



# Pupil premium strategy statement 24-25

## School overview

Metric	Data
School name	St Mary's Catholic Primary School
Pupils in school	72
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£23,680 (16 PP and 6 EV6)
Catch up Premium Grant	£1000
<b>Total:</b>	<b>£24,680 (EV6 £8880 total: £33,560)</b>
Academic year or years covered by statement	2024 to 2025
Publish date	September 2024
Review date	September 2025
Statement authorised by	Laura Concannon
Pupil premium lead	Laura Concannon
Governor lead	Debbie Brimson

## Rationale

The Pupil Premium is an additional allocation of funding to schools to support specific groups of children who are vulnerable to possible under achievement.

It is allocated to the following pupils:

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

Pupil premium funding is allocated to local authorities based on the number of:

- looked-after children, supported by the local authority
- pupils who meet any of the eligibility criteria and who attend an independent setting, where the local authority pays full tuition fees

For pupils who are looked-after children, funding should be managed by the local authority's virtual school head (VSH) in consultation with the child's school.

*All children are offered free school meals and milk.*

The Department for Education also states that, Pupil premium is not a personal budget for individual pupils and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. Pupil premium can be used to support other pupils with identified needs, or used for whole class interventions that will benefit all pupils.

*The level of the premium in 2024-25 is:*

<i>Funding criteria</i>	<i>Amount of funding for each primary-aged pupil per year</i>	<i>Amount of funding for each secondary-aged pupil per year</i>	<i>Funding is paid to</i>
<i>Pupils who are eligible for free school meals, or have been eligible in the past 6 years</i>	<i>£ 1,480</i>	<i>£ 1,050</i>	<i>School</i>
<i>Pupils previously looked after by a local authority or other state care</i>	<i>£ 2,570</i>	<i>£ 2,570</i>	<i>School</i>
<i>Children who are looked after by the local authority</i>	<i>£ 2,570</i>	<i>£ 2,570</i>	<i>Local authority</i>

Allocation and expenditure

Intent

All the work will be aimed at offering learning support and nurturing positive attitudes to learning, alongside accelerating pupil progress. The aim is to enable pupils to move to at least age related expectations unless the child has a clearly identified special educational need. The prime focus will be on Reading, Writing and Numeracy and Personal Well Being. Using the school curriculum approach we use the Golden threads to drive the child forward and create a culturally aware, resilient, independent, child with endless possibilities for the future.

Disadvantaged pupil progress scores for last academic year: (10 pupil Premium pupils)

Measure	Score
Meeting expected standard in Reading	60%
Meeting expected standard in Writing	30%
Meeting expected standard in Maths	90%

Disadvantaged pupil progress scores for last academic year:

Two PP children in Key Stage 2 Year 6.

Year 6 pupil 1:

<b>Summer</b>
Writing: Not achieved the standard
Reading: Yr6 standard achieved
Maths: Yr6 standard achieved

Year 6 pupil 2:

<b>Summer</b>
Writing: Yr6 standard achieved
Reading: Yr6 standard achieved
Maths: Yr6 standard achieved

SEN Tracker 23-24: Demonstrates good progress of all SEN/Pupil Premium children this shows the strategies in place are clearly working:

SEN Data

This table shows the percentage of children at St. Mary's Catholic Primary School who require SEN support or who have an EHCP. This data is based on having 56 children on roll. The school figures are compared to the National data available at: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

	St Mary's Catholic Primary School July 2024	National Data June 2024
SEN Support	8.9%	13.6%
EHCP	1.7%	4.8%

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Standardised Assessments

Pupil	Year Group	Chronological age on assessment date	Autumn 2 2023									
			Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling			PhAB Assessment
			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age	
A	3	7:5	108	130+	10:5*	27	130+	10:7*	10	79	<5:0	
B	3	7:7	108	130+	10:11*	31	130+	11:10*	35	115	10:1*	
C	4	9:2	105	119	10:3*	32	130+	12:0*	14	70-	5:1	
D	5	9:10	114	130+	11:3*	33	130+	12:4*	41	111	11:7*	
E	6	10:11	63	77	7:5	20	82	8:6	13	70-	<5:0	

Green highlight shows progress made since previous assessment.

\*These children have reading/ spelling ages above their chronological age

Pupil	Year Group	Chronological age on assessment date	Summer 2 2024									
			Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling			PhAB Assessment
			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age	
A	3	8:0	108	130+	10:5*	34	130+	12:7+	14	81	5:1	
B	3	8:2	111	130+	11:0*	32	130+	12:0*	35	112	10:1*	
C	4	9:9	109	129	10:11*	32	130+	12:0*	17	74	5:10	
D	5	-	-	-	-	-	-	-	-	-	-	
E	6	11:6	84	81	8:10	26	89	8:9	14	70-	5:1	

Green highlight shows progress made since previous assessment.

\*These children have reading/ spelling ages above their chronological age

- These children no longer require tracking data

Child D has a reading and spelling score well above their chronological age so no longer requires tracking. Children A, B and C have a reading age well above their chronological age.

An application for an Education, Health and Care Needs Assessment (EHCNA) was made for child E; as despite large amounts of support and intervention in place the child was making only small steps of progress. This child also has a Specific Learning Difficulty (SLD) and so met the criteria for an EHCNA application. The application for assessment was successful and the child has now been awarded their Education, Health and Care Plan (EHCP).

Child A and Child C access learning alongside their peers in class with adult support. Both children have received previous intervention for spelling and touch typing. Despite high levels of support the children's spelling ages remain well below their chronological age. A Targeted SEND funding application for both children was made to ensure that the school can maintain high levels of support. Both applications were successful.

Due to the very high levels of adult support required for child A, a referral for an Occupational Therapist (OT) Assessment was made, this was successful and the child has since been assessed. This child attends an intervention group which targets core strength skills. In addition to this, an application for an Education, Health and Care Needs Assessment (EHCNA) has been submitted. We are currently awaiting a response from the Local Authority regarding the application.

The tables above show that all children, who were previously assessed have made good progress from the Autumn to the Summer Term in Reading Accuracy and Comprehension. Where little or no progress has been made, these children have a reading age well above their chronological age. Children A and C attend the Read Write Inc (RWI) Fresh Start intervention group. Child B has a reading age well above their chronological age so does not require support. Child E has previously attended RWI and Fresh Start Interventions and has since closed the gap in their reading age significantly.

#### Strategy aims for disadvantaged pupils:

Key challenges: Attendance, access to technology, support at home and recorded behaviour incidences.

Measure	Activity
Priority 1 – Ensure all disadvantaged children make at least expected progress in R, W, and Maths.	Provide Teaching Assistant support to run interventions and same day support for children who are struggling in lessons. Pre teaching of White rose lessons to be introduced. Additional interventions added to support emotional well-being (see Provision Map 2024). To run Fresh start, RWINC and differentiated Literacy sessions in small groups to accelerate progress, to provide targeted RWINC 1:1 to those falling behind. Trained TA to deliver Fresh start and HT to monitor progress of KS2 children. Additional phonic session every day in the afternoon to pupils that would benefit.
Priority 2– Ensure all disadvantaged children have access to a wide range of extra-curricular activities. Outside Provider/s: NMPAT	Provide funding to ensure children can access all educational visits and access to the wider curriculum, such as music lessons fully funded. To provide first access music experiences to expand opportunities and possibilities offered to the disadvantaged pupils

	<i>in school. To offer sessions in Rising Stars to complete homework and use school equipment.</i>
<i>Priority 3- Ensure the well- being of pupils. Outside Provider/s: NMPAT, Relax Kids, Art Therapist.</i>	<i>Provide a clear reporting path for children that are anxious or worried, use of worry box throughout the school, School Buddies, Prefects, class teachers and the senior team. Mental Health team support working with a focus group of pupils and providing training in school for staff, parent session included. Resources to be used in class. Internet safety workshops run by the local policing team and class teachers for children, parents and staff. Interventions supporting well- being: Anxiety Gremlins, Lego Therapy, Anger Gremlins, My Inner Chimp, ARC, Art Therapy, listening lunches and Music Therapy.</i>
<i>Barriers to learning these priorities addressed.</i>	<i>All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital, this is supported by the school through financial support to families. This will include providing resources to use at home; Purple Mash, Laptop loan and the Library Loan bag scheme. Children will be provided with uniform where needed, school milk and free school meals.</i>
<i>Projected spending</i>	<b>£22,000</b>

**Teaching priorities for current academic year**

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
<i>Progress in Reading</i>	<i>Achieve national average progress scores in KS2 Reading.</i>	<i>Sept 25</i>
<i>Progress in Writing</i>	<i>Achieve national average progress scores in KS2 Writing.</i>	<i>Sept 25</i>
<i>Progress in Mathematics</i>	<i>Achieve national average progress scores in KS2 Maths.</i>	<i>Sept 25</i>
<i>Phonics</i>	<i>Achieve national average expected standard in PSC</i>	<i>Sept 25</i>
<i>Other</i>	<i>Improve access to music for disadvantaged children (100% peripatetic music take up)</i>	<i>Sept 25</i>

**Targeted academic support for current academic year:**

<b>Measure</b>	<b>Activity</b>
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<p>Priority 1 – Ensure all disadvantaged children make at least expected progress (targeted by class teachers using the end of year targets) in R, W, and Maths</p>	<p>New Curriculum design ensures that ‘<i>Catch up</i>’ is targeted through the subject visions and curriculum overviews. ‘<i>Catch up</i>’ <b>Golden Threads</b> focus teaching on identifying the children’s gaps and filling them. The resources needed to support PP pupils purchased using the PP funding. Read Write Inc and Fresh start, creating small Literacy groups to ensure progress. Library Loan Scheme renewed to support families with books. School writing targeted for improvement and catch up, the <i>School Development Plan</i> links to the subject Action Plans. Training of staff ensures the delivery of a high quality curriculum. Monitoring from the senior team, subject leaders and SIPs evaluate progress. Development of the writing curriculum prioritised to raise the writing level of attainment. Termly writing moderation) whole school to be introduced to tackle falling standards quickly. SEND identification form used to ensure support is provided swiftly. Private assessors used for dyslexia and Educational psychologist support.</p>
<p>Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities</p>	<p><b>Support to provide:</b>  Music lessons  Uniform  Trips- including residential support  After School Clubs-Homework can be completed in a supported environment.  BGN- sporting events and Young Sports leader training  Forest school sessions- including campfire building and wood witling.</p>
<p>Barriers to learning these priorities address</p>	<p>All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. The new curriculum focuses on the re-teaching of the key concepts (<b>Golden Threads</b>) without re-teaching of topics.</p> <p>All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital. Children tracked and interventions provided to close the gap.</p> <p>Provision map to offer a wide number of interventions assessible to SEND and non-SEND children.</p>
<p>Projected spending</p>	<p>£15,000</p>

**Wider strategies for current academic year:**

Measure	Activity
<p>Priority 1</p>	<p>More books purchased to create additional loan bags and books for children with phonological difficulties. Exercise books purchased to use during catch up sessions. Extra resources purchased to increase intervention group numbers and to provide resources to support children during lesson time: Numicon, Vernon, Salford, Breaking Barriers, Language for thinking, Art therapy etc (See Provision Map)</p>

Priority 2	<p>Musical opportunities offered. Whole class music opportunity offered through the first access programme. Singing tutoring offered during Christmas and Easter productions including songs in different languages.</p> <p>Science Week- Visitors and wide range of resources/equipment used. Whole school visitors and Topic trips planned.</p>
Priority 3	<p>Provide a clear reporting path for children that are anxious or worried, use of worry box throughout the school, School Buddies, Prefects, class teachers and the senior team. 'Relax kids' to run workshops in school, parent session and staff session included.</p> <p>Resources to be used in class. Internet safety workshops run by Target for children, parents and staff. Interventions supporting well-being: Anxiety Gremlins, Lego Therapy, Anger Gremlins, My Inner Chimp, ARC, Art Therapy and Music Therapy.</p>
Barriers to learning these priorities address	<p>Whole school analysis of results in reading and Maths using Rising Stars and the Pira and Puma tests. Children on PP closely monitored and areas of weakness quickly identified for swift interventions.</p> <p>Targeted teaching provided from these results. Foundation subject tracker tool used to identify gaps in learning. <b>Reports printed in subject leader files.</b></p>
Projected spending	£5,000

#### Monitoring and Implementation:

Area	Challenge	Mitigating action
Teaching	Wide ability range within class. Difficult to address individual needs.	<p>Read Write Inc and Fresh start provides lessons taught to set ability groups. Carefully tracked by English lead and class teacher.</p> <p>Interventions timetabled, children identified from tracking as needing support. Senco involved in the process.</p>
Targeted support	Support staff time, interventions, resources and training.	Staff trained in how to deliver interventions. Interventions purchased with resources. Senco providing updates in training.
Wider strategies	<ul style="list-style-type: none"> <li>• Cost</li> <li>• Time</li> <li>• Training</li> </ul>	<p>All staff receive inset training on targeting gaps in learning, developing the key concepts <b>(Golden Threads)</b> and focusing on relearning taught concepts across all year groups. Tracking reports sent to head teacher and SENCO to identify children in need of support and who are PP.</p>



Review:

Aim	Outcome
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<p>Priority 1 – Ensure all disadvantaged children make at least expected progress (targeted by class teachers) in R, W, and Maths.</p>	
<p>Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities</p>	
<p>Barriers to learning these priorities addressed.</p>	

*Wider School Priorities reviewed:*

<i>Measure</i>	<i>Outcome</i>
<p>Priority 1</p>	
<p>Priority 2</p>	
<p>Priority 3</p>	
<p>Barriers to learning these priorities address</p>	
<p>Spending</p>	