

Pupil premium strategy statement – St Mary & St Andrew’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	7.14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 24
Date on which it will be reviewed	September 2025
Statement authorised by	The Governing Board
Pupil premium lead	Mrs Sarah Roach
Governor / Trustee lead	Mrs Audrey Swann

Funding overview

£18,800 allocated to us for the tax year 24-25

Detail	Amount
Pupil premium funding allocation this academic year	£18,800

	In September we were awarded =£9796 HNF for CLA child from the virtual school for support staff (supply)
Recovery premium funding allocation this academic year	£1000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,596

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. In response to the premium funding received by our school, it is our ultimate aim that all our disadvantaged children are supported in their wellbeing, emotional and mental health so that they can develop the tools to fully access the curriculum. We intend to provide layers of support (emotional, practical and academic) which will allow them to close the academic gap with their peers locally and nationally. Our current pupil premium strategy plan focuses on the creation of additional teaching and small group opportunities that we can provide through additional staff support, careful timetabling of group nurturing/learning sessions and individual work to contribute to the progress, wellness and achievement of all disadvantaged children. Children who are not recorded as disadvantaged but are identified within school as 'vulnerable' will be catered for within this funding

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Disadvantaged and vulnerable children will feel safe to learn and demonstrate strong personal development.	Children will develop positive relationships with adults and peers. New relationships policy will be developed Small group and 1:1 sessions will boost confidence and progress. Strong and positive relationships will be developed with adults and carers

	We will be a 'trauma informed school' Teacher's pedagogy will be well informed and effective.
2. Attainment and progress will increase for identified children.	Assessment will indicate progress Pupil interviews and book looks will demonstrate achievement Specialist teacher will be hired for large support package New assessment lead will be developed to support staff in their pedagogy. EHCPNA will be pursued and successful for appropriate children.
3. Good attendance of over 96% for all disadvantaged children	Positive relationships with families SLT training with the Attendance team at LCC
4. Ensure all disadvantaged children have full uniform, warm coats and all trips/excursions are funded so they have a totally inclusive experience at school.	Children will look smart; they will feel part of the SMSA family with a strong identity. They will be able to attend all class trips They will enjoy their learning experiences which will benefit their topic work. All disadvantaged children will have the chance to perform on stage in Blackpool.
5. All staff to be trained in a trauma informed practice.	Trauma informed training accessed for most of the staff but new recruits need the training. All staff will understand how to approach children with trauma. Staff will feel confident in supporting the needs of disadvantaged and all children.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and training of: a SENDCo	https://www.elsanetwork.org/elsa-network/other-research/ Statutory requirement to have a SENDCo	1 2
Purchase of large block of support from specialist teacher (20 sessions)	https://researchschool.org.uk/news/specialist-teachers-or-teachers-who-specialise#:~:text=Improved%20subject%20knowledge%20leading%20to,through%20teaching%20each%20lesson%20twice. Training needs identified for support staff – will learn from specialist teacher.	1 2
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Half termly meetings with HT/SLT	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Ofsted report October 24	1 2 4
Professional development to support the implementation of evidence based approaches using a systematic synthetic phonics programme, a joining the maths hub to develop mastery based approaches to maths. Including CPD for staff to deliver targeted interventions to support language development, literacy and numeracy. Fluency training will be accessed for all staff so that all children can be supported in developing their reading and oracy skills.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/reading-house/fluency#:~:text=It%20involves%20smoothly%20and%20effortlessly,deeper%20understanding%20of%20the%20content. Feedback from work scrutiny/feedback from pupil voice and impact of subject series report https://www.gov.uk/government/publications/subject-report-series-english	1 2
The purchasing of technology and other resources that support high quality teaching,	https://www.risingstars-uk.com/subjects/assessment/snap/casestudies Snap B, Snap SPLD and Snap maths	1

	CGP booklets, sensory circuit programme training, new iPads for children, keyboards for those who need to type.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Working with Attendance team and families to increase attendance</i>	https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/ Attendance analysis at school	3 4
<i>Support curriculum access for disadvantaged children with additional needs</i> <i>Develop role of SENDCo</i>	Phonics interventions (RRP) Fluency interventions (FF) Maths interventions (SNAP) Training for all support staff on supporting 'Great teaching and learning' x6 people for 2 days https://www.hoddereducation.com/snap	1 2 4
<i>Recruit and train a member of staff to work 1:1 with CLA child with additional needs</i>	https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase myHappyMind for the whole school to improve wellbeing and develop positive mental health strategies	https://myhappymind.org/	1 4
<i>Supporting families in parenting skills including online safety using Knowsley CC resources</i>	https://www.knowsleyclcs.org.uk/online-safety/	1 2
<i>Supporting and enhancing the mental wealth of our pupils – recruit an ELSA assistant. Access Yogi training Purchase CORAM curriculum</i>	https://www.elsanetwork.org/elsa-network/other-research/	1 2 4
The Pupil Premium Grant the school receives is used to support all the above activities, however the funding does not cover all the costs. They are not solely aimed at disadvantaged children but they are given priority. All are priority needs of the school and are important in ensuring that disadvantaged children are able to close the attainment gap.		

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome 2023-2024	Success criteria 2023-2024	Evaluation
Disadvantaged and vulnerable children will feel safe to learn and make progress.	Children will develop positive relationships with adults and peers. ELSA programme will be effective. Small group and 1:1 sessions will boost confidence and progress. Strong and positive relationships will be developed with adults and carers	Relationships between peers improved and disruptive behaviours on the playground reduced. Calmer lessons were identified. ELSA assistant has now left and recruitment of another is critical.
Attainment and progress will increase for identified children.	Assessment will indicate progress Pupil interviews and book looks will demonstrate achievement	Internal data showed for the five FSM children: 3/5 ontrack for reading, 2 on track for writing and 2 ontrack for maths. PLAC and LAC data showed: 2/5 ontrack for reading, 1/5 ontrack for writing and maths
Good attendance of over 96% for all disadvantaged children	Positive relationships with families SLT training with the Attendance team at LCC	5 out of the 9 children achieved over 96% attendance. Attendance consultant has now left their role and we await new assignment from LCC.
Children can begin understand boundaries and make good choices	TAF meetings with school Access to NEST and SKAYT services Supported work from school staff Develop open and strong supportive adult relationships with family and school	Positive outcomes for children with reduction in behaviour incidents. Improvement relationships with families and increased frequency of TAF meetings. Trauma informed training planned. mHm programme established and showing success

Service pupil premium funding (optional)

No children are accessing this funding