to the portal	Phonic data evidences children's' reading rate per minute increases with consistent use of the RWI model. <i>Phonics I toolkit strand I EEF</i>	2 and 3
English lead to provides a series of CPD to all staff to on new writing policy which includes a focus on grammar and learning spellings in school.	EEF recommendation to teach writing composition strategies through modelling and supported practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 <i>Teaching and learning strand I toolkit I EEF</i>	2 and 3



Purchase of training (and according release time), resources and CPD meetings with other schools to embed Opening Worlds curriculum.	EEF suggests that schools should be mindful of the sequencing and retention of knowledge and the metacognitive strategies which teachers use to support this. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2 and 3
Attendance and welfare officer now full time to address attendance and punctuality issues and to support vulnerable families and CLA	DFE guidance has been informed by the engagement of schools who have significantly reduced levels of absence. EEF recognises strategies that engage parents as having a 4 month progress impact in primary and up to 5 month progress impact in EYFS. Parental engagement EEF (educationendowmentfoundation.org.uk) <i>This supports all disadvantaged children</i>	5
Contingency fund for acute issues.	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.	All



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

Budgeted cost: £4003.00

Activity	Evidence that supports this approach	Challenge number addressed
Neli intervention - small group twice weekly, individual 3 times a week (1 Level 3 TA)	Oral language interventions evidenced to have a positive impact on pupils' speaking and listening skills. NELI (reception) CPD Oral language interventions I toolkit strands I EEF	1 and 3
Pre-teaching available to disadvantaged children in maths each morning before school. (8 HLTA/Level 4TAs allocated in KS1/2, 30 mins each morning)	Tuition to be targeted at the specific needs and knowledge gaps of individual pupils to support disadvantaged and low attaining pupils in maths. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assi	2 and 3.
RWI fluency intervention for LKS2 Autumn and spring term to support the transition from phonics to reading. (2 x RWI phonics TAs 30 mins daily)	Phonics/fluency approaches by RWI have a strong evidence base that indicate positive impact on the accuracy of word reading. Phonics I toolkit strand I EEF.	2 and 3.
Fluency intervention for whole class, 20 minutes daily for all Year 3-6.	Phonics/fluency approaches by RWI have a strong evidence base that indicate positive impact on the accuracy of word reading. Phonics I toolkit strand I EEF	2 and 3.
CPD for teachers on the use of class novels to support reading comprehension Access to copy per child of the class novels in each year group (6 per year).	The EEF explains that it is important that children are supported to have a firm understanding of novels and an ability to consider the 'big ideas' and themes in a text. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2 and 3



Contingency fund for acute issues.	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.	All
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Wider strategies

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

Budgeted cost: £60,899.00

Activity	Evidence that supports this approach	Challenge number addressed
Wide ranging extra-curricular after school clubs offered to disadvantaged children as a priority. Many clubs have aspirational end points to work to as a group.	Evidence promotes the enhancement of cultural capital and increased first hand experiences, to raise aspirations, motivate and engage disadvantaged children. Nuffield Foundation - after school clubs and academic performance	3
Availability of online learning at home set by teachers in line with classroom learning. Children can access independently at home or in quiet spaces provided at school (LBQ and TTRS)	The EEF's finding are that homework has a positive impact where it is linked to classroom learning and the purpose is made clear. It suggests that time and space are provided by the school for children who do not have quiet space to do work at home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3
CARITAS social worker 0.2 for vulnerable children with complex needs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school. EEF social and emotional learning.	4
MHST mental health nurse 0.3 for identified children with low level anxieties	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school. EEF social and emotional learning.	3 and 4.
Timetabled TA support for all children in half termly wellbeing sessions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school. EEF social and emotional learning.	4



Wider opportunities programme for music tuition.	EEF recognises that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum, which can account for accelerated progress of 3 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3
Trips including residential trip for children in Year 6 subsidised for disadvantaged children.	Evidence promotes the enhancement of cultural capital and increased first hand experiences, to raise aspirations, motivate and engage children, particularly those who are disadvantaged Nuffield Foundation - after school clubs and academic performance	3
Family liaison work by family liaison attendance officer, accessing grants and financial support.	DFE guidance has been informed by the engagement of schools who have significantly reduced levels of absence. Evidence from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3 and 5
ELSA trained TA who delivers ELSA programme.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school. Sustained high levels of wellbeing demonstrated by: qualitative data from student voice (school council and mental health ambassadors), student and parent surveys	4



Contingency fund for acute issues.	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.	All
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Total budgeted cost: £ 135,445.00 to be reviewed in September 2025



Externally provided programmes

Programme	Provider
Welcomm	GL Assessment
NELI	Nuffield Early Language
Read Write Inc	Ruth Miskin
White Rose Maths	Yorkshire
Opening Worlds	Haringey Education Partnership
LBQ	Boland Charitable Trust
DIBELS fluency resource	University of Oregon
TT Rockstars	Maths Circle Ltd



St Mary's RC Primary School

Called to love as God Loves

