

Pupil Premium Strategy Evaluation 2024-25

St Mary's Catholic Primary School, Newcastle.



The Pupil Premium is additional funding designed to support disadvantaged pupils. This year, we received funding for 81 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"> Disadvantaged learners use the Voice 21 Talk Tactics very effectively when working with their peers. They are confident speakers who can engage comfortably in a variety of group settings. These learners particularly excel in key skills such as instigating discussions, building on the ideas of others and summarising conversations clearly. They demonstrate a genuine enjoyment of listening to their peers and are respectful in taking turns to respond, which supports meaningful and balanced dialogue. A number of disadvantaged learners took lead roles in our school production of 'Charlie & the Chocolate Factory' this year which is testament to the fact that our children show great confidence when performing/speaking in front of crowds. Feedback from our most recent Oracy Showcase Day showed that <i>'There was a very consistent approach but it was adapted to suit the age of the children. All the vocabulary was being used and it was clear it is embedded really well.'</i> <i>'Oracy is integrated well across the curriculum.'</i> <i>'It's so clear to see how embedded Oracy across the school, starting with EYFS.'</i> This year, St Mary's proudly hosted our first ever Speech Fest competition. The children were asked to deliver a speech on a topic they were passionate about. Out of 180 children who auditioned, only 14 made it to the final! We were honoured to welcome a fantastic panel of judges including: <ul style="list-style-type: none"> ★ The Worshipful the Mayor, Robert Bettley-Smith. ★ Local MP, Adam Jogee. ★ Poet and author, Angela Marie James. ★ Chair of Governors, Jo Kirkham. This event was a true testament to the power of oracy at St Mary's and the incredible journey we've been on. It showed just how important it is for every child to have the opportunity to make their voice heard. Out of the 14 finalists, 2 were disadvantaged learners.
<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"> '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. Where strategies had been implemented well, the children have made accelerated progress and had often achieved their SMART target.
<p><u>Teaching and Learning 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"> The number of children who have increased their SATs scaled score is 100% based on mock SATs assessments. 67% of the group achieved Age-Related Expectations (ARE) in this year's SATs assessments, which is a significant achievement, and we are very proud of the progress these children have made. Additionally, we are currently contesting one result and have applied for a remark, which, if successful, will increase the proportion of pupils meeting ARE to 72%. 16/16 or 100% increased their independent use of taught skills during the sessions.

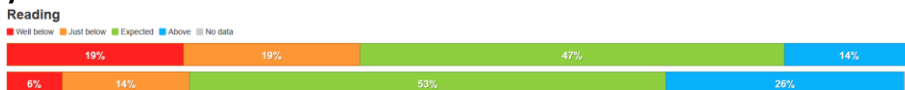
Teaching and Learning: **PRIORITY 1**

Reading

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).
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).

- 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 64% of children achieving ARE and 7% achieving GDS.

Whole school attainment gap is 16% which has decreased from 18%, last year.



Teaching and Learning: **PRIORITY 2**

Writing

Continue with embedded use of skills-based writing approach across year groups R-6 to improve stamina for writing and accurate sentence structure. This follows the Jane Considine 'Sentence Stacking' approach to writing. (EEF Mastery Learning +5 months).
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).

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).

- Additional CPD sessions have been conducted, and all staff consistently implement the 'Sentence Stacking' approach. Teachers have been adapting their 'aim' texts to include more Tier 2 and Tier 3 vocabulary. Students are provided with more opportunities to build vocabulary banks and discuss their ideas before writing, particularly during the 'Chotting' phase of the lesson.

- Lessons demonstrate that teachers effectively combine modeling their thought process for writing (metacognition) with strategic questioning, challenging students to enhance their vocabulary use and apply figurative language.

Whole school attainment two summers ago showed an attainment gap of 31% whereas last year, the gap was 21% - this has remained this year. We are happy with this steady progression.



Teaching and Learning: **PRIORITY 3**

Maths

Introduce small group maths interventions (pre-teaching) for disadvantaged pupils falling behind age-related expectations in KS1.

The NCETM Mastering Number Programme KS1 and 2 will also take place daily in R-Y5 (EEF Mastery Learning +5 months).

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).

- Teachers are consistently using the Power Maths scheme, with the use of concrete apparatus becoming more evident in lessons. This supports the embedding of children's understanding of mathematical concepts. Scaffolding is provided where necessary to ensure that all pupils succeed. Additionally, teachers have attended CPD courses on multiplication and division with the NCETM, further enhancing their subject knowledge and pedagogical approaches. 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'*.

- Disadvantaged pupils are increasingly engaged in mathematical discussions, benefiting from structured peer talk and collaborative learning, which is helping to close gaps in attainment and ensure greater equity in access to learning

Whole school attainment shows a gap of 21%



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 with lower phases of phonics in early years and KS1 (EEF Early Years Interventions +5 months).

- Little Wandle scheme is successfully taught for R to Y6. All staff have received appropriate CPD for this. Monitoring of this found that:
Teachers and LSAs regularly model throughout the session so that misconceptions are addressed straight away and in the moment. They can also use this information to inform for intervention sessions later on in the day.
Engagement is high throughout the session as the teacher and LSA's ensure regular praise is given through dojos and stickers. The children are keen to impress and work hard.
- 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 results show that PP learners outperformed non.

PP	St Mary's	89%
Non-PP	St. Mary's	81%

Teaching and Learning
Maths – Times Tables

In Years 3 and 4, NCETM Mastering Number Programme Sessions (4x Per week) will take place which focus on teaching and practising tables.

Parent workshops will ensure that parents understand the demands of the MTC and how best to support their child.

Pre-teaching sessions will take place in the summer term to accelerate progress of those not quite hitting 25.

- Maths leader continues to present 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.
- Staff have been regularly sending out messages to parents reminding them about the homework expectations of going on TTRS 3x per week.
- 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:
100% either maintained or increased their score.
58% made better than expected progress (+20) – up on last year.
12% 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.

- National MTC Check -

	Below 15	Score of 15 - 20	Score of 21 - 25	Score of 25
Year 4 (58)	10%	3%	86%	76%
PP (12)	42%	17%	42%	42%
Non - PP (46)	2%	0%	98%	85%

This year's results reveal a significant attainment gap between Pupil Premium learners and their peers. Some of these learners have additional needs, while others are new to their year group, and we have limited information about the prior teaching they received, particularly in relation to times tables. This gap will be a priority for next year.

<p>Targeted Academic Support Reading EPATT reading sessions for SEN/disadvantaged learners inc. bottom 20%.</p>	<ul style="list-style-type: none"> The impact of the sessions had been huge. Currently, 12 children take part in the sessions 3 x per week. 75% of learners have made progress in terms of their reading age (measured on AR). 9% of children made 6 months progress. 33% of children made 1-years progress. 33% of children made 2-years progress. <p>This is due to the consistency and high quality of the sessions. All session leaders have been trained using the online materials and are confidently leading the groups.</p>
<p>Targeted Academic Support Reading Accelerated Reader Scheme</p> <ul style="list-style-type: none"> CPD on how to use the program effectively for all staff. Purchase of new books for Accelerated Reader Scheme to target lower achieving children. 	<ul style="list-style-type: none"> There has been a continued increase in the number of disadvantaged pupils engaging with the library and reading for pleasure. Many of these learners are also volunteering to take part in our Friday Favourites, where they share a much-loved book with the class to inspire others to read. Teachers are increasingly accurate in assessing disadvantaged readers using Accelerated Reader (AR). This enables them to provide targeted support and ensure pupils are reading appropriately challenging texts across a wide range of genres. Disadvantaged pupils demonstrate growing motivation to improve their ZPD scores each time they complete a Star Reading Quiz, showing a positive attitude towards reading progress. Pupils also strive to achieve the Accelerated Reader Word Millionaire award, which recognises those who have read over one million words in a year, further promoting a culture of reading for pleasure and sustained engagement.
<p>Targeted Academic Support Maths Mastering Number Programme Sessions to take place 4 x per week in an attempt to close the gap between PP learners and their peers.</p>	<ul style="list-style-type: none"> Teachers have observed a marked improvement in both the application of mathematical skills and the confidence of pupils who have taken part in the Mastering Number programme. Pupils are now demonstrating greater fluency and flexibility with number facts, particularly in their ability to subitise, recall number bonds, and explain their reasoning. This increased confidence is evident during whole-class discussions and independent tasks, where children are more willing to contribute ideas and apply their understanding to new contexts.
<p>Targeted Academic Support All Core Subjects Pre-Teaching Sessions</p>	<ul style="list-style-type: none"> Targeted intervention sessions took place Monday to Thursday each week, aimed at closing the attainment gap between disadvantaged pupils and their peers. Termly data analysis informed the focus of these sessions, with each year group receiving support tailored to their specific needs. 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: <i>'I like pre-teach because it helps me to be ready for what I'm going to learn in my lesson. Sometimes, I struggle with how to do the method in maths so I get to learn it before anyone else.'</i> In whole class teaching sessions, teachers have noticed an increase in confidence, enthusiasm and answering teacher posed questions. Findings from a recent MAC Peer Review: <i>'All staff talked positively about the pre-teach sessions and the impact they were having on their children's progress. They talked about the benefits the sessions have in the whole class lessons. The pre-teach sessions help build confidence and resilience. Staff commented on the importance of parental support and how much they value the sessions. The sessions are continually evaluated and attendance closely monitored. The school is committed to improving outcomes for all students - especially those facing additional barriers. The pre-teach sessions have a significant positive impact on children's progress and self-esteem. This is testament to the hard work, enthusiasm and dedication of the teachers and senior leaders.'</i>

Wider Strategies

Nutrition

Daily provision of toast in the mornings for PP children.

Continued use of half-termly 'Breakfast Club' to engage with parents and educate them on what a healthy breakfast looks like.

Use of new food technology room to show children how to make easy breakfasts.

- 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. ['It helps people who don't eat breakfast to refresh their minds and helps them to focus in lessons' \(DB\).](#)
- Children identified for additional support have been engaging in cooking sessions with the Family Support Worker, focusing on how to prepare healthy breakfasts. These sessions not only help to develop essential life skills but also promote an understanding of nutrition and the importance of starting the day with a balanced meal. The supportive, hands-on environment has also helped to build positive relationships and boost the children's confidence and independence.

Wider Strategies

Attendance

Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need.

Family support worker to continue to build strong relationships with families to encourage improved attendance and understanding of importance of school.

Attendance cup to be given out each week to the class with the highest figure. Rewards for the best class each half term.

- Regular Facebook posts are shared with families to raise awareness of the importance of good attendance and to encourage consistent school routines.
- Strong collaboration with our Education Welfare Officer (EWO) at Attend ensures that attendance is closely monitored and early intervention is in place. In some cases, staff have supported families by visiting homes and providing transport to help reduce persistent absence.
- Attendance is celebrated weekly in assembly, where the class with the highest attendance receives a trophy. This initiative has proven highly motivating, with pupils taking pride in contributing to their class's success.
- At our annual achievement assembly, awards are presented for 100% attendance and most improved attendance, recognising individual commitment and reinforcing a positive culture around school attendance.
- Attendance figures for the academic year show (Insight):

PP	St Mary's	93.9%
	National	94.8%
Non-PP	St. Mary's	95.9%
	National	94.8%

This figure is below the national PP figures by 0.7% but above the overall attendance rate on the DfE website (93.2%). There is 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.

Wider Strategies

Extra-curricular Activity

Help to increase participation of disadvantaged learners in sports clubs throughout the year.

- The number of PP (Pupil Premium) children attending sports clubs has increased since this time last year. In KS1, attendance has risen from 67% to 68%, and in KS2, from 66% to 67%.
- This year, we continued with our enrichment club called Creation Station, where pupils produce a weekly creative project to take home. To promote wider participation and inclusion, specific places were allocated to disadvantaged pupils, with one-sixth of attendees being Pupil Premium children.
- Another key factor contributing to the rise in Pupil Premium participation has been the Dance Club, led by Miss Wilkes. The club's popularity has grown steadily across the school, particularly following the children's performance in a dance show at the Regent Theatre in Hanley. This performance was shared with all pupils, generating enthusiasm and helping to keep the club fully booked.
- Mrs Lazenby has run a Netball Club, offering free places specifically for Pupil Premium children to ensure wider access and participation.

<p><u>Wider Strategies</u> <u>Extra-curricular Activity</u></p> <p>Help to increase participation of disadvantaged children in instrumental tuition and music clubs.</p>	<p>We are delighted with the increasing number of Pupil Premium children participating in our music and performing arts clubs. Currently, 3% of choir members and 11% of <i>iRock</i> participants are from Pupil Premium backgrounds, while an impressive 43% of guitar club attendees are Pupil Premium pupils. Additionally, 13% of those attending dance club are also from disadvantaged groups. Although none of our instrumental tuition pupils are currently Pupil Premium, we are committed to exploring ways to increase access to individual music lessons in the future. Overall, these figures reflect our ongoing efforts to promote inclusivity and ensure that all children have opportunities to engage in enriching extra-curricular activities.</p>
<p><u>Wider Strategies</u> <u>Behaviour</u></p> <p>To further embed behaviour policy across the school which is based on restorative practice. Training of 'Pupil Restorative Practitioners' to support during lunchtimes.</p> <p>Sumo sessions to continue to develop behaviour strategies where there is particular need.</p>	<ul style="list-style-type: none"> • The new behaviour policy is now embedded across the school and children respond well to this. Our recent T&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>. • Many disadvantaged learners have been trained as 'Restorative Practitioners' and 'Guardian Angels,' providing valuable peer support with conflict resolution and emotional well-being. This responsibility has significantly boosted their confidence and given them a meaningful role during break and lunchtime, fostering a positive and supportive school environment. • 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>
<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"> • Flexible payment plans have been arranged for parents of disadvantaged children to support their participation in the Laches Wood visit. Additionally, one family with a low income and another with Pupil Premium twins received full financial assistance for all Year 6 visits and experiences, ensuring equal access to enrichment opportunities. • The cost of the limousine ride was covered for one Y6 child. • Year 5 children also benefited from funding to attend the Greek Bakery visit, further enhancing their curriculum experiences.
<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"> • PE kits are provided on loan for children who do not have the correct attire, ensuring all pupils can participate fully in lessons. Similarly, ties are available to borrow if children forget or misplace theirs. • At the end of term, we held a pre-loved uniform stall, which will take place again in the autumn term, offering parents the opportunity to purchase school uniform items for a donation. This initiative helps families save money while promoting sustainability and community support.