

# Pupil premium strategy statement (Primary)

## St Mary's Catholic Primary School.

### School overview

Metric	Data
School name	<b>St Mary's Catholic Primary School</b>
Pupils in school	404
Proportion of disadvantaged pupils	22% (90 Children)
Pupil premium allocation this academic year	£125,130
Academic year or years covered by statement	2021-24
Publish date	18 <sup>th</sup> October 2023
Review date	30th September 2024
Statement authorised by	Denise Mellor
Pupil premium lead	Sophie Olszewski
Governor lead	Jo Kirkham

### Disadvantaged pupil progress scores for last academic year (2022-23)

Measure	Score
Reading	
Writing	<b>SCORES NOT YET ON ASP(DfE)</b>
Maths	

### Disadvantaged pupil performance overview for last academic year (2022-23)

Measure	St Mary's
GLD (EYFS)	50% (50% in 2022)
KS1 Phonics	<b>86%</b> (67% in 2022)
Meeting expected standard in Reading at KS1	50% (80% in 2022)
Achieving high standard in Reading at KS1	<b>17%</b> (0% in 2022)
Meeting expected standard in Writing at KS1	17% (50% in 2022)
Achieving high standard in Writing at KS1	0% (0% in 2022)
Meeting expected standard in Maths at KS1	41% (80% in 2022)
Achieving high standard in Maths at KS1	<b>8%</b> (0% in 2022)

## Disadvantaged pupil performance overview for the last academic year (2022-23)

Measure	St Mary's
Meeting expected standard in Reading at KS2	84% (81% in 2022)
Achieving high standard in Reading at KS2	28% (19% in 2022)
Meeting expected standard in Writing at KS2	61% (50% in 2022)
Achieving high standard in Writing at KS2	0% (0% in 2022)
Meeting expected standard in Maths at KS2	61% (70% in 2022)
Achieving high standard in Maths at KS2	22% (31% in 2022)

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1- Reading	<p>Planning lessons based on the teaching of reading skills.</p> <p>Whole class teaching approach to reading to ensure high expectations of PP children and ensure emersion in high quality texts.</p> <p>Reading domains identified from assessment and covered in reading lessons to secure key skills.</p> <p>Pre-teach sessions in Autumn 1 for reading skills in all year groups.</p>
Priority 2 - Writing	<p>Planning writing sequences (Sentence Stacking approach) to ensure progression of key skills and improvement in stamina for writing.</p> <p>English lead to support with embedding of these.</p> <p>Introduction of 'Greater Depth Writing Challenges' to provide challenge for disadvantaged children working within or towards the GDS standard.</p> <p>Collaborative learning enabling more pupil talk – improving articulation and vocabulary use (Nelly in Reception and Oracy Champions in KS1 and 2) (EEF Collaborative Learning +5 months). (EEF Oral Language Interventions +5 months).</p>
Priority 3 - Maths	<p>In 2020, we implemented the Teaching for Mastery Approach across the school successfully. As a result, this year will be embedding this practice in all key stages so that the children become confident and fluent mathematicians. Further CPD will be provided in line with NCETM strategies on the CPA approach, Language in Mathematics and teaching tables. Pre-teaching sessions will also take place in KS1 to support the development on early maths.</p>
Priority 4 - Phonics	<p>Implementation of 'Little Wandle' scheme ensuring consistency of pitch and coverage of all sounds with context. Interventions to take place in KS2.</p> <p>Whole class teaching of phonics that includes extending and challenging during lessons and effective grouping to identify and address the needs of the children.</p>
Projected Spending	£63,000

## Teaching priorities for current academic year

Aim	KS1 Target	KS2 Target	Target date						
1. Progress in Reading	Achieve attainment score above or in line with national (69%).	Achieve attainment score in line with national 73%.  Achieve average reading progress score (0.1) And scaled score for our Family of Schools (104).	July 2024						
2. Progress in Writing	Achieve attainment score above or in line with national (61%).	Achieve attainment score in line with national 71%.  Achieve national average progress scores in KS2 Writing (0.1)	July 2024						
3. Progress in Mathematics	Achieve attainment score above or in line with national (72%).	Achieve attainment score in line with or above national average 73%.  Achieve average KS2 Mathematics progress score (0.1) And scaled score for our Family of Schools: (104).	July 2024						
4. Phonics	Achieve national average expected standard in Phonics Check (higher than 79% - 2022/23)		July 2024						
5. Other (Attendance)	Maintain high levels of attendance of disadvantaged pupils which lie above the national figures. Aim 97%. <table border="1" data-bbox="539 1305 1050 1370"> <tr> <td>PP 2022/23</td> <td>St Mary's</td> <td>94.2%</td> </tr> <tr> <td></td> <td>National</td> <td>89.6%</td> </tr> </table>		PP 2022/23	St Mary's	94.2%		National	89.6%	July 2024
PP 2022/23	St Mary's	94.2%							
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**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

Measure	Activity
Priority 4 <b>Phonics</b>	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.  Use of the 'Little Wandle' scheme of work in R and KS1 lessons to ensure consistency of pitch and exposure to language. Y3 to continue with this as an intervention.  Small intervention groups for children who need targeted support with lower phases of phonics in early years and KS1 (EEF Early Years Interventions +5 months).
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Lack of Parental Support.</li> <li>Need for CPD.</li> </ul>
Projected spending	£10,000

## Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 <b>Reading</b></p>	<p>Continue with embedded use of Accelerated Reader across year groups 2-6 to increase reading for pleasure and to introduce small reading interventions (pre-teaching) for disadvantaged pupils falling behind age-related expectations in Years 5-6 (EEF Small Group Tuition +4 months). (EEF Reading Comprehension Strategies +6 months).</p> <p>Improved use of 'in the moment' feedback during lessons to scaffold or provide challenge to children on a 1:1 basis. This is in line with our new marking and feedback policy. (EEF Feedback +8 months).</p>
<p>Priority 2 <b>Writing</b></p>	<p>Continue with embedded use of skills based writing approach across year groups R-6 to improve stamina for writing and accurate sentences structure. This follows the Jane Considine 'Sentence Stacking' approach to writing. (EEF Mastery Learning +5 months).</p> <p>Also to introduce small writing interventions (pre-teaching) for disadvantaged pupils falling behind age-related expectations in Years 3-4 (EEF Small Group Tuition +4 months).</p> <p>Improved use of 'in the moment' feedback during lessons to scaffold or provide challenge to children on a 1:1 basis. This is in line with our new marking and feedback policy. Marking code will also enable the children to independently edit and improve their writing (EEF Feedback +8 months) (EEF Metacognition and Self-regulation +7 months).</p>
<p>Priority 3 <b>Maths</b></p>	<p>Introduce small group maths interventions (pre-teaching) for disadvantaged pupils falling behind age-related expectations in KS1. In Upper KS2 an extra teacher will provide support for a small group of disadvantaged pupil and others who are falling behind age-related expectations (EEF Small Group Tuition +4 months).</p> <p>Improved use of 'in the moment' feedback during lessons to scaffold or provide challenge to children on a 1:1 basis. This is in line with our new marking and feedback policy. (EEF Feedback +8 months).</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Lack of reading for pleasure.</li> <li>• Inaccurate punctuation use and sentence structure.</li> <li>• Lack of secure understanding of place value and multiplication.</li> </ul>
<p>Projected spending</p>	<p>£90,000</p>

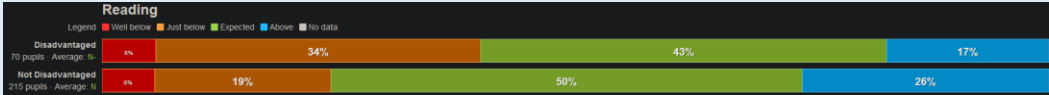
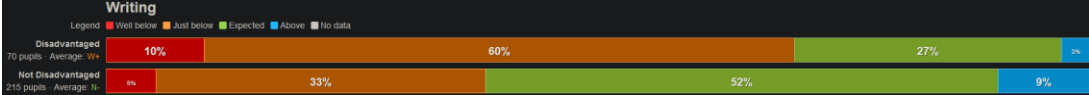
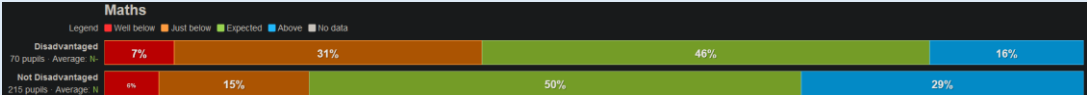
## Wider strategies for current academic year

Measure	Activity
Priority 1 <b>Nutrition</b>	<p>Daily provision of toast in the mornings for PP children.</p> <p>Continued use of half-termly 'Breakfast Club' to engage with parents and educate them on what a healthy breakfast looks like.</p> <p>(EEF Parental Engagement +3 months).</p> <p>Family Support Worker to educate children 1:1 on importance of eating breakfast daily. Use of new food technology room to show children how to make easy breakfasts.</p> <p>(EEF Individualised Instruction +3 months).</p>
Priority 2 <b>Attendance</b>	<p>Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need.</p> <p>Family support worker to continue to build strong relationships with families to encourage improved attendance and understanding of importance of school</p> <p>Attendance cup to be given out each week to the class with the highest figure. Rewards for the best class each half term.</p> <p>(EEF Parental Engagement +3 months).</p>
Priority 3 <b>Behaviour</b>	<p>To implement new behaviour policy across the school which is based on restorative practice. Including Pupil Restorative Practitioners to support during lunchtimes.</p> <p>(EEF Social and Emotional Learning +4 months).</p> <p>Sumo sessions to continue to develop behaviour strategies where there is particular need.</p> <p>(EEF Behaviour Interventions +3 months).</p>
Priority 4 <b>Extra-curricular Activity</b>	<p>Year 6 residential trip to take place to provide outdoor education. Payment plans and support packages provided for disadvantaged pupils.</p> <p>(EEF Outdoor Adventure Learning +4 months).</p> <p>To provide part funding for children who would like to take part in instrumental tuition or drama club.</p> <p>(EEF Arts Participation +2 months).</p> <p>To put on summer sports club (PP only).</p> <p>Offer after school club places to disadvantaged children first before offering out whole school.</p> <p>(EEF Sports Participation +2 months).</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Parental Engagement.</li> <li>• Low attendance.</li> <li>• Lack of emotional control in particular situations.</li> <li>• Lower uptake of clubs compared to non-PP children.</li> </ul>
Projected spending	£25,130

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>Staff need appropriate resources to teach lessons</p> <p>Senior leaders to monitor effectiveness of lesson and books and provide additional support where needed.</p>	<p>Use of INSET days and additional cover being provided by senior leaders for other CPD.</p> <p>Use of NCETM funding and PP budget to purchase maths equipment. PP budget to invest in 'colourful semantics' resources to support pre-teaching.</p> <p>Management time covered by LSAs to enable leaders to monitor and train. Regular planning CPD to be provided.</p>
Targeted support	<p>Ensuring enough time for teachers to support small groups in pre-teaching sessions.</p> <p>Senior leaders need time to monitor impact of pre-teaching sessions.</p>	<p>Pre-teaching to take place at 8:30 before school starts.</p> <p>Management time covered by LSAs to enable leaders to monitor and support.</p>
Wider strategies	<p>Engaging the families facing most challenges.</p>	<p>Family Support Worker to work closely with disadvantaged families on a weekly basis.</p> <p>Working closely with the LA and other local schools on cross-school outreach programme.</p> <p>School to encourage parents to become more involved with the children's learning through workshops, prayer sessions and story times.</p> <p>Breakfast club.</p> <p>Personal invitations sent out to parents for Mass, liturgies and assemblies.</p> <p>Parent forum with HT.</p> <p>Extra trips and visits to be offered to vulnerable learners first.</p>

## Review: last year's aims and outcomes

Aim	Outcome															
<p>Progress and Attainment in Reading</p>	<ul style="list-style-type: none"> <li>Disadvantaged children in all year groups have made considerable progress this year in reading. This is evident in the increased percentage of children, in all classes, achieving ARE or above.</li> <li>In the KS2 SATs, we achieved a figure of 74% of children achieving ARE and 29% achieving GDS. The ARE is above national and the GDS figure is an improvement on the previous academic year.</li> <li><b>Whole school attainment in summer showed an attainment gap of 16% which increase from last academic year.</b></li> </ul>  <table border="1"> <caption>Reading Attainment Data</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged (70 pupils)</td> <td>4%</td> <td>34%</td> <td>45%</td> <td>17%</td> </tr> <tr> <td>Not Disadvantaged (215 pupils)</td> <td>4%</td> <td>19%</td> <td>58%</td> <td>26%</td> </tr> </tbody> </table>	Group	Well below	Just below	Expected	Above	Disadvantaged (70 pupils)	4%	34%	45%	17%	Not Disadvantaged (215 pupils)	4%	19%	58%	26%
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<p>Progress and Attainment in Writing</p>	<ul style="list-style-type: none"> <li>Further CPD has taken place and all staff continue to follow the 'Sentence Stacking' approach. Children are given more opportunities to collate vocabulary banks and discuss their ideas before writing through the 'Chotting' part of the lesson.</li> <li>Lessons show that teachers are using a clever combination of modelling their thought process for writing (metacognition) and questioning the challenge the children with vocabulary use and figurative language.</li> <li><b>Whole school attainment in summer data shows an attainment gap of 31% up from 27% last year.</b></li> </ul>  <table border="1"> <caption>Writing Attainment Data</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged (70 pupils)</td> <td>10%</td> <td>60%</td> <td>27%</td> <td>3%</td> </tr> <tr> <td>Not Disadvantaged (215 pupils)</td> <td>4%</td> <td>33%</td> <td>52%</td> <td>9%</td> </tr> </tbody> </table>	Group	Well below	Just below	Expected	Above	Disadvantaged (70 pupils)	10%	60%	27%	3%	Not Disadvantaged (215 pupils)	4%	33%	52%	9%
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<p>Progress and Attainment in Mathematics</p>	<ul style="list-style-type: none"> <li>Teachers are consistently using the Power Maths scheme and the use of concrete apparatus more evident in lesson, helping to embed children's understanding of mathematical concepts.</li> <li>Improved use of mathematical vocabulary heard and seen in lessons during the 'discover' and 'think together' parts of the lesson.</li> <li>Disadvantaged children becoming more involved in the lessons after having discussion time with their peers. This meant more contributions as well.</li> <li><b>Whole school attainment in autumn 2022 showed an attainment gap of 19%. This has now reduced to 17% – showing that the gap is closing.</b></li> </ul>  <table border="1"> <caption>Maths Attainment Data</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged (70 pupils)</td> <td>7%</td> <td>31%</td> <td>46%</td> <td>16%</td> </tr> <tr> <td>Not Disadvantaged (215 pupils)</td> <td>4%</td> <td>15%</td> <td>50%</td> <td>29%</td> </tr> </tbody> </table>	Group	Well below	Just below	Expected	Above	Disadvantaged (70 pupils)	7%	31%	46%	16%	Not Disadvantaged (215 pupils)	4%	15%	50%	29%
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<p>Phonics</p>	<ul style="list-style-type: none"> <li>Little Wandle scheme has now been implemented and is successfully taught for R to Y6. All staff have received appropriate CPD for this.</li> <li>Same Day Catch-up also takes place for the children who need to secure certain sounds.</li> </ul> <table border="1"> <tbody> <tr> <td rowspan="2">PP</td> <td>St Mary's</td> <td>85.7%</td> </tr> <tr> <td>National</td> <td>69.4%</td> </tr> <tr> <td rowspan="2">Non-PP</td> <td>St. Mary's</td> <td>92.3%</td> </tr> <tr> <td>National</td> <td>84.1%</td> </tr> </tbody> </table>	PP	St Mary's	85.7%	National	69.4%	Non-PP	St. Mary's	92.3%	National	84.1%					
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Non-PP	St. Mary's	92.3%														
	National	84.1%														

Other:

- 1. Attendance
- 2. Clubs

1. Attendance

PP	St Mary's	94.2%
	National	89.6%
Non-PP	St. Mary's	91.9%
	National	92.2%

This figure is in line with national government expectations and also 5.2% higher than the national PP figures. Our disadvantaged learners additionally had higher attendance levels than our non-PP children within St. Mary's.

Attendance is always a moving figure and will therefore continue to be a priority.

2. Clubs

Music Clubs:

Choir – 23% of the choir are disadvantaged which almost correlates with the percentage of PP children in the school.

Sports Clubs:

The number of disadvantaged children attending sports clubs has been maintained during the past year. In KS1, this had increased from 62% (2021/22) to 76% (2022/23) and has remained at that level. In KS2, from 46% (2021/22) to 79% (2022/23) and had again remained there. We are very pleased to have kept this up considering the cost of living crisis.

Another increase in disadvantaged participants has been the free of charge football club run by Mr McQuade for Y5/6 children. This cohort of children have been less willing to join in clubs and this has helped with the significant rise in numbers. The number of PP children in this club has risen from 1 child to 6 children.