

# Pupil Premium Strategy Evaluation 2023-24

## St Mary's Catholic Primary School, Newcastle.



The Pupil Premium is additional funding designed to support disadvantaged pupils. This year, we received funding for 90 disadvantaged learners from R-Y6. Below is a table demonstrating the planned spending for the last academic year a review of its impact.

Planned Spending	Impact
<p><u>Teaching and Learning Oracy</u> Oracy strategies to be used in lessons to encourage learning through talk and learning to talk. These strategies will improve the children's ability to articulate ideas, develop understanding and engage with others through spoken language.</p>	<ul style="list-style-type: none"> <li>Disadvantaged learners continue to show that they are more effective in articulating their ideas eloquently. They are able to both add to class discussions and challenge opposing views to their own. This is visible in lesson drop-ins.</li> <li>Disadvantaged learners are now proficient in using the oracy sentence stems without prompting and can add points of value to class discussions and debates. This demonstrates how embedded the oracy opportunities are within our curriculum and how well the children can call upon our taught oracy strategies.</li> <li>A number of disadvantaged learners took lead roles in our school production of 'Pirates of the Curry Bean' this year which is testament to the fact that our children show great confidence when performing/speaking in front of crowds.</li> <li>Findings of our most recent Teaching &amp; Learning Review (July 2024) showed that <i>'The school has identified that communication and language is a barrier to many pupils. As a result, it addresses this need through the successful implementation of the Oracy 21 project. Pupils are provided with significant opportunities to develop their oracy skills in every subject and in every lesson. The school actively promotes subject specific language, which pupils use effectively in their oral learning. Pupils have a thorough understanding of the characteristics of a successful orator and listener, for example they have extensive understanding of talk tactics including probing, challenging and clarifying. All pupils are deeply immersed in purposeful conversations with their peers during lessons that help them learn. This is excellent practice and worthy of sharing'</i>.</li> </ul>
<p><u>Teaching and Learning Reading, Writing and Maths</u> Regular Pupil Support Sessions will take place to identify needs of learners and provide strategies for in-the-classroom intervention.</p>	<ul style="list-style-type: none"> <li>'Pupil Support Sessions' (PSS) were designed to improve the attainment and progress of the disadvantaged pupils through senior leader support and increased accountability of teaching staff. These sessions have been successful meetings to create support mechanisms and strategies for our children. SMART targets were written with the teacher for each of the disadvantaged children to work on before the next PSS.</li> <li>Where strategies had been implemented well, the children have made accelerated progress and had often achieved their SMART target.</li> </ul>
<p><u>Teaching and Learning All curriculum subjects</u> CPD on use of metacognitive strategies such as 'retrieval practice' to secure understanding of new concepts.</p>	<ul style="list-style-type: none"> <li>Our recent T&amp;L Review found that <i>'New subject knowledge is presented in small steps to prevent cognitive overload and promote retention. In many lessons, learning was chunked to reduce cognitive load. This was done successfully, for example, in Maths and English...Teachers model metacognitive talk so that children know strategies to help them learn. Dialogic teaching is used widely'</i>.</li> </ul>

**Teaching and Learning: PRIORITY 1**  
**Reading**

Planning lessons based on the teaching of reading skills.

Whole class teaching approach to reading to ensure high expectations of PP children and ensure emersion in high quality texts.

Reading domains identified from assessment and covered in reading lessons to secure key skills.

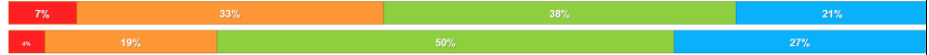
Pre-teach sessions in Autumn 1 for reading skills in all year groups.

- 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.
- In the KS2 SATs, we achieved a figure of 73% of children achieving ARE and 23% achieving GDS.

**Whole school attainment gap is 18%**

Reading

Well below Just below Expected Above No data



**Teaching and Learning: PRIORITY 2**  
**Writing**

Planning writing sequences (Sentence Stacking approach) to ensure progression of key skills and improvement in stamina for writing. English lead to support with embedding of these.

Introduction of 'Greater Depth Writing Challenges' to provide challenge for disadvantaged children working within or towards the GDS standard.

Collaborative learning enabling more pupil talk – improving articulation and vocabulary use.

- 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.
- 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.

**Whole school attainment last summer showed an attainment gap of 31% whereas this year, the gap sits at 21% - a vast improvement!**

Writing

Well below Just below Expected Above No data



**Teaching and Learning: PRIORITY 3**  
**Maths**

Embedding Teaching for Mastery 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.

- 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. Scaffolding is provided where needed to ensure that all pupil succeed. Our most recent Teaching & Learning Review found that *'Disadvantaged pupils and pupils with SEND were immersed in age related learning. This was particularly the case in Maths, where the mastery approach is used effectively to tailor learning to the needs of the individual'*.
- Improved use of mathematical vocabulary heard and seen in lessons during the 'discover' and 'think together' parts of the lesson.
- Disadvantaged children becoming more involved in the lessons after having discussion time with their peers.

**Whole school attainment shows a gap of 19%**

Maths

Well below Just below Expected Above No data



**Teaching and Learning: PRIORITY 4**  
**Phonics**

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.

- Little Wandle scheme has now been implemented and is successfully taught for R to Y6. All staff have received appropriate CPD for this.
- Same Day Catch-up also takes place for the children who need to secure certain sounds.
- Results from the Y1 Phonics Assessment are something that we are extremely proud of. Both figures above national and very close to each other.

PP	St Mary's	83%
Non-PP	St. Mary's	85%

**Teaching and Learning**  
**Maths**

Following CPD, sessions (4x Per week) will take place which focus on teaching and practising tables.

- This year, we introduced a new times table scheme recommended by the NCETM (Mastering Number Programme KS2). The children receive these lessons 4 x per week.
- The maths leader has also brought in an award for the most valuable player on Times Tables Rockstars. This is awarded in merit assembly each week. The children are required to log in to TTRS at least three times per week, in order to win this award.
- All of the above have led to pupils making exemplary progress in their times tables. The TTRS assessment is out of 100 and is completed at the start and end of every half term. Monitoring of assessment scores show how well the disadvantaged learners have achieved this year:  
**94% either maintained or increased their score.**  
**47% made better than expected progress (+20).**  
**16% made exceptional progress (+50).**
- Comparison to Peers:  
Since September, the progress of the disadvantaged learners has well surpassed that of their peers in all key stages. Many of the children going from single digit scores to achieving double or considerably higher on their baseline assessments. The most drastic progress figures can be seen in KS1, which should be celebrated!
- National MTC Check -

	Below 15	Score of 15 - 20	Score of 21 - 25	Score of 25
Year 4 (59)	8%	12%	80%	78%
PP (12)	17%	8%	75%	75%
Non - PP (47)	4%	13%	83%	81%

This year's results were a considerable improvement upon last year's! Last year only 5% of disadvantaged learners achieved 25/25, whereas, this year, 75% achieved full marks. This shows the impact of the new NCETM scheme and the dedication of staff to raise standards.

<p><u>Targeted Academic Support</u> <u>Reading</u> Lightning Squad Teacher to provide additional sessions for disadvantaged learners inc. bottom 20%.</p>	<ul style="list-style-type: none"> <li>• The increase in reading scores from Y2-Y6 is down to the daily Lightning Squad has been a daily input for the bottom 20% of learners. The number of children who have achieved an increase in reading age since taking part in this intervention is <b>85%</b>.</li> <li>• Similarly, the disadvantaged learners received 1:1 reading practise in the form of 'Comprehension Cards' 3 times per week. <b>100%</b> of learners have increased their raw score on the SATs papers.</li> </ul>
<p><u>Targeted Academic Support</u> <u>Reading</u> Accelerated Reader Scheme</p> <ul style="list-style-type: none"> <li>• CPD on how to use the program effectively.</li> <li>• Purchase of new books for Accelerated Reader Scheme to target lower achieving children.</li> </ul>	<ul style="list-style-type: none"> <li>• This year we have seen an increase in the number of disadvantaged children engaged in using the library and reading for pleasure. More of these learners are also volunteering to be part of our 'Friday Favourites' where the children share with the class a book that they love, hoping to inspire other to read it.</li> <li>• Teachers continue to be able to assess disadvantaged readers more accurately using AR. This enables them to focus extra support and ensure that the children read the correct books (also a wide range of genres).</li> <li>• Disadvantaged learners actively want to improve their ZPD score each time we complete a 'Star Reading Quiz'.</li> <li>• Children also strive to achieve the Accelerated Reader 'Word Millionaire' award for those children who have read one million words in total during the year.</li> </ul>
<p><u>Targeted Academic Support</u> <u>Maths</u> 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.</p>	<ul style="list-style-type: none"> <li>• The number of children who have increased their SATs raw score is 16 out of 16 (100%).</li> <li>• 94% of the group achieved ARE and 13% GDS on the SATs assessments this year which is a great achievement! We are very proud of the progress made by these children.</li> <li>• 16/16 or 100% increased their independent use of taught skills during the sessions.</li> </ul>
<p><u>Targeted Academic Support</u> <u>Maths</u> Introduce small group maths interventions (pre-teaching) for disadvantaged pupils falling behind age-related expectations in KS1.</p>	<ul style="list-style-type: none"> <li>• In autumn, the number of disadvantaged learners achieving ARE in maths was 39% and GDS 0% which was concerning. In the summer term, due to the pre-teaching sessions that took place, this rose to 50% and 11% - a great increase! We hope to continue with these pre-teaching sessions when the children move to Year 3.</li> </ul>
<p><u>Targeted Academic Support</u> <u>All Core Subjects</u> Pre-Teaching Sessions</p>	<ul style="list-style-type: none"> <li>• Sessions were set up to close the attainment gap between disadvantaged pupils and their peers. After analysing the data, a specific focus was decided for each year group.</li> <li>• Overall, there has been an improvement in collaborative work, understanding of key skills and readiness to work. Feedback from children in pupil voice supported this:</li> <li>• In whole class teaching sessions, teachers have noticed an increase in confidence, enthusiasm and answering teacher posed questions.</li> </ul>

<p><u>Wider Strategies</u> <u>Nutrition</u> 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>Use of new food technology room to show children how to make easy breakfasts.</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils who were coming to school feeling hungry were given a piece of toast, which led to increased engagement and concentration during lessons. Year 6 pupils were provided with a free breakfast club on the mornings that SATs booster sessions took place. During SATs week, breakfast was provided daily for all students.</li> <li>Two of our LSAs ran a cookery club in our food technology room to educate disadvantaged learners about healthy food choices. The children also learnt quick, easy and healthy recipes that they could cook themselves if parents were unable to. All food made was taken home, ensuring that the children had a healthy meal that evening. One learner said <b>'I've really enjoyed learning how to cook things like chicken properly and that you can make a meal out of random things in the cupboard. I hope my sister gets to come next year'</b> (TF)</li> </ul>										
<p><u>Wider Strategies</u> <u>Attendance</u> 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>	<ul style="list-style-type: none"> <li>Regular Facebook posts go out to families to educate them on the importance of sending their children into school every day.</li> <li>Close collaboration with our EWO at Attend ensures that children are closely monitored and brought to school as often as possible. Staff members have also been to children's homes to provide lifts into school to avoid absence.</li> <li>In Assembly, the attendance figures are discussed weekly and the class with the highest attendance wins a trophy. The children get very excited about winning this and feel responsible for the success of their class.</li> <li>Awards were given out at our achievement assembly for 100% attendance and the most improved attendance.</li> <li>Attendance figures for the academic year show (FFT): <table border="1" data-bbox="826 1144 1257 1308"> <tr> <td rowspan="2">PP</td> <td>St Mary's</td> <td>93.1%</td> </tr> <tr> <td>National</td> <td>91.8%</td> </tr> <tr> <td rowspan="2">Non-PP</td> <td>St. Mary's</td> <td>95.4%</td> </tr> <tr> <td>National</td> <td>95.2%</td> </tr> </table> <p>This figure is below the national government target of 95% but 1.3% higher than the national PP figures. There is also no significant gap between PP and Non-PP children within our school. Attendance is always a moving figure and will therefore continue to be a priority.</p> </li> </ul>	PP	St Mary's	93.1%	National	91.8%	Non-PP	St. Mary's	95.4%	National	95.2%
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<p><u>Wider Strategies</u> <u>Extra-curricular Activity</u> Help to increase participation of disadvantaged learners in sports clubs throughout the year.</p>	<ul style="list-style-type: none"> <li>The number of PP children attending sports clubs has risen since this time last year. In KS1, this has increased from 76% to 78%. In in KS2, from 79% to 82%.</li> <li>A huge impact on the amount of PP children attending a club has been the due to the Dance club led by Miss Wilkes. This club has sparked interest across the school due to the children participating in a dance shown at Crewe Lyceum theatre.</li> <li>In addition to the dance club, Mr V ran a successful boxing club and Mrs Lazenby ran a netball club – all free of charge to PP children.</li> <li>There has also been many more summer clubs for Reception children to attend.</li> </ul>										
<p><u>Wider Strategies</u> <u>Extra-curricular Activity</u> Help to increase participation of disadvantaged children in instrumental tuition, drama, music clubs.</p>	<p><b>Drama</b> – 5 disadvantaged children partake in this group. (30%)</p> <p><b>Choir</b> – 19% of the choir are disadvantaged which almost correlates with the percentage of PP children in the school.</p>										

<p><u>Wider Strategies</u> <u>Behaviour</u></p> <p>To implement new behaviour policy across the school which is based on restorative practice. CPD for all staff.</p> <p>Sumo sessions to continue to develop behaviour strategies where there is particular need.</p>	<ul style="list-style-type: none"> <li>• The new behaviour policy is now embedded across the school and children respond well to this. Our recent T&amp;L Review found that <i>'The behaviour policy prompts the expectation that pupils should be, 'Ready, Respectful and Safe'. The school's approach provides pupils with the opportunity to engage in restorative conversations. Staff have received a range of training opportunities to develop their understand of effective behaviour management strategies. There is a clear use of micro scripts to aid the consistency of approach'</i>.</li> <li>• Many disadvantaged learners have been trained as 'Restorative Practitioners' and support their peers with conflict resolution and emotional support. This has been a great confidence boost for the children and has given them a strong purpose at break and lunchtimes.</li> <li>• External feedback from both the CSI inspection and OFSTED confirm that behaviour across the school is outstanding <i>'Behaviour across all observed lessons, break times and dinner was never less than Good and commonly Outstanding'. Adam Parkes, Parkes Education.</i> <i>'The school is a calm and orderly place in which to learn, and pupils say they feel safe'. OFSTED.</i> <i>'The behaviour of pupils is exemplary in lessons and throughout the school, with the utmost care given to all'. CSI Inspection.</i></li> </ul>
<p><u>Wider Strategies</u> <u>Wellbeing</u></p> <p>Contributions to continue for educational visits and residential trips</p>	<ul style="list-style-type: none"> <li>• Payment plans set for parents of disadvantaged children for Laches Wood visit.</li> <li>• One family with PP twins was supported with the cost of all Y6 visits and experiences.</li> <li>• Children in Y5 received funding for Greek Bakery Visit.</li> </ul>
<p><u>Wider Strategies</u> <u>Wellbeing</u></p> <p>Help with the purchase of school uniform / PE kit.</p>	<ul style="list-style-type: none"> <li>• PE kit provided (on loan) for those children who do not have the correct kit.</li> <li>• Ties also available to borrow if the children forget or lose theirs.</li> <li>• Pre-loved uniform stall took place at the end of term and will again in the autumn term where parents are able to purchase school uniform items for just £1 each – saving families hundreds of pounds.</li> </ul>