



St Mary's Primary

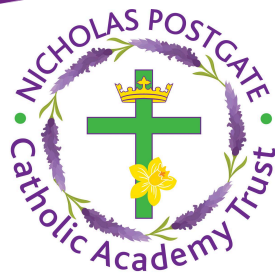
Pupil Premium Strategy Statement

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 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	215
Proportion (%) of pupil premium eligible pupils	58.4% (Get information schools service)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025 & 2025-2026
Date this statement was published	December 2024
Dates on which it will be reviewed	December 2025
Statement authorised by	Anna McClurey/ Nick Bennett
Pupil premium lead	Anna McClurey
Governor / Trustee lead	Audrey Kirby/Jill Manders



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	180,789.96
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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	180,789.96



Part A: Pupil premium strategy plan

Statement of intent



At St Mary's we are proud to offer a dynamic, inclusive and nurturing learning environment, an education which inspires academic excellence and confidence for life. Our 'i-Thrive' approach, to the quality of education we provide, ensures all pupils reach their full potential. Pupil premium funds are used to support the achievement, enrichment and wellbeing of vulnerable pupils.

Our intention is that all pupils, irrespective of their background or the challenges they face, acquire knowledge and skills preparing them for their next phase in education and that every pupil, regardless of background or barrier to learning, reaches their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We will use the funding to support us to improve and sustain attainment for our most disadvantaged pupils that is in line with non-disadvantaged pupils.

During the implementation of this strategy we will consider the challenges that our disadvantaged pupils face in preventing them from attaining highly: trauma, SEMH, lack of cultural capital, oral fluency, vocabulary, aspirations and expectations.

Reading remains a key focus at St Mary's and it is our expectation that all our pupils irrespective of their background or other challenges become strong readers with a clear understanding of the receptive language as well as expressive language, enabling them to broaden their horizons and become lifelong learners.

High quality teaching is at the heart of all we do at St Mary's and we are focusing on the areas which disadvantaged pupils require the most support. We have a culture of collective responsibility for disadvantaged pupils, including governance, senior leadership, subject leadership, phase leadership, the classroom (where we really make the difference) and pastoral care.

Our strategy is also integral to wider school plans for education recovery following the COVID19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Principles

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and non disadvantaged pupils both within school and nationally.
- Ensure all pupils are able to read fluently, with good understanding to enable them to access the breadth 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.
- 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.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.



- For all disadvantaged pupils in school to exceed nationally expected progress in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSEs in English and Maths.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and informed by research, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

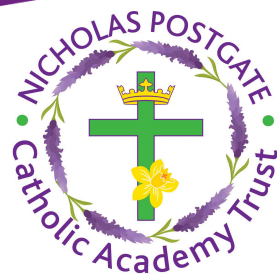
In order to achieve our objectives and overcome identified barriers to learning we will:

- 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 including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential, and 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.
- Pastoral team to work with families and pupils to improve school attendance to 97%.

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

Our context:

- 58.4% of the pupils within the school are PP compared to the national figure of 24.6%.
- The school is in quintile 5, meaning it serves one of the most deprived areas nationally.
- 88.4% of pupils live in wards within the bottom 10% of deprivation nationally. The average ranking of wards, in which pupils live, is 284 out of 32844 wards nationally.



Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p>Pupils and their families are burdened with additional stresses: inadequate housing, inconsistent access to fuel and energy, significant lack of food, inability to access benefits, debt, addiction and domestic violence. All of which were heightened throughout the pandemic and impacted significantly on our pupils who are taking time to recover. Concerns raised through professional dialogue and the implementation of timely intervention have increased significantly in order to support our pupils with anxiety, bereavement, loss, trauma and ACEs.</p> <p>Pupils and their families have social and emotional difficulties often exacerbated further by medical, wellbeing and mental health needs. The pandemic contributed to heightening these further still - as proven in the Oxwell Survey.</p> <p>SEMH is the highest area of need within the school. Teacher referrals for support have markedly increased since the COVID pandemic. Referrals to social care have increased since the COVID pandemic.</p>
2	<p>Oracy & Speech, language and communication</p> <p>A significant number of pupils in EYFS lack fundamental skills and this is reflected in the number of pupils achieving expected standard in Literacy and Maths which is an area for development. The pandemic further inhibited progress being made in such areas, which is proving difficult to recover from as pupils progress through our school. The impact on GLD has and continues to be significant.</p> <p>Throughout Key Stage 1 & 2 assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, which are more prevalent among our disadvantaged pupils than their peers</p>
3	<p>Attainment of reading, writing, maths and phonics</p> <p>Pupils have limited or non-existent opportunities to access age appropriate reading, writing and maths materials beyond those provided by school. Assessments, observations and discussions with pupils clearly demonstrate the greater level of difficulty our disadvantaged pupils have with reading, writing and maths in comparison with their peers. This is magnified when it comes to the acquisition and application of phonic knowledge, where our</p>



	disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	<p>Attendance and punctuality</p> <p>Our attendance data from 2018-2019 (last recorded data not affected by Covid) indicates that attendance across the school was 94.8%. Attendance remains a constant focus across school and all pupil groups, with a particular focus on PA pupils. We know that poor attendance negatively impacts attainment and can have a wider effect on SEMH and opportunities beyond education.</p>
5	<p>Enrichment - Cultural Capital/Social Mobility</p> <p>Pupils have limited experiences beyond their home life and immediate community: 88.4% of pupils live in the top 10% of most deprived electoral wards nationally & the average ranking of wards, in which pupils live, is 284 out of 32844 wards nationally. Significantly low levels of income and debt often do not allow quality enrichment opportunities to be accessed at home. The true potential of the skills, talents and interests of our pupils are therefore at risk of not being truly fulfilled. This can have a negative impact on SEMH, resilience and opportunities for further education or employment</p>
6	<p>Parental engagement</p> <p>Over the course of the pandemic while parents were generally supportive with pupils' home learning, it is apparent that parental engagement with school and community links have weakened. In addition, many of our families have complex home lives, which results in the focus of parents shifting from education towards: caring for other dependents; parental physical and mental wellbeing; financial vulnerability; food poverty; and family trauma. All of which are barriers to parental engagement.</p>



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	Impact
Accelerate progress in Reading, Writing, Maths and Phonics	<p>Diminished difference in attainment between pupils at St. Mary's and the National averages for GLD, Phonics Screening Checker, Multiplication Tables Check and end of key stage assessments.</p> <p>Tailored intervention to target pupils at risk of underachievement resulting in accelerated progress.</p>
Improve attendance of all pupils to 97% or above	<p>Improvements in attendance will be evident for all groups of pupils by July 2025. Reduction in the number of pupils identified as PA and improvements on the overall PP attendance to improve narrowing the gap between PP and Non-PP.</p>
Confident and resilient pupils who can share views and feelings in an articulate way	<p>Attachment and trauma informed practices embedded across the school. Empathetic pupils, able to manage emotions effectively. Reduced level of behaviour concerns based on school analysis. Pupils will continue to be encouraged to embrace extensive roles and responsibilities reflecting the importance of pupil autonomy, relationships, sense of role modelling, and appreciation for each other.</p> <ul style="list-style-type: none"> ● Mini Vinnies ● House Captains ● Stewards of Creation (Eco Warriors) ● School Councillors ● Prefects ● Sports Leaders ● Rights Respecting ● Headstarters
To continue to provide enrichment opportunities for all pupils.	<p>Sustained high levels of engagement in educational and enrichment activities demonstrated by:</p> <ul style="list-style-type: none"> ● Increase in the number of disadvantaged pupils accessing enrichment opportunities and educational experiences that they may not have otherwise accessed: Trips, visits, excursions and extra curricular clubs ● Cultural capital experiences are planned for and embedded across the curriculum.



	<ul style="list-style-type: none"> An extensive range of extra curricular activities are available for all pupils without cost.
<p>To raise the standards of oracy, language development and vocabulary.</p>	<p>Modelling language allows staff to correct any grammatical errors that pupils may make in a positive way.</p> <p>Quality running commentary that accompanies a child's play.</p> <p>Staff provide pupils with vocabulary within a meaningful context.</p> <p>To develop more articulate and confident speakers with a widened, appropriate and rich vocabulary base. Staff will deliver explicit vocabulary teaching within the CUSP curriculum to develop pupils' vocabulary across the wider curriculum, focusing on Tier 2 and Tier 3 vocabulary.</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: £12,735.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure all relevant staff (including new staff) have received official DFE endorsed training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve knowledge of GPC and reading attainment.</i></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>EEF Toolkit Phonics suggests +5 months progress</p> <p>EEF: Phonics</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET & ongoing school improvement work.</p> <p>EEF Toolkit Phonics suggests +5 months progress.</p> <p>EEF Professional Development</p>	<p>Challenge number 3</p>
<p><i>Professional develop prog: Walkthrus, mastery teaching, CUSP, adaptive/responsive teaching</i></p>	<p>EEF Toolkit Maximising Learning "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</p> <p>EEF Toolkit Mastery suggests +5 months progress.</p>	<p>Challenge numbers 2, 3 & 5</p>



	EEF Mastery learning	
<i>Voice 21 Oracy Improvement Programme</i>	EEF Project findings state that, "The Voice 21 Oracy Improvement Programme supports schools to develop pupils' use of speech to express their thoughts and communicate effectively...pupils' oracy skills improved as a result" EEF Voice 21: Improving Oracy	Challenge numbers 2 & 3
<i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i>	There is a strong evidence base that suggests oracy within the curriculum including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing: EEF Toolkit suggests +6 months progress EEF Oral Language	Challenge numbers 2 & 3
<i>Further develop and refine our curriculum offer so that is sequenced, connected and ambitious for all children: allowing them to know and remember more</i>	CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson. EEF High-quality teaching	Challenge numbers 2 & 3
<i>Use of standardised diagnostic assessments . Training for staff to ensure assessments are interpreted and administered correctly.</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF Assessing Learning Blog	Challenge number 3



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

Budgeted cost: £88,795.22

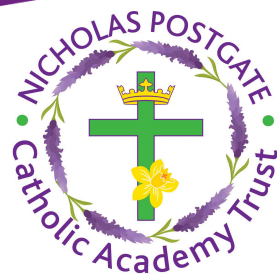
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Effective deployment of Teaching Assistants</i>	EEF Toolkit Teaching Assistants suggests +4 months progress. EEF Teaching Assistant Interventions	Challenge numbers 1,2 & 3
<i>Participation in interventions targeted at disadvantaged pupils who require further support to acquire phonics knowledge.</i>	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 EEF	Challenge numbers 3
<i>Structured interventions - Small group & 1:1 tuition</i>	"well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils EEF Toolkit Small Group Tuition +4 months progress. EEF Small group tuition	Challenge numbers 1,2 & 3
<i>Breakfast Club</i>	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) 2016 EEF Breakfast Clubs	Challenge 4 & 6



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

Budgeted cost: £ 79259.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Rainbows Bereavement support for children	<p>Whole staff training on identifying and supporting pupils who are suffering trauma from loss.</p> <p>EEF Toolkit Maximising Learning "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year."</p> <p>EEF social-and-emotional-learning</p>	Challenge number 1
Provision of Emotional Literacy Support for pupils	<p>In order for children to become effective learners, Maslow (1970) suggested that it is first necessary to ensure that children's physiological and emotional needs are met. The ELSA programme is designed to improve pupils' ability to recognise, understand, manage and appropriately express their emotions</p> <p>University of Southampton: The Emotional Literacy Support Assistant (ELSA) Programme:</p>	Challenge Number 1 & 6
Implement My Happy Mind to build positive mental wellbeing by helping children understand how their brain works and create a culture that helps to build children's confidence, resilience and self esteem.	<p>The 2024 Impact report for My Happy Mind states, " 67% Decrease in children requiring SENCo support and a 43 % Decrease in CAMHS referrals."</p> <p>My Happy Mind National Impact Report 2024</p>	Challenge number 1
Employ a trained Child Counsellor to support SEMH needs of children in school, oversee therapeutic support for all	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	Challenge number 1



<p>children in their capacity as mental health lead and help to engage families in their child's education.</p>	<p>EEF Social and Emotional Learning</p>	
<p>Trips, experiences and extra-curricular clubs deepen knowledge, build aspiration and strengthen self-esteem and confidence.</p>	<p>Our pupils have limited life experiences. Through our personal development curriculum, we will ensure that all pupils have access to a wide, rich set of experiences and increase their cultural capital.</p> <p>EEF research states, "Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds."</p> <p>EEF research arts-participation</p> <p>EEF: Life skills and enrichment</p>	<p>Challenge number 5</p>
<p><i>Family Action provides breakfast for all children to start their day</i></p>	<p>Food deprivation is high at St Mary's. Research from the 'National Schools Breakfast Programme' shows hungry children do not perform as well as their peers.</p> <p>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</p>	<p>Challenge numbers 1 & 5</p>
<p><i>Thrive Practitioner</i></p>	<p>Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum. The impact of the 'Thrive Approach' can be found</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p> <p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.</p> <p>EEF: Five evidence based strategies to support</p>	<p>Challenge numbers 1,2,3 & 4</p>
<p><i>Embedding principles of good practice set out in the updated 2024</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Challenge number 4</p>



<p>DfE's guidance on working together to Improve School Attendance</p>		
<p>Parent Support Advisor</p>	<p>Due to the increased rate of pupils open to social care, a designated safeguarding officer in school will support with case load and pupils on the fringe of vulnerability. EEF social-and-emotional-learning</p>	<p>Challenge numbers 4 & 6</p>
<p>Reward Shop</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>To mitigate this and as part of school Behaviour policy pupils are encouraged to learn to earn points which can be 'cashed in' to collect a reward/incentive. This is collaboratively as a class and individually. Information is shared with parents. Pupils can choose to accumulate their points and achieve a greater reward.</p> <p>Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance.</p> <p>EEF Improving Behaviour in Schools</p> <p>EEF Behaviour Interventions</p>	<p>Challenge numbers 4, 5 & 6</p>

Total budgeted cost: £ 180,789.96



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.

Intended outcome	Impact
Accelerate progress in Reading, Writing, Maths and Phonics	<p>Pupils receive an exceptional education. Leaders have paid meticulous attention to setting out the precise knowledge, skills and key vocabulary that pupils need to learn to achieve ambitious end points. Resulting in pupils who have the knowledge and skills to be well prepared for their next phase in education: every pupil, regardless of background or barrier to learning, reaches their full potential at St Mary's.</p> <p>Leaders, managers at all levels and governors take full responsibility for their roles and the impact they have on pupils' achievements. Improvements were seen in the following statutory assessments:</p> <ul style="list-style-type: none"> - Percentage of children achieving the passmark in Phonics Screening Check in Year 1 and Year 2 resits. - Percentage of children scoring 25 in the Multiplication Tables Check - Percentage of children achieving the expected standard in reading, writing and maths combined at the end of Key Stage 2.. <p>Please note: COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.</p>
Improve attendance of all pupils to 97% or above	<p>Improvements in whole school attendance (statutory age) can be seen, with school showing an improving trajectory. Notable improvements were made for the following demographic groups EHCP, EAL & children in the care of the local authority.</p> <p>However, school is mindful that post pandemic many of our vulnerable families continue to have heightened anxiety around allowing their children to interact with others due to fear of illness.</p> <p>Improvements can be seen in the percentage of children identified as Persistent Absentees during 2022-23 when compared to 2021-22.</p>



	<p>Nevertheless school is aware that Persistent absenteeism is higher amongst disadvantaged pupils. Therefore, our funding targeted at wider strategies is essential in addressing the gaps in pupils' readiness to learn.</p>
<p>Confident and resilient pupils who can share views and feelings in an articulate way</p>	<p>Pupils have consistently positive attitudes towards their learning. They are polite and respectful learners. Pupils participate in lessons with enthusiasm. Pupils' behaviour is exemplary. There are clear and high expectations of behaviour in place. Pupils know, understand and abide by the school's behaviour routines. Every pupil at St Mary's has a leadership role when they are in key stage 2. They carry out roles as sports leaders, attendance ambassadors and house captains to name but a few. These leaders listen, support each other and have a voice to effect change in their school.</p> <p>The school ensures that pupils have an in-depth understanding of how to keep mentally healthy. Specific sessions equip pupils with tangible, positive coping strategies, such as breathing techniques. Pupils know the scientific names for the parts of the brain that affect their mental well-being.</p>
<p>To continue to provide enrichment opportunities for all pupils.</p>	<p>The school provides an extensive extra-curricular offer for pupils. There is a strong take-up by pupils for clubs: 73% of children (Y1 – Y6) attended an after school during 2023-2024. 48% of the children with a Special educational need and 58% of disadvantaged (pupil premium) children attended a club during 2023-24.</p> <p>The curriculum provided by the school ensures pupils are met with a wide, memorable range of experiences and provides opportunities for pupils' broader development.</p> <p>The school purposefully plans 33 stimulating events linked to the curriculum that pupils experience during their time at St Mary's. For example, in Year 1, pupils learn about the Great Fire of London and in Year 2, they visit York and use their knowledge to explain how fire spreads in narrow streets and across key stage 2 children learn French and in Year 6 they visit Paris to use their knowledge and language skills. These educational visits enable pupils to apply their learned knowledge in a new context. Leaders carefully balance academic rigour with rich life experiences.</p>
<p>To raise the standards of oracy, language development and vocabulary.</p>	<p>The school's curriculum is incredibly ambitious. Staff have a shared, deep understanding of how the curriculum builds over time. The curriculum is extremely well sequenced and supports the development of pupils' language and communication skills purposefully. Adults consistently encourage pupils to 'say it again and say it better' ensuring pupils constantly finesse and add detail to their responses, growing in confidence at the same time.</p>



	In the EYFS staff expertly model language to question and support children sensitively to share their thoughts and ideas. School has achieved Communication Friendly Setting Status
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X Tables Rockstars	TTRockstars
Rainbows	Rainbows Bereavement Support GB
Bungalow Project	The Bungalow Partnership LTD
CUSP Curriculum	Curriculum with Unity Partnership
Voice 21	Voice 21
Thrive Approach	Thrive
Third Space Learning	Third Space Learning



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

CLL identified the biggest barrier in EY, on entry. Undertake Phonics Research Programme: What Comes Before Phonics with Dr Sally Neaum (Senior Lecturer: Early Childhood Development) Project fully funded by Teesside University. Successful application to the EEF's Early-Stage Programme Development Cycle through the SPH Programme nomination for the programme: *Stepping Back into Phonics* for the Development Cycle.

Partnership with Middlesbrough Institute of Modern Art (MIMA) and in conjunction with the National Gallery to deliver 'Take One Picture' to all pupils at St Mary's. The project: 'People Powered: Stories from the River Tees' achieved nationally recognised accreditation and artwork was displayed in the MIMA gallery and The National Portrait Gallery.

Engage with local business and fundraising to raise £5k to further support enrichment opportunities for all pupils and engage with the wider community.