



Pupil premium strategy statement 24-25

REVIEW

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
Total:	£24,680 (EV6 £8880 total: £33,560)
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:

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

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: (15 pupil Premium pupils)

Measure	Score
Meeting expected standard in Reading	46.2%
Meeting expected standard in Writing	26.4%
Meeting expected standard in Maths	59%

Disadvantaged pupil progress scores for last academic year:

Two PP children in Key Stage 2 Year 6.

Year 6 pupil 1:

Summer
Writing: Not achieved the standard
Reading: Yr6 standard achieved
Maths: Yr6 standard not achieved

Year 6 pupil 2:

Summer
Writing: Not achieved the standard
Reading: Yr6 standard not achieved
Maths: Yr6 standard not achieved

SEN Tracker 24-25: 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 80 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	National Data
	July 2025	June 2025
SEN Support	15%	14.2%

EHCP	1.3%	5.3%
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Currently 12 children on SEND Register* 2 additional pending

Standardised Assessments

Pupil	Year Group	Chronological age on assessment date	Autumn 2 2024										PhAB Assessment
			Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling				
			Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age		
C	3	7:9	69	101	7:0	19	104	8:2	12	79	<5:0		
D	3	8:2	73	99	8:1	24	115	9:8	14	81	5:1		
E	4	8:5	95	116	9:7*	29	130+	11:2*	14	80	5:1		
F	4	8:7	113	130+	11:2	34	130+	12:7+	40	117	11:4		
G	4	8:6	74	96	8:2	23	109	9:4	20	88	6;7		
H	4	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs		
I	5	9:11	108	110	10:5*	33	130+	12:4	21	82	6:10		
J	5	9:5	112	130+	11:1	30	129	11:6	20	83	6:7		
K	6	10:4	87	100	9:0	25	110	9:11	15	70-	5:4		
L	6	-	-	-	-	-	-	-	-	-	-		

Yellow highlight shows children who have joined our school this term (Autumn 2024)* No Previous data

Pupil	Year Group	Chronological age on assessment date	Summer 2 2025									
			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	95	121	9:7*	23	114	9:4*	30	105	9:0*	
B	3	8:5	70	94	7:11	19	97	8:2	19	88	6:4	
C	3	8:4	81	103	8:8	21	104	8:9	8	70-	<5:0	
D	3	8:9	75	94	8:3	25	113	9:11*	16	80	5:7	
E	4	8:11	111	130+	11:0*	31	130+	11:10*	15	78	5:4	
F	4	-	-	-	-	-	-	-	-	-	-	
G	4	9:1	70	88	7:11	19	92	8:2	18	82	6:1	
H	4	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	Abs	
I	5	10:11	112	130	11:1*	33	130	12:4*	21	75	6:10	
J	5	9:11	114	130+	11:3+*	34	130+	12:7+*	26	89	8:1	
K	6	11:0	95	86	9:7	30	106	11:6	21	73	6:10	
L	6	-	-	-	-	-	-	-	-	-	-	

Green highlight shows progress made since previous assessment.

Blue highlight shows children who have been added to the SEND that term.

Purple highlight shows children who do not require tracking due to consistently achieving well in these areas.

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

Child F and L have a reading and spelling score well above their chronological age so no longer require tracking.

Children A, E, I and J have a reading age well above their chronological age.

Child A has a spelling age above their chronological age.

An application for an Education, Health and Care Needs Assessment (EHCNA) has been made for child E; as despite large amounts of support and intervention in place the child was making only small steps of progress in writing and spelling. This child has had involvement from a number of outside agencies and has accessed a wide range of intervention and so met the criteria for an EHCNA application. The application for assessment was rejected, however parents (with support from the school) are currently going through mediation with the aim of an EHCP being awarded. The mediation meeting is due to take place in September 2025.

Child I receives targeted SEND Funding (TSF), this enables the child to receive high levels of targeted support and intervention. Due to high levels of additional support in the classroom the child is able to access learning alongside their peers in class.

The tables above show that all children, have made good progress from the Autumn to the Summer Term in Reading Accuracy and Comprehension. Child G has not made progress in reading accuracy; however, this child has an EHCP and progress is monitored through interventions, weekly spelling and reading tasks and teacher assessments. All children apart from one (child I) have made progress in spelling, however previous progress has made in this area.

What has been achieved?

- *Transition interventions set up for all year 6 children (Following on from LA training)*
- *Additional transition day for year 6 child on the SEND register- accompanied by TA (Following on from LA training)*
- *SEND Ranges recap for all staff at the beginning of the academic year.*
- *SEND Ranges embedded across the school and staff are using them to inform and enhance quality first teaching in the classroom.*
- *SEND Ranges- range allocated to children on the SEND Register and recorded on Pupil Profiles*
- *Drawing and Talking therapy sessions have taken place (following training by SENCO last Year)*
- *Quality First Teaching tool kits provided by LA 03/02/2025 and given to teaching staff to enhance practice across the school*
- *SEND identification system in place and being updated by teachers throughout the year*
- *Summer term transition meetings June 2025- teachers used SEND identification documents as part of their hand over information.*
- *School is working in partnership with a private Dyslexia assessor*
- *4 children assessed by dyslexia assessor this year; 2 children diagnosed*
- *School is working in partnership with a private Educational Psychologist service - Psychology4Learning- 1 X child assessed this year*
- *Mental Health Policy approved by governors and uploaded onto school website*
- *Mental Health Information and signposting page on our school website- Updated with MHST info*
- *Mental Health Support Team (MHST) continue to work with our school*
- *MHST consultations take place half termly with the Mental Health Lead- Denise Morgan*
- *MHST whole school audit completed- cycle to start again September 2025*
- *One MHST referrals made this year- Sign posting and advice given*
- *One child discussed at MHST consultation- Referral to nursing team recommended*
- *Referral to nursing team for one child- Successful*
- *Two TSF continuations applied for- One successful/ One un-successful- reason given was that child lives out of LA area*
- *Educational Psychology assessments completed for one child*
- *EHCNA application-Pending*
- *Pupil Profiles have been used throughout the year and show targets and reviews for all children with SEND.*
- *Pupil Voice/ One Page profiles have been updated ready for September. These are kept in the class SEN folders for all staff to access.*
- *Intervention timetable in place to target needs of SEN and other children who have gaps in learning. This is updated half termly and informs the school provision map.*
- *Provision map detailing support, cost and outcomes is completed by the SENCO each half term and shared with the head teacher and staff.*
- *Standardised tests are being used across the school for pupils with SEND- Salford Reading and Vernon Spelling termly (See tracking data)*
- *Results from standardised tests are shared with parents during termly review meetings.*
- *Children with SEND are taught phonics and reading skills in small groups using Read Write Inc or Fresh Start groups (depending on need and term).*
- *PhAB (Phonological Awareness Battery) assessments are used to identify areas of need to support pupils e.g., evidence for dyslexia assessments, evidence to support additional time needed for formal tests and examinations (4 assessments completed this academic year)*
- *1:1 supporting adults provide excellent support for children with EHCP*

- Termly Pupil Profile reviews have taken place for all SEN children. These have been completed by class teachers and/or the SENCO where required.
- Secure worry boxes continue to be used by pupils when needed. A confidential 'worry box' record is kept in school to record any concerns and follow up actions.
- Speech and Language Therapist works with school to offer targeted support fortnightly to one child.
- Specialist Support Service has worked with the school to provide parent consultations and offer advice - One pupil

Training

- Mental Health First Aid training 27th-28th March 2025 - completed by SENCO and achieved MHFA status.
- Promoting Staff Wellbeing Tuesday 4th March 2025 at 9.30am (To support change in class/ curriculum this year) X2 TA's
- Promoting Positive Transitions (YR6) Wednesday 26th March at 9.30am (To support pupils' secondary transition/ additional SEND days) X2 TA's
- Emotional Wellbeing Monday 18th November 2024 at 9.30am (To support wellbeing in the Early Years as part of the EYFS curriculum) X1 TA
- Level 3 childcare course started X1 TA
- Ongoing fortnightly review sessions and training given by the speech and language therapist so that the supporting TA can work 1:1 with the child who requires speech and language support
- Termly SALT Training provided for TA working with EHCP child

Next steps

- Update the school SEND Information Report on the school website - By January 2026
- Continue to use standardised assessments to closely monitor progress for all SEN children
- Continue to use standardised assessments to closely monitor progress for children with specific needs/ concerns
- Update pupil One Page Profiles (Pupil Voice) - Autumn 2025 for new starters
- Update Pupil One Page Profiles (Pupil Voice) for current pupils with SEND - Summer 2026
- Dyslexia assessment to be booked - allocate funding with headteacher
- Educational Psychologist assessments to be booked - allocate funding with headteacher
- **Update SEN resource list**
- Monitor and observe interventions **annually** and offer support to TA's where needed

Impact on standards

- Children with SEN are all making progress
- SEND students have access to a wide provision of support in all areas of development both personal and academically.
- Wellbeing needs are being met through targeted interventions (See Provision maps)
- Mental health needs are being met through MHST support and referral process
- Professionals are involved to support pupils and class teachers with specific learning needs (SALT/ OT/ EP/ SSS)
- School is accessing West Northants Local Offer by working with the Specialist Support Service
- The Specialist Support Service are working with school to support pupils and their families
- Teachers and TA's have access to resources and intervention materials which meet the needs of pupils in school, including the SEND Ranges and Quality First Teaching packs provided by LA.
- Teachers are involved in setting and reviewing pupil profile targets for SEN pupils in their class.

Setting have accessed TAMHS training and always bring back what is learnt and implement changes where appropriate. (Early Education and Childcare Advisory Service report, June 2025)

SEND students have access to a wide provision of support in all areas of development both personal and academically (SIP Report, March 2023)

'Pupils with SEND are well supported. The needs of pupils with SEND are quickly identified. Clear targets ensure these pupils receive the support they need. Pupils speak positively about the support they receive. Leaders are ambitious for pupils with SEND to achieve. Carefully constructed activities enable these pupils to achieve alongside their peers.' (OFSTED report, 2023)

Strategy aims for disadvantaged pupils:

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

Measure	Activity
<p>Priority 1 – Ensure all disadvantaged children make at least expected progress in R, W, and Maths.</p>	<p>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.</p>
<p>Priority 2– Ensure all disadvantaged children have access to a wide range of extra-curricular activities. Outside Provider/s: NMPAT</p>	<p>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 in school. To offer sessions in Rising Stars to complete homework and use school equipment.</p>
<p>Priority 3- Ensure the well-being of pupils. Outside Provider/s: NMPAT, Relax Kids, Art Therapist.</p>	<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. 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.</p>
<p>Barriers to learning these priorities addressed.</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. 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.</p>
<p>Projected spending</p>	<p>£22,000</p>

Teaching priorities for current academic year

Aim	Target	Target date

Progress in Reading	Achieve national average progress scores in KS2 Reading.	Sept 25
Progress in Writing	Achieve national average progress scores in KS2 Writing.	Sept 25
Progress in Mathematics	Achieve national average progress scores in KS2 Maths.	Sept 25
Phonics	Achieve national average expected standard in PSC 1 child did not meet the expected standard.	Sept 25
Other	Improve access to music for disadvantaged children (100% peripatetic music take up)	Sept 25

Targeted academic support for current academic year:

Measure	Activity
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	New Curriculum design ensures that ‘ Catch up ’ is targeted through the subject visions and curriculum overviews. ‘ Catch up ’ Golden Threads 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 School Development Plan 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.
Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities	Support to provide: 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.
Barriers to learning these priorities address	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 (Golden Threads) without re-teaching of topics.

	<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 assessable to SEND and non-SEND children.</p>
Projected spending	£15,000

Wider strategies for current academic year:

Measure	Activity
Priority 1	<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. 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. Targeted teaching provided from these results. Foundation subject tracker tool used to identify gaps in learning. Reports printed in subject leader files.</p>
Projected spending	£5,000

Monitoring and Implementation:

Area	Challenge	Mitigating action
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Teaching	Wide ability range within class. Difficult to address individual needs.	Read Write Inc and Fresh start provides lessons taught to set ability groups. Carefully tracked by English lead and class teacher. Interventions timetabled, children identified from tracking as needing support. Senco involved in the process.
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"> • Cost • Time • Training 	All staff receive inset training on targeting gaps in learning, developing the key concepts (Golden Threads) 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.

Review:

Aim	Outcome
<p>Priority 1 – Ensure all disadvantaged children make at least expected progress (targeted by class teachers) in R, W, and Maths.</p>	<p>Not all children met the expected standard in the end of KS2 SATS assessments in all areas. Interventions in place and tracking data including the pupil premium profiles clearly show progress made each term. The provision map is reviewed half termly to ensure that the right intervention are being provided for those pupils not tracking at the expected standard. All PP children made progress.</p>
<p>Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities</p>	<p>All children were offered a wide variety of enriching experiences throughout the academic year including the opportunity to learn a musical instrument.</p>
<p>Barriers to learning these priorities addressed.</p>	<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. Targeted teaching provided from these results. Foundation subject tracker tool used to identify gaps in learning. Reports printed in subject leader files. All PP children made measurable progress termly.</p>

Wider School Priorities reviewed:

Measure	Outcome
<p>Priority 1</p>	<p>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>
<p>Priority 2</p>	<p>Musical opportunities offered. Whole class music opportunity offered to classes.</p>
<p>Priority 3</p>	<p>Science Week- Visitors and wide range of resources/equipment used.</p>

<i>Barriers to learning these priorities address</i>	<i>Whole school visitors and Topic trips planned. Termly class trips and a residential in year six funded.</i>
<i>Spending</i>	<i>£5000</i>