



# Pupil premium strategy statement

## St Mary's RC 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.

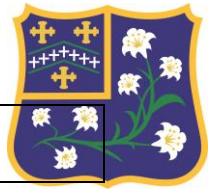
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-2024 2024-2025 2025-2026
Date this statement was published	11.10.23 reviewed 01.09.24 reviewed 01.09.25 - reviewed
Date on which it will be reviewed	01.09.26
Statement authorised by	N. Price <i>Headteacher</i>
Pupil premium lead	N. Price <i>Headteacher</i>
Governor / Trustee lead	C. Cull

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,030
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b>	<b>£58,030</b>



*If your school is an academy in a trust that pools this funding,  
state the amount available to your school this academic year*



# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's RC Primary School we believe that every child is made in the image and likeness of God. We have the highest expectations of all learners and believe it is their right to achieve the highest possible standards both academically and socially. We believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium. All of the staff at St Mary's RC Primary School are committed to ensuring that all of our disadvantaged pupils receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

## Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Pupils have limited life experiences beyond their home and immediate community.
4	Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
5	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.



## 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
Disadvantaged children to progress in line with national expectations for non-disadvantaged in writing and maths	Assessments and observations indicate significantly improved levels of writing and maths for disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and summative termly data.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance with the overall attendance rate for all disadvantaged pupils being 96%+ and the attendance gap between disadvantaged pupils to be no more than 0.5%.
To provide children with improved resilience, self-esteem, well-being and improved learning behaviours.	Children who lack confidence and have less well-developed learning behaviours are supported in School through having access to the School learning mentor and Caritas Social worker. During their time in School, their well-being is supported, and they make the best possible progress.
Children who have a limited variety of stimulating life experiences get enrichment through the curriculum, educational visits and visitors to School.	Children have a wider range of opportunities, which supports them both educationally and inspirationally. Activities are provided to help increase children's self-esteem and resilience through educational visits and enrichment activities within school

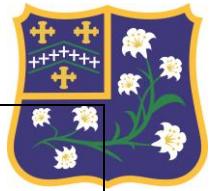
## Activity in this academic year

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: £ 31952

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase and partake in high quality	High-quality CPD for teachers has a significant effect on pupils' learning	1,2,4,5

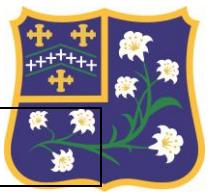


CPD – including The National College.	<b>outcomes.</b> CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). <a href="https://www.educationpolicyinstitute.org.uk/research/evidence-review-effects-high-quality-professional-development-teachers-and-students">Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)</a>	
To ensure that feedback during/after lessons is effective and raises attainment.	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. <a href="https://www.educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	1,2,5
To support the retention of teaching staff. Use of computing staff to offer subject release time.	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. <a href="https://www.gov.uk/government/publications/summary-and-recommendations-teacher-well-being-research-report">Summary and recommendations: teacher well-being research report - GOV.UK (www.gov.uk)</a>	1,3,4

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 16080

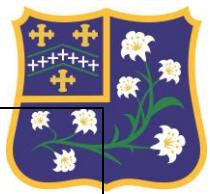
Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of small group tuition – in addition to 1:1 needs	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.  Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1,2,5



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

Budgeted cost: £ 15872

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage parental engagement	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4,5
To ensure that disadvantaged pupils do not miss out on experiences due to financial .restrictions.	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3,5
To purchase FSM tracker	<p>Through early identification of eligible pupils, school are able to intervene as early as possible and provide the assistance needed to ensure disadvantaged pupils do not fall behind.</p> <p><a href="https://eif.org.uk">What is early intervention?   Early Intervention Foundation (eif.org.uk)</a></p>	1,2,3,4,5
Purchase additional support from Educational Welfare Services	<p>This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the</p>	1,2,3,4,5



	<p>key stage compared to those with the lowest attainment.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	
<p>To employ a social worker in school for 1 day each week to provide bespoke therapies for social and emotional need.</p>	<p>The role of social workers in schools is to strengthen pastoral support in school settings; provide advice and support to students, parents and staff; support earlier identification of children requiring social work intervention; and through this, facilitate better relationships and improve outcomes.</p> <p><a href="https://www.blog.gov.uk/2015/06/social-workers-in-schools-bringing-our-expertise-into-educational-settings.html">Social Workers in Schools: Bringing our expertise into educational settings - Children's social care (blog.gov.uk)</a></p>	1,2,4,5
<p>Purchase and implement MyHappyMind scheme of work.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-topics/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,5
<p>Provide school milk for disadvantaged children.</p>	<p>School milk is an important part of a child's diet. It provides a number of health benefits which underpin basic needs. If not met, this impacts on the learning of children.</p> <p><a href="https://www.gov.uk/government/publications/school-milk">Schools – Cool Milk</a></p>	1,2,5
<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance advice. 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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	1,2,4,5



**Total budgeted cost: £ 58,030**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Strand One – Teaching and whole-school strategies

Monitoring activities, shown in teachers planning, are adapted to address the knowledge gaps across all curriculum areas. The school is endeavouring to target pupils who are working just below the next level and push them to achieve it. The majority of support during the last academic year was targeted at improving mathematics. PP children have achieved well. In phonics 88% of PP pupils achieved the desired outcome – this was well above the national level of 66%. In KS2 80% of PP pupils achieved the expected outcome in reading (65% in Tameside), 60% in Maths (63% in Tameside) and 80% in GP (64% in Tameside). There was only one PP pupil in our EYFS cohort. A personalised approach has been taken regarding continued professional development (CPD), linked to the performance management objectives regarding improving quality first teaching for pupils.

#### Strand two - Targeted approaches.

One-to-one and small group tutoring support and interventions delivered by TAs, reading volunteers supporting pupils to read daily, whose reading experiences at home are few. The school has employed additional staff in all classes, due to the increase of pupils with SEN and with EHCPs and the rising PP numbers. All the pupils on the SEND register have an up-to-date provision map in place, which the SENDCo monitors on a termly basis for effectiveness to ensure they are meeting the pupil's individual needs effectively.

#### Strand three – Wider strategies

The school has developed a holistic approach to support pupils' emotional regulation, with the use of visual cues, feelings vocabulary and self-regulation posters. Staff have undertaken de-escalation and early intervention strategies training via Teamteach. This has reduced the numbers of pupils needing to access to the calming room and suspensions and created a calmer environment. The use of Tapestry and Class Dojo has helped to develop the relationship and communication between home and school. The school has a service level agreement (SLA) with the Diocese to employ a Caritas Social worker. The referrals to her have increased this year with parents often choosing to self-refer and the school could use an additional social worker. The introduction of half termly review meetings with the Caritas Social Worker and HT ensures the school is able to offer effective and timely support to families who are experiencing difficulties. Increased numbers of parents have also requested online parenting support which the school is able to access through the LAs Early Help offer.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

