

## Pupil premium strategy statement

### St Mary's Catholic Primary School, Marnhull

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	71
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sharon Betts
Pupil premium lead	Nathan Young
Governor / Trustee lead	Nicola Denham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,699
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£23,699

## Part A: Pupil premium strategy plan

### Statement of intent

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”**

**(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi***

#### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

#### **Our ultimate objectives for our disadvantaged pupils are to:**

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Ensure ALL pupils are able to spell accurately and enable them to apply this to all areas of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

**Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

**Key Principles:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in phonetic knowledge
2	Poor vocabulary on entry to school and language development throughout the school is below expectations for their age. (Lack of wider reading and poor language/vocabulary skills, communication through media devices etc)
3	High number of pupils who have one or more number of vulnerabilities. (PP = 33% SEN)
4	Pupils in receipt of pupil premium funding are not achieving in line with their peers RWM.
5	Pupils in receipt of pupil premium funding demonstrate lower levels of self-esteem and resilience when compared to their peers, impacting directly on attainment and progress

## 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
Academic and emotional gaps identified due to pandemic will be closed and pupils will quickly catch up	<p>All children in receipt of PPG funding will engage with catch up programmes in order to diminish the gaps identified due to pandemic. Progress will be at least in line with non PPG pupils</p> <p>PP children will develop a love of reading</p> <p>They will be prioritised for reading and phonics interventions.</p> <p>They will be regularly heard read by an adult in school, with support given for reading at home.</p>
Gap between speech and language acquisition of PP and non-PP children will be diminished. PP children will have a wide vocabulary to call on	<p>The gap between those children in receipt of PPG funding and those who are not will be minimised.</p> <p>The vocabulary of pupil premium children will be assessed by the British Picture Vocabulary Scale (BPVS) test to track their vocabulary ages.</p>
All 'vulnerable' children make expected or better progress in reading, writing and maths. Measured using statutory assessments where applicable and internal assessment data	<p>All children in receipt of PPG funding and children with additional needs will make at least expected progress with a visible acceleration. Children will be able to talk about their progress. Progress will be evident from looking at their work.</p> <p>The gap between disadvantaged and non-disadvantaged pupils will be minimised at the end of the EYFS, KS1 and KS2.</p>
<p>Children will become more resilient, secure and confident</p> <p>Measured using ELSA assessment</p>	<p>Attainment for children in receipt of PPG funding will be at least in line with all other children from relative starting points</p>

## 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: £14,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received paid-for (online and F2F Development Days) training to deliver Read Write Inc scheme effectively	Early reading strategies and resources maximise child's ability to access all areas of the curriculum <b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; Phonics +4</b>	1, 2, 4, 5
CPD to further develop explicit teaching of reading ensuring a rigorous and sequential approach to the reading curriculum that develops pupils' fluency, vocabulary, understanding, confidence and enjoyment in reading	Reading comprehension strategies work through a number of different mechanisms – all focused on improving the understanding of meaning of text effectively are high impact on average <b>(+6 months)</b> . Alongside phonics it is a crucial component of early reading instruction. <b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; Phonics +4</b>	1, 2, 4, 5
Ensure all relevant staff (including new staff) have received paid-for training to deliver Jane Considine approach to teaching writing so that children's vocabulary and spelling improves.	The Write Stuff approach teaches writing strategies explicitly focusing on rich vocabulary which is organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. <b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; meta-cognition and self-regulation, individualised instruction +2 months</b>	1, 2, 3, 4, 5
Ensure all relevant staff (including new staff) have received paid-for online training to Read Write Inc Spelling to teach spelling so that children's spelling improves.	Read Write Inc. Spelling is a 15-minutes-a-day programme for Years 2 to 6. Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, Read Write Inc. Spelling ensures spelling success for children who are fluent readers. <b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; meta-cognition and</b>	1, 2, 3, 4, 5

	<b>self-regulation, individualised instruction +2 months</b>	
Trauma Informed Schools (TIS) Practitioner trained to empower key staff to be able to respond effectively to mild to moderate mental health problems in order to develop children's ability to become more resilient, secure and confident.	The government Green Paper 'Transforming Children and Young People's Mental Health Provision' (December 2017) wants a Mental Health Lead in every school (trained member of school staff). Their research found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)" <b>EEF Toolkit – Social and Emotional Learning +4 months</b>	4, 5
Train new ELSA and ensure both ELSAs attends all termly supervision so that they are supported and kept up to date with new initiatives to support children's emotional needs	Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically.  <b>Educational Psychologist supervision EEF Toolkit – Social and Emotional Learning +4 months</b>	4, 5
CPD to be undertaken by Headteacher to ensure Pupil Premium children with SEND have the most appropriate support	NPQSENCO Evidence shows that once pupils needs are correctly identified, then appropriate intervention can be put in place to meet those needs.	2,3,4,5
Ongoing CPD and coaching on the CAST Principles of Teaching and Learning.	The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. POTL is linked to Rosenshine and mandated by the Trust. <b>Sutton Trust: Collaborative learning +5; meta-cognition and self-regulation, individualised instruction +2 months</b>	1, 2, 3

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

Budgeted cost: £6,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback, including Pupil Conferencing and individualised instruction strategies such as regular 'scooping' led by class teachers	Effective feedback and individualised instruction will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress. <b>Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2 months</b> <b>EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention</b>	2, 3, 4, 5
Specific, individualised programs to be planned for and delivered children with SALT difficulties	<b>Sutton trust: Early years interventions + 5 months, 1:1 intervention +5 months, oral language intervention +5 months</b> <b>EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention</b>	2, 3, 4, 5
Phonics and reading interventions utilising Read Write Inc	Read Write Inc is one of the DfE validated systematic synthetic phonics programmes. The EEF are currently conducting research using Read Write Inc phonics, with results due to be published in 2023. <b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; Phonics +4</b>	1, 2, 3, 4, 5
Individual ELSA sessions Dependent on the needs of the child, individual therapies may be deemed appropriate.	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily. Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically. <b>Sutton trust: Social and emotional aspects of learning +4 mths, behavioural intervention +3mths</b>	4, 5

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

Budgeted cost: £2,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide free breakfast (from 8am) and after school club (till 6:00pm) places for children if requested by parents/carers and deemed necessary to support the child with regards to attendance, behaviour or wellbeing. To request this option, parents/carers will contact the school office.</p>	<p>The EEF produced a study analysing the impact of a breakfast club (Magic Breakfast) and found that there were large improvements in the perceived levels of concentration and behaviour in the classroom and that many academic outcomes also moderately improved. They found that breakfast club provision also improved student attendance and that the social environment of the breakfast club provided more time to relax before lessons start and benefited the students due to the nature of other activities taking place alongside breakfast.</p> <p>Children are in school on time, settled and emotionally able to learn can focus through the morning</p> <p><b>Sutton trust: Extending school time +2; Parental involvement +3</b></p>	<p>4, 5</p>
<p>To provide subsidised access to music lessons, trips and visits.</p> <ul style="list-style-type: none"> <li>• Music lessons will be funded for two terms after the first term has been paid for by the parent and the child shows commitment to the instrument.</li> <li>• Residential and day trips will be subsidised at the rate of 50%.</li> <li>• Clubs will be subsidised at a rate of 50%.</li> </ul>	<p>The EEF has stated that arts and sports participation can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Third Space Learning have identified that “one of the areas in which disadvantaged young people can suffer is in what’s known as ‘Cultural Capital’ (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes).”</p> <p>In order to improve the cultural capital of our pupil premium children, we will subsidise trips, clubs and visits to ensure that no child misses out on these opportunities provided by the school.</p> <p><b>Sutton trust: Sports Participation +2 months, Arts Participation +2 months; Outdoor Learning +3 months</b></p>	<p>4, 5</p>

Yearly subscription to TT Rockstars & Numbots targeted for PP and SEND pupils	<p>NumBots is a comprehensive learning platform which builds children's understanding of core maths skills.</p> <p>NumBots is suitable for children in Key Stage 1, who are learning these foundational maths skills for the first time, as well as some older children, who need to secure gaps in their knowledge in order to succeed going forward.</p> <p>TT Rockstars increases pupils' engagement with and awareness of times table facts and ways to improve the recall of them</p> <p><b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; individualised instruction +2 months</b></p>	2, 3, 4, 5
To provide regular contact with parents to encourage raised attendance at school	<b>Sutton trust: Parental involvement +3</b>	2, 3, 4, 5

**Total budgeted cost: £23,700**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Review: 2023-2024

In this period of review, attainment in Reading for pupils in receipt of PP remained stable with 75% (12/16) reaching ARE. This indicates the impact of the whole school strategies to improve reading attainment. Progress also remained stable with 92% (12/13) pupils making at least expected progress with 38% (5/13) making better than expected from their starting points.

Attainment	EXS+	12/16 <b>75%</b>		11/16 <b>69%</b>		14/16 <b>88%</b>	
	GDS	2/16 <b>13%</b>		1/16 <b>6%</b>		5/16 <b>31%</b>	
Progress	At least expected progress		12/13 <b>92%</b>		13/13 <b>100%</b>		13/13 <b>100%</b>
	Better than expected progress		5/13 <b>38%</b>		4/13 <b>31%</b>		4/13 <b>31%</b>

100% pupils passed Phonics Screening Check by Y2.

In writing pupils in receipt of PP did not achieve as well as previously, with 69% (11/16) pupils achieving ARE.; However, progress remained positive with 100% (17/17) pupils making at least expected progress with 31% (4/13) making better than expected from their starting points, indicating the positive impact of whole school writing improvements and the specific focus on vocabulary within

Jane Considine approach to writing. Writing will be a whole school focus in 2024-25, with a particular focus on spelling.

In Maths 88% (14/16) pupils in receipt of PP achieved ARE which indicates strong improvement. Progress also improved with 100% (13/13) pupils making at least expected progress with 31% (4/13) making better than expected from their starting points. 100% (4/4) pupils who had School Led Tutoring in Maths made progress.

Strategy outcomes for improving attendance also had a positive impact. Attendance for pupils in receipt of PP was 94.47% with 0 Persistently Absent pupils, which was in line with attendance for all pupils 94.96% but significantly better than 7 Persistently Absent pupils. Attendance continues to be a focus for the PP strategy.

## 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
Accelerated Reader	Renaissance
The Write Stuff	Jane Considine

## Further information (optional)

The plan has been designed for the specific needs of the cohort of pupil premium children 2024/25 however, as a three-year plan, many initiatives will stay the same due to evaluation showing they were a success previously, or in the previous year. All initiatives will be monitored mid-year and changes made if they are not proving to be effective.