

St Mary & St Michael's Catholic Primary School

Pupil Premium Strategy Statement 2023-25

The information on the following pages summarises the interventions in place to support our PP pupils during the academic years 2024-25. It is not an exhaustive list of all interventions but gives a flavour of the provision available at St Mary & St Michael's Catholic Primary School.



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary & St Michael's Catholic Primary School
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	16% (17)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 and completed
Statement authorised by	Mrs Luena Archibald
Pupil premium lead	Mrs Luena Archibald
Governor / Trustee lead	Rod MacBain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1,345 per pupil)	£24,210
Total budget for this academic year	£24,210

Part A: Pupil premium strategy plan

Statement of intent

The aim of Pupil Premium funding is to ensure that all pupils irrespective of their background or the challenges they face make good progress and achieve high attainment across all subjects. The main focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve their goals.

At St Mary & St Michael's Catholic School our strategy for using Pupil Premium Funding is as follows:

1. The responsibility of Pupil Premium is held by school's Headteacher.
2. The Senior Leadership team have a clear overview of how the funding is being allocated and what impact this allocation has on student outcomes.
3. The school ensures that all teachers know which pupils are eligible for pupil premium and that all teachers have shared responsibility for their progress and attainment.
4. The interventions within the strategy have a clear focus on developing /improving attendance, behaviour, progress and social development of our PP pupils.
5. The school analyses the performance and progress of PP students in all subject areas, with a particular focus on English and Maths. Regular monitoring meetings take place with regards to academic and pastoral support involving the class teacher, SEND lead and Head teacher.
6. The school ensures that children are given priority for extra- curricular activities and educational visits are subsidised.
7. The school insists that eligibility for Pupil Premium should not be considered to be coupled with low ability and supports students to achieve the highest levels possible regardless of their Pupil Premium status.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils and staff (during data discussions) suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.
2	Data (internal and external assessments) suggests that reading, writing & maths attainment among disadvantaged pupils is below that on non-disadvantaged pupils. On entry to Reception in the last 2 years 75% of our disadvantaged pupils arrive below age-expected compared to their peers. However the gap is steadily closing to the end of KS2 but not in-line with non-disadvantaged pupils.
3	Our attendance data over the past 2 years indicates that attendance and punctuality among disadvantaged pupils is % lower than that of their peers. This is having a negative impact on attainment and progress for these children compared to their peers.
4	Observations and discussions with staff & pupils/families have identified social and emotional issues for some disadvantaged pupils, notable due to lack of family support and lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their emotional well-being.
5	Observations since previous years have shown that on entry to Reception class disadvantaged pupils have limited fundamental skills and core strength compared to their non-disadvantaged peers. This lack of physical strength challenges the ability to concentrate & focus on activities for periods of time and develop muscle strength to aid writing and letter formation. This is having a negative impact on attainment and progress for these children compared to their peers.

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
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To improve reading and phonics attainment among disadvantaged pupils.	<p>By 2025 phonics outcomes show that more than 60% of disadvantaged pupils met the expected standard in Year 1.</p> <p>Reading outcomes in KS1 & KS2 by 2025 show that more than 60% of disadvantaged pupils met the expected standard and an increase in greater depth in KS2 (more than 0%)</p>
To improve and sustain attainment in reading, writing and maths among our disadvantaged pupils.	<p>By 2025 outcomes in R,W,M to be in-line with national expectations especially with out disadvantaged group of pupils.</p> <p>By 2025 outcomes in R,W,M higher standard to be in-line with national expectations with all our pupils and our disadvantage pupils to have an higher percentage of that in 2018 (50%)</p>
To achieve and sustain improved attendance and punctuality for all pupils including our disadvantaged pupils	<p>Sustained high attendance and punctuality by 2024/2025-</p> <ul style="list-style-type: none"> -the overall unauthorised absence rate to be in-line with national data and have no significant changes -the attendance gap between disadvantaged and non-disadvantaged to be reduced by ?% -the percentage of all pupils who are persistently absent is to be below x? and the data among disadvantaged being no more than 3% lower than their peers.
To improve emotional wellbeing & resilience in all pupils, especially in disadvantaged pupils.	<p>Sustained high levels of well-being and resilience of all pupils by 2024/2025 demonstrated by-</p> <ul style="list-style-type: none"> -reduction in pastoral support (drop-ins) -observations made by staff/student voice/parent surveys in how children are addressing daily tasks, challenges, issues, especially in our disadvantaged pupils -increase in participation in out of school activities especially in our disadvantaged pupils -increase in participation in our responsibility roles- school council, eco warriors, prayer leaders, especially in our disadvantaged pupils -observations made by staff during residential visits- outdoor adventurous activities- perseverance/resilience during a challenging task, especially in our disadvantaged pupils.

	-reduction in negative behaviours shown especially in our disadvantaged pupils
To achieve and sustain improved physical development in all our pupils, especially in our disadvantaged pupils.	Through assessments, observations and attainment in writing & physical development (ELG) indicates significant improvement among disadvantaged pupils. By 2024/2025 writing shows to be in-line with other outcomes within EYFS along with physical development. ELG by 2025 to be in-line with LCC expectations (in 2022 68% reached ELG)

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: £14,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to show the importance of phonics- maintain good teaching using a the recommended SSP	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	1 & 2

<p>Use diagnostic assessments (QLA)</p> <p>Training for teachers to ensure assessments are interpreted and administered correctly.</p> <p>Release time for teachers to QLA and find gaps in learning for each pupil.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1 & 2
<p>Training for staff on improving literacy.</p>	<p>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests</p> <p>Literacy_KS1_Guidance_Report_2020.pdf</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	1 & 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements</p> <p>Purchase concrete maths resources for all classes so children have access to maths equipment during every maths lesson</p>	<p>Developing a sound understanding of mathematics when we are young is essential. Children’s early mathematical understanding is strongly associated with their later school achievement. It has, therefore, a major impact on young people’s educational progress and life outcomes.</p> <p>EEF Maths EY KS1 Guidance Report.pdf</p> <p>EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Up</p>	2

Purchase maths scheme for Y1 & Y2 (Red Rose Maths LCC)		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Training and release time for pastoral support team.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>LEHSS is based at Lancaster University and is staffed by clinical psychologists with experience of working in NHS child and adolescent mental health services. The service is commissioned by Lancashire County Council to deliver a range of training and support to schools and colleges on children's mental health and staff wellbeing, all of which is free at the point of access. The LCC-funded training is accessible to all members of staff in a setting and focuses on improving understanding of mental health issues and practical ways staff can offer support.</p>	4

<p>Physical development intervention especially for our disadvantaged children (run by PE apprentice). Gross motor, fundamental movement skills leading towards fine motor.</p> <p>Contract with LSSP for PE apprentice</p> <p>Training and release time for studies</p>	<p>This evidence summary examines the impact of physical development approaches on cognitive outcomes. However, physical development is important for its own sake and the wider benefits of physical activity include health and wellbeing outcomes.</p> <p>Physical development approaches EEF (educationendowmentfoundation.org.uk)</p>	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue programme for reading intervention – Word First	Words First takes a carefully structured approach to learning to read and write, by linking word recognition and comprehension skills in a series of graded steps.	1 & 2

Training for staff and release time		
Additional 1:1 reading sessions targeted at disadvantaged pupils who require further reading support.		
Additional phonics intervention sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with local English Hub	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)	1
Intervention for Year 6 pupils especially those disadvantaged pupils who were impacted most by the pandemic. Intervention for gaps in learning for reading, writing and maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind; Small group tuition EEF (educationendowmentfoundation.org.uk)	2
Purchase Power of 1 & 2 in Maths- Intervention programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind; Small group tuition EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's	The DfE guidance states that 'This is essential for pupils to get the most out of their school experience, including their attainment,	3

<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Attend LCC attendance update briefings</p> <p>Regular updates with parents showing attendance data- termly.</p> <p>Close monitoring of unauthorised absences/holiday permissions</p> <p>Newsletter updates about attendance</p> <p>Update attendance policy</p> <p>Work with pastoral support- school avoidance and support families. Work with other agencies eg attendance officer</p>	<p>wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.'</p>	
<p>Physical development intervention especially for our disadvantaged children (run by PE apprentice). Gross motor, fundamental movement skills leading towards fine motor.</p>	<p>Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance,</p>	<p>5</p>

<p>Training and release time for PE apprentice</p> <p>Set up area for gardening- increase mental health and wellbeing</p>	<p>encouraging active outdoor play or integrating physical development approaches with other early years activities.</p> <p>This evidence summary examines the impact of physical development approaches on cognitive outcomes. However, physical development is important for its own sake and the wider benefits of physical activity include health and wellbeing outcomes.</p> <p>Physical development approaches EEF (educationendowmentfoundation.org.uk)</p>	
<p>To provide training in metacognition from LCC</p> <p>Feedback from staff in how to introduce within school as a whole school approach.</p> <p>Review and feedback sessions for whole staff</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	4
<p>To provide extra curricular opportunities especially to our disadvantaged pupils, residential support, reduced educational visits, out of school experiences and activities</p>	<p>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 25,702

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023- 2024 academic year.

Challenge 1- To improve reading and phonics attainment among disadvantaged pupils. (national data on PP not yet available)

Looking at data in reading/phonics- 0 PP children are recorded in Early years for June 2024 however across the KS 89% reached AEO in June 24

- Year 1 100% of PP passed phonic screening check

- Year 2 100% of PP passed phonics screening check

- Year 2 40% of PP chn achieved EXS+ combined at the end of KS1 (this data has dropped from previous year due to in-year admissions into Y2 so data is skewed

- Year 6 0 of PP chn recorded at the end of KS2

Compared to previous years results this was an improve on last year in Year 1

Challenge 2- To improve and sustain attainment in reading, writing and maths among our disadvantaged pupils.

Looking at data in R/W/M combined- 0 PP children are recorded in Early years for June 2024 however across the KS 89% reached GLD

- Year 2 40% of PP chn achieved EXS+ combined at the end of KS1 (this data has dropped from previous year due to in-year admissions into Y2 so data is skewed

- Year 6 0 of PP chn recorded at the end of KS2

Challenge 3 To achieve and sustain improved attendance and punctuality for all our pupils including our disadvantaged pupils.

Attendance has been monitored for some PP chn and this has improved (but not in-line with national) however improvement throughout the year has shown an increase. More support is needed for some PP chn. However 92.3% of PP chn have average to good attendance (above 96%).

Challenge 4- To improve emotional well-being and resilience in all pupils especially in our disadvantaged pupils.

Play therapy has been provided for a period of time for a child however this is still in progress so no comparison as yet. Pastoral support given and children felt listened to. Behaviour improved and children able to concentrate on education rather than emotional issues.

Challenge 5- To achieve and sustain improved physical development in all our pupils especially in our disadvantaged pupils 100% of PP children provided with reduced school visits (trips) and/or extra curricular activities.

All PP chn were given the opportunity to take part in extra curricular activities as part of school. Some children even joined other clubs out of school because of their interests generated through these clubs. 3 chn reduced payment residential visits (impact- grown in confidence and especially independence which showed an issue before attending residential). Breakfast club offered free of charge but no taken up. PE intervention for gross motor and core development with 100% improvement in core and gross motor with 50% in fine motor.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was spent by providing pastoral support. Weekly sessions and/or drops ins if needed
What was the impact of that spending on service pupil premium eligible pupils?	Given the opportunity to speak with a trusted adult and felt listened to. The impact is measured by confidence and ability to settle to work quickly rather than being hesitant. Coping skills given to be more resilient and being able to deal with emotional issues immediately rather than creating long term mental health problems.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activities that is not being funded by pupil premium or recovery premium.

That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Physical development through support from PE apprentice- after school club provision and coaching skills
- free breakfast club to improve attendance and punctuality
- educational visits part funded with regards to transport to keep costs low