

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

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	82
Proportion (%) of pupil premium eligible pupils	41.5%
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)	2024
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Anthony Morris, Head of school
Pupil premium lead	Anthony Morris, Head of School
Governor / Trustee lead	Lorraine Murray, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,440
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>	£41,440

Part A: Pupil premium strategy plan

Statement of intent

Professor Becky Francis, CEO of the Education Endowment Foundation, says, “Giving every young person the best start in life, whatever their background and wherever they grow up, is a mission that unites everyone working in schools.”

At St Mary’s Catholic Primary School, we believe that all children, regardless of disadvantage, vulnerability or the challenges they face, should be supported to achieve to their fullest potential. It is a privilege to support and nurture the children who need this the most.

Our strategy focuses on ensuring that all children access high quality teaching in every lesson, and that our teachers are supported to keep improving. Alongside this, targeted academic support can have a positive impact in supporting children, particularly in their early reading and phonics.

The progress of all children is carefully monitored through our robust assessment procedures, allowing us to be sure that any strategies or targeted support used are done so to meet the needs of the pupils at any time throughout school.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Attendance among our disadvantaged pupils currently sits at just over 96%, which is below that of our non-disadvantaged pupils which currently stands at 97.4%.
2 Pastoral	Disadvantaged children can have a number of barriers that can lead to difficulties in achieving to their best potential at school. This can include SEMH issues.
3 Outcomes	Data shows that the proportion of disadvantaged children achieving both at the expected standard and at the greater depth standard at both Key Stage 1 and Key Stage 2 is lower than their non-disadvantaged peers.
4 Reading	Evidence shows that children from disadvantaged backgrounds often struggle to read as fluently as their peers, with challenges including reading accuracy, automaticity and prosody.
5 SEND	Some of our disadvantaged pupils have specific SEND needs and an increasing number require external intervention, for example with speech and language.
6 Cultural capital	Disadvantaged children are more likely to have less cultural capital than their peers, defined by Steve Moffitt (CEO of A New Direction) as having the skills,

	knowledge, norms and values which can be used to get ahead in education and life more generally.
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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
Children are able to read fluently, demonstrating accuracy, automaticity and prosody.	Key Stage 1 and 2 reading fluency assessments show that the majority of children are assessed as fluent readers. 2024 KS2 reading outcomes maintain the high standards achieved in 2023.
All children are given opportunities and are supported to achieve at either the expected standard or challenged to achieve at the greater depth standard in Reading, Writing and Maths.	Assessment data will show that the attainment gap between disadvantaged and non-disadvantaged children has narrowed. The number of disadvantaged children achieving at greater depth standard will increase.
Children learn a full, broad and balanced curriculum which builds cultural capital while developing high standards of literacy and vocabulary.	Assessments in humanities subjects will show that disadvantaged children know more and remember more about a range of cultural, historical and geographical subject areas.
All children, including those who are disadvantaged and those with SEND, make expected progress from their starting points.	Progress of children in Reading, Writing and Maths will be in line with their identified baseline.
Attendance of disadvantaged children is in line with their non-disadvantaged peers. The proportion of children classed as persistent absentees is reduced.	Attendance analysis will show that the gap between disadvantaged and non-disadvantaged children is reduced. Target attendance for all children is 97%.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription to the Little Wandle phonics programme.	The EEF Teaching and Learning toolkit says that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	3, 4, 5
Purchase of Oxford Essential Spelling programme. Staff CPD in delivering Essential Spelling effectively.	The EEF guide to improving literacy in Key Stage 1 says that schools should, “Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.” Using the Essential Letters and Sounds programme will dovetail with the extensive Phonics teaching the children have already experienced in Key Stage 1.	3, 5
Subscription to Opening Worlds Humanities curriculum (which includes a lot of focus on reading skills).	Opening Worlds is a knowledge-rich humanities programme for teaching History and Geography. It provides curriculum resources together with training, support and ongoing programme-related professional development for teachers. Because of its rapidly discernible effects on literacy and highly inclusive approach, Opening Worlds quickly gained appeal in schools tackling under-achievement in areas of social disadvantage.	2, 3, 4, 6
Staff CPD in developing reading fluency. Introducing termly reading fluency assessments	EEF guidance on improving Literacy in Key Stage 2 says, “Fluent reading supports comprehension because pupils’ cognitive resources can be redirected from focusing on word recognition to comprehending the text.”	3, 4
Staff twilight CPD time focused on Maths through BWCET Maths advisers.	The first recommendation in the EEF guidance on improving Mathematics in Key Stage 1 is to Develop practitioners’ understanding of how children learn mathematics. Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy. The guidance for Key Stage 2 adds that it is important to ensure that pupils develop fluent recall of facts.	3
Staff CPD in developing greater writers, based on	Evidence from Education Endowment Foundation supports that writing is best	3

the concept of teaching the process of writing curriculum introduced in the previous academic year.	taught as a process, and emphasises the quality of feedback in raising outcomes. EEF Guidance documents considered: Improving Literacy in K2; Improving Literacy in KS1; Teacher Feedback to Improve Pupil Learning.	
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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
Daily Little Wandle one-to-one Phonics interventions, as well as Rapid Catch-up sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics, Toolkit strand; Education Endowment Foundation	3, 4, 5
Effective deployment of teaching assistants to support those children most in need or targeted support and intervention, and ensure children can access whole class quality first teaching as much as possible.	EEF guidance of effective use of teaching assistants says, "School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.	3, 4, 5

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

Budgeted cost: £6,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
School staff to remain focused on monitoring the emotional wellbeing and mental health of all	Public Health England: The link between pupil health and wellbeing and attainment	2, 5

<p>children, with measures put in place to support children as required.</p>	<p>A briefing for head teachers, governors and staff in education settings</p> <p>Key points from the evidence 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 4. A positive association exists between academic attainment and physical activity levels of pupils.</p>	
<p>Prioritise and subsidise places at after-school clubs and musical instrument tuition for disadvantaged pupils</p>	<p>The Nuffield Foundation funded a study undertaken by NatCen Social Research and Newcastle University in 2016, looking at the academic progress of around 6,400 students born between 2000-2001. When comparing the findings of disadvantaged students who attended the after-school programmes, and those from similar backgrounds who did not, it was found that those who did attend the activities made significantly more progress by the age of 11.</p>	<p>2, 6</p>
<p>Promote good attendance through reward systems, regular communication and support for parents to identify and remove possible barriers.</p>	<p>The DfE report “Working together to improve school attendance” from August 2024 says, “Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families.” And, “This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p>	<p>1, 2, 6</p>

Total budgeted cost: £41,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the 2023-24 end of year assessments, disadvantaged children achieved the following outcomes:

EYFS

100% of our disadvantaged pupils achieved GLD.

Year 1 Phonics check

100% of our disadvantaged pupils achieved the pass mark in the Year 1 phonics check.

Year 4 Multiplication Table check

End of Key Stage 2 assessments

- Reading – 100% of disadvantaged children achieved the expected standard.
- Writing - 100% of disadvantaged children achieved the expected standard.
- Maths – 100% of disadvantaged children achieved the expected standard.

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
Little Wandle Letters and Sounds	Wandle Learning Trust