



St Mary's
Catholic Primary School and Nursery

PUPIL PREMIUM STRATEGY STATEMENT 2023-2026

Detail	Data
School name	St Mary's Catholic Primary School and Nursery
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	21.6%
Academic years the current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement approved by	Full Governors meeting
Pupil Premium Lead	Mrs N Messenger
Governor Lead	Mrs Clare Lightowler

Funding overview	Amount
Pupil premium funding allocation this academic year	£ 158, 145
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 158,145

Statement of intent

St Mary's Catholic Primary School & Nursery Mission

“Working Together Through Faith and Education”

It is our intention to provide the best possible education for every individual pupil. We have high aspirations and expectations for all our pupils. We aim to ensure that teaching and learning opportunities meet the needs of all pupils, including appropriate provision for vulnerable groups and 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 or qualify for free school meals. Pupil Premium funding is allocated following a needs analysis which identifies priority individuals.

To ensure effectiveness we will:

- ensure disadvantaged pupils are challenged in the work that they are 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

St Mary's Catholic Primary School & Nursery is a diverse, Catholic Primary school in Crewe. The context of our school continues to change with a least 43% of pupils with English as additional language (EAL) and a number of significant and complex SEND pupils. The inward mobility of further EAL pupils, pupils on care plans and low ability is significantly increasing low attainment overall at EYFS and outcomes both at KS1 and KS2.

When making decisions about using Pupil Premium funding we consider the context of our school and subsequent challenges we face. Strategies implemented at St Mary's are based on the Education Endowment Foundation (EEF) guide to a 'tiered approach' of quality first teaching, targeted academic support and wider strategies. All pupils eligible for Pupil Premium funding at St Mary's have an individual Pupil Premium Map outlining targeted support linked to costed provision codes and case study information.

Our plan is also integral to wider school plans for wider strategies. These strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. We pride ourselves on the varied range of essential wider support and interventions we offer our pupils to meet their individual needs.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations identified that pupils have a very low starting point on entry- poor communication and language acquisition. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	St Mary's Catholic Primary School is located in an area of high deprivation with a complex social and cultural context. Our assessments, observations and discussions with pupils identified social and emotional issues for some disadvantaged pupils.
3	The proportion of pupils whose first language is not English adds further challenge of the expectation to reach ARE across core subjects. Assessments, observations, and discussions with pupils suggest EAL and/or disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
4	Internal and external assessments indicated that core subjects for disadvantaged pupils is below non-disadvantaged pupils at the end of KS2. Internal and external assessments indicate that attainment of disadvantaged children is below that of non- disadvantaged pupils in a range of year groups.
5	Attendance data indicates that absences of disadvantaged pupils/EAL pupils are higher than National, especially PP persistent absences.
6	Parental engagement in educational areas of school life.

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
<p>1. Effective high quality first teaching supported by evidence informed CPD for teachers and support staff is embedded across the school</p>	<p>Teachers will ensure effective teaching strategies are embedded, these can include:</p> <ul style="list-style-type: none"> • metacognition strategies following staff CPD • Recapping on prior learning and developing working memory so children remember more • Scaffolds and models to support independent learning • Word banks (simplified vocabulary for ‘new to English’ pupils) • A consistent approach to teacher written feedback to further improve pupil learning and address misconceptions • Effective, evidence informed CPD for staff including the new EYFS framework, Lacey Green writing moderation (English Hub) and the new validated systematic, synthetic phonics programme embedded across the school
<p>2. Targeted academic support is embedded across the school.</p>	<p>St Mary’s individual Pupil Premium Maps are completed for each PP pupil, outlining targeted support linked to costed provision codes and case study information.</p> <p>Use of EEF evidence based research for interventions that include:</p> <ul style="list-style-type: none"> • Same Day Interventions (SDI) - pupils are supported with learning. This can be consolidating learning and reshaping tasks for better understanding or support with misconceptions and making improvements. • Reading Fluency groups in Year 3-4 to boost reading comprehension. • Target teaching (small group tuition/support in class) <p>Other structured Interventions include:</p> <ul style="list-style-type: none"> • Little Wandle Phonics teaching and Follow up reading activities • Daily reading with comprehension support • Handwriting support • Power Maths/White Rose small group work • Speech and language- WellComm programme
<p>3. Improved communication and language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, success of interventions and ongoing formative assessment.</p>

	<p>The expectations in relation to language and vocabulary outcomes for each year group are clear and all staff are aware of how these can be achieved.</p> <p>Vocabulary development is consistent across the school and is a priority, which is addressed in all subject areas.</p> <p>Access to high quality texts is consistent across the school.</p> <p>Reading is used to support language development in all subject areas, ensuring that pupils are able to build their cultural capital.</p> <p>Development of vocabulary across the school and curriculum enables children to achieve well across the curriculum and this is reflected in results of national tests that meet government expectations.</p> <p>Language programmes within EYFS - WellComm used with targeted children and closes the gap in communication and interaction.</p>
<p>4. Addressing the identified gaps, across the school ensures improved attainment for disadvantaged children in identified cohorts closing the current gaps.</p>	<p>Assessment of pupils' individual needs are continuously carried out across the school and curriculum. Adapted pupil progress meetings focus on target pupils ensuring tasks/provision meets the needs of all pupils</p> <p>A focus on teacher written and verbal feedback further improves pupil learning and continues to address misconceptions swiftly.</p> <p>Subject leaders are aware of the needs of disadvantaged pupils' in their subject and take collective responsibility for diminishing any gaps caused by socioeconomic disadvantage, ensuring good outcomes for disadvantaged children.</p> <p>Gaps in knowledge and learning are addressed effectively by the teachers across each year group through the explicit teaching of content.</p> <p>Use of research to support the teaching of disadvantaged pupils with SEND in mainstream education ensures disadvantaged pupils with SEND achieve the best possible outcomes in identified year groups.</p> <p>The learning environment is supportive of disadvantaged pupils' needs e.g. concrete and pictorial resources in maths, word banks, story maps, curriculum maps and key vocabulary.</p> <p>Teachers use a range of metacognitive strategies and working memory strategies to support disadvantaged learners following staff CPD.</p> <p>Little Wandle additional follow up sessions are in place for those disadvantaged children that need it in EYFS, KS1 and KS2 to ensure that all children develop the reading skills needed to access the curriculum.</p>

	<p>Interventions delivered by teachers and support staff continue to be in place to address the gaps caused by socio- economic disadvantage and are evident in the PP maps.</p> <p>The deployment of support staff continues to be rigorously evaluated so that it supplements rather than supplants high quality teaching.</p> <p>The introduction of Accelerated Reader, now provides children in Key Stage 2 with reading books at their Zone of proximal development which ensures progress with their reading comprehension and fluency. The data produces targets to specifically focus on the gaps an individual has.</p>
<p>5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice and observations • access to wider cultural capital learning opportunities • a significant increase in participation in enrichment/after school activities • financial incentives and support for residential visits, trips and learning opportunities
<p>6. The social and emotional needs of disadvantaged pupils are explicitly addressed.</p>	<p>Staff will receive CPD on the EEF recommendations for SEL and use them consistently (5 core skills of SEL)</p> <p>Key staff will be trained in ELSA in order to implement SEL approaches across the school and ensure a positive impact on children</p> <p>Virtual School project- 1:1 support for children with a Social Worker to support emotional wellbeing</p> <p>Learning Mentor support put into place including mental health and wellbeing</p> <p>Education Mental Health practitioners are utilised</p> <p>Positive relationships are maintained with parents to make sure that all families are held in high regard by the school and feel a sense of belonging to the school community. Continue communication via school dojo/school Facebook.</p>
<p>7. The number of disadvantaged children who attend enrichment/after school activities is increased</p>	<p>Pupil premium children are targeted to attend extra-curricular activities through invitations including Year 6 SATS booster</p> <p>Pupil Premium children access wide and rich experiences including</p> <ul style="list-style-type: none"> • Respect Course (Crewe Fire Station) • A.I.M higher sessions (greater depth workshops with other local primary schools) • Top up swimming sessions • Year 6 invited to have brass instrumental lessons

<p>8. Attendance of Pupil Premium children including PP/EAL families is at least in line with all pupils nationally.</p>	<p>The overall absence rate for disadvantaged pupils by 2024-25 is in line with their non-disadvantaged peers.</p> <p>Attendance and Children out of School meetings (Cheshire East) works closely with the school to ensure: -</p> <ul style="list-style-type: none"> • Attendance is a priority especially for EAL/PP children is at least in line with national attendance. • Safeguarding officer monitors attendance every term. • Strategies to improve attendance that are rooted amongst our EAL families - effective ongoing communication via dojo/face to face meetings and positive relationships.
<p>9. Disadvantage pupils benefit from the engagement of parents in their children's learning</p>	<p>Parents are engaged in their children's learning and have high expectations</p> <p>Continued effective communication via dojo, website and school Facebook about school events and the curriculum</p> <p>Parent workshops planned throughout the year e.g. reading and phonics and maths</p> <p>Termly curriculum maps on the website to inform parents on key learning opportunities, theme days, trips and events.</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: **£91,072.53**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle Letters and Sounds sessions to target disadvantaged pupils who require further phonic support. This will be delivered in collaboration with our local English Hub Lacey Green</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1, 3</p>

<p>Purchase of Accelerated Reader, which is an online tool for tracking and assessing individuals for the reading comprehension.</p> <p>The purchase and organisation of all reading books across Key Stage 2 has also taken place.</p>	<p>According to an independent “study by the Education Endowment Foundation (EEF) and Durham University, Accelerated Reader produces “particularly positive effects.”</p>	<p>4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>St Mary’s is part of the Maths Hub. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Power Maths scheme and White Rose.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf</u> (<u>publishing.service.gov.uk</u>)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p> <p>Focus on arithmetic and number fluency through ‘Number Sense’ consistent approach across KS1 and KS2.</p> <p>The EEF guidance ‘Improving the Early Years and Key Stage 1- children will have opportunities to integrate maths into different activities throughout the school day including register time, snack time, outdoor area. Planned activities will encourage children to use and apply mathematical knowledge and skills.</p>	<p>4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Effective interventions are planned and implemented across the school.</p> <p>At St Mary’s we recognise EEF Social and Emotional learning can improve outcomes at school and in later life</p> <p>Support and provision in place and referenced in individual PP maps.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> • ELSA support- 1:1 or small group support to identify areas of need and 	<p>1, 2</p>

	<p>support the development of emotional literacy.</p> <ul style="list-style-type: none"> Virtual School project- 1:1 support for children with a Social Worker to support emotional wellbeing <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost (including National tutoring programme): **£ 54, 806.29**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonic sessions will be included in the individual Pupil premium maps</p>	1, 3
Small group work for target pupils identified across the school.	<p>Target pupils (those below age related expectations) are identified in pupil progress for small group target work in class for core subjects.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £ 12,266.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Regularly monitor and follow up poor attendance</p> <p>Letters sent home to parents</p> <p>Meetings arrange to discuss attendance and support families</p> <p>Attendance and Children out of school meetings take place</p>	<p>5, 6</p>
<p>Parental engagement in education and financial incentives</p>	<p>Reading and phonic parent sessions in school</p> <p>Maths parent sessions in school</p> <p>Financial incentives and support for residential visits, trips, A.I.M workshops- (achieve, inspire, master) sessions and other learning resources.</p>	<p>6</p>
<p>Positive wellbeing and mental health of disadvantaged pupils</p>	<p>Develop personal, social health and wellbeing of disadvantaged pupils to develop a sense of ambition and self-worth. The EEF guidance report that improving social and emotional wellbeing includes the 5 core skills as</p> <ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Relationship skills • Responsible decision making <p>This will be achieved through:</p>	<p>1, 2</p>

	Counselling in school Primary Respect Course A.I.M higher reading and writing workshops Music tuition Residential Uniform Learning mentor support and pastoral support	
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Total budgeted cost: £ 158,145 (Based on 2023-2024 expenditure)

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 **2023-2024** academic year.

Aim 1	To ensure high quality teaching and learning provision across EYFS, including continuous CPD for changes to the EYFS framework
Desired Outcome	Progress will be expected or above for those PP pupils identified as not on track and are receiving interventions in line with individual PP map across EYFS.
Outcomes	All PP pupils including PP pupils who are also EAL have made excellent progress from very low starting points across all core subjects. End of EYFS July 2024- 7 pp pupils in the cohort. 3 of which reached age related expectations in reading (43%) 4 reached age-related expectations in writing (57%) 4 reached age-related expectations in maths (57%) GLD- 52% National- 67.7%
Aim 2	To improve the progress and attainment of reading across the school
Desired Outcome	Improvement in the attainment and progress of disadvantaged children in reading from their starting points. PP pupils to make at least expected progress in reading by the end of EYFS and KS1 so that by KS2 exit they are line for most disadvantaged pupils.
Aim 3	To improve the progress and attainment of writing across the school
Desired Outcome	Improvement in the attainment and progress of disadvantaged children in writing from their starting points. PP pupils to make at least expected progress in writing by the end of EYFS and KS1 so that by KS2 exit they are line for most disadvantaged pupils.
Aim 4	To improve the progress and attainment of maths across the school
Desired Outcome	Improvement in the attainment and progress of disadvantaged children in maths from their starting points. PP pupils to make at least expected progress

in maths by the end of EYFS and KS1 so that by KS2 exit they are line for most disadvantaged pupils.

OUTCOMES:

Children achieving the expected standard or above at the end of year End of Key Stage 2 2023/24

	Cohort	Reading		Writing		Maths		SPAG	
		School	National	School	National	School	National	School	National
All pupils	84	58%	74%	61%	72%	51%	73%	52%	72%
PP	15	40%		33%		47%		40%	
Non PP	69	62%		67%		52%		55%	

Of the 15 PP pupils 2 pupil achieved GDS in maths

Of the 15 PP pupils 2 pupils achieved GDS in SPAG

Aim 5	To continue to improve phonic screening checks outcomes in KS1 (focus on PP/EAL pupils)
Desired Outcome	Specific learning needs of PP pupils who are also EAL are meeting the phonic expectations at KS1. The progress for all PP/EAL pupils will improve.

OUTCOMES Y1 Phonic Screening 2023/24:

	Cohort	Number achieving standard	% National comparator
All pupils	76	60 (79%)	80%
Male	42	31 (74%)	
Female	34	29 (85%)	
PP	13	8 (62%)	68%
Non PP	63	54 (86%)	

End of Year 2 Phonics Re-check 2023/24

2023/24	School
7 pupils in Year 2 passed the phonics re-check	81/90 (90%)

Aim 6	To improve the attendance of Pupil Premium families
Desired Outcome	Improved attendance and punctuality of disadvantaged pupils to ensure there are no missed learning opportunities to maximise learning outcomes. To ensure home/contextual issues for missed attendance are addressed which may limit personal or academic progress and development

Externally provided programmes

Programme	Provider
White Rose Maths	Pearson
Little Wandle Letters and Sounds Revised	Little Sutton Primary School and Wandle Learning Trust
Accelerated Reader	Renaissance

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A