

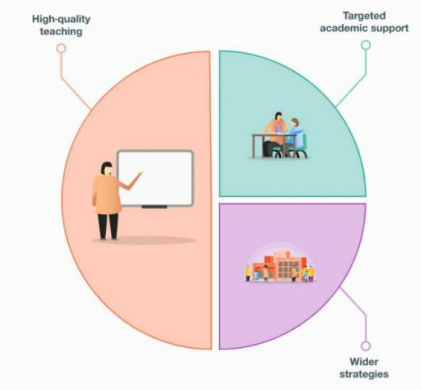
PUPIL PREMIUM STRATEGY STATEMENT AND 2024/2025 IMPACT REVIEW

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 academic year) 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's RC Primary School			
Number of pupils in school	2021/2022 348	2022/2023 338	2023/2024 352	2024/2025 366
Proportion (%) of pupil premium eligible pupils	2021/2022 PP: 26 % (90 Pupils) LAC: 0.5% (2 pupils) SPP: 0.5% (2 pupil)	2022/2023 PP: 23% 78 pupils LAC: 0.5% SPP: 0.5%	2023/2024 PP: 19% 66 Pupils LAC: 0.5% (pupils) SPP: 1 (ever 6)	2024/2025 PP: 16% 59 pupils LAC: 2 SPP: 1 (Ever 6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027			
Date this statement was published	September 2024			
Date on which it will be reviewed	July 2025 July 2026 July 2027			
Statement authorised by	Tracey Collins: Co Head Teacher			
Pupil Premium Lead	Joanne O'Mullane: Co Head Teacher			
Governor / Trustee lead	Sean Brennan: Chair Of Governors			

Funding overview

Detail		Amount
Pupil Premium funding allocation this academic year 2024/2025 (59pupils) NUM 59x £1480=£87,320 LAC 1x £2570= £2570		£87,320
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)		£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year		£87,320
Distribution of spending 2022/2023  https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	High Quality Teaching	£43,660
	Targeted Academic Support	£21,830
	Wider Strategies	£21,830

Part A: Pupil Premium Strategy Plan 2024-2027

Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. Our strategy works towards a three tiered approach that balances approaches to improve **quality first teaching, targeted academic support and wider strategies.**

Pupils at St Mary's RC Primary School, will make targeted progress in reading, writing and maths based on their individual starting points, through quality first teaching and targeted support.

We aim for disadvantaged pupils to have access to a wide range of support in school to meet their individual needs.

We will provide pastoral support for pupils and parents/carers, identified by school as vulnerable or in need.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

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

Challenge number	Detail of challenge
1	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of PP pupils across school. Post covid gaps continue across the school.
2	PP Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment.
3	PP Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry, therefore meaning of the world and vocabulary acquisition is limited.
4	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families.
5	Attendance is a barrier to learning for some pupil premium students- a small number of parents/carers carry low aspirations for their children and are less motivated to ensure that their children have their educational entitlement.

Intended outcomes 2024-2027 and review of progress towards outcomes for 2024/2025: This explains the outcomes we are aiming for by the end of our current strategy plan (July 2025), and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Review End of 2024/2025
1. Improved reading, writing and maths attainment among disadvantaged pupils. School Development Plan: Quality of Education	• Appropriate academic support in place. • Accelerated progress from individual starting points and gaps diminished between PP and Non PP pupils, in particular maths. • X2 Additional Teacher employed in order to accelerate progress. • Embedded Home Learning Resources: Times Table Rock stars, Spelling shed • Intervention Provision Plan identifying interventions for pupils working below ARE. • Systematic Synthetic Phonics embedded and literacy levels improved by high quality phonics teaching. All staff across the school to understand systematic phonics. School to be a Little Wandle Champion School. • EEF FFT Approved catch Up Literacy Piloted 2024/2025	Good Progress has been made from starting points for all pupils in Y6 with better than expected progress for many. The difference is diminishing. PP pupils achieving Greater Depth attainment in reading is +5 higher than National. Y6 2025 context differs significantly to Y6 2024. Cohort has been closely scrutinised, monitored and extensively supported during their journey through school to achieve the progress at end of KS2. Early identification of Need processes are robust and provision has been consistently matched to need. SEND PP Pupils are making progress in R/W/M. Strengths for SEND PP are Reading and maths PP Y1 Phonics Screening Pupils achievement and progress is excelled. +7% above National Attainment. Those pupils who did not pass the threshold for the phonics screening, SEND is a significant barrier. Overall SEND needs are significant and a barrier to learning for PP pupils. 54% of all PP are supported across the school for their SEND.

Y6 CONTEXT	2024	2025
% Y6 SEND	35%	66%
Num EHCP	2%	7%
% Cognition and Learning	16%	42.5%
% SEMH	11%	8%
% Communication & Interaction	7%	10%
% Medical	2%	3%

PP Y1-Y6: 59 Pupils

% PP SEND: 32 Pupil: 54% of all PP

		OL	WT	EXP	GD	EXP+
READING	PP	21	31	38	11	49
	Not PP	14	18	52	16	68
	PP SEN	42	26	23	10	33
	PP NOT SEN	5	34	49	12	61
WRITING	PP	12	53	35	-	35
	Not PP	10	30	55	4	59
	PP SEN	38	44	19	-	19
	PP NOT SEN	2	49	49	-	49
MATHS	PP	15	45	37	3	40
	Not PP	8	23	53	16	69
	PP SEN	35	41	22	3	25
	PP NOT SEN	-	49	49	2	51

	END KS2 PP 2023/2024		END KS2 PP 2024/2025			
	EXP+	NA	EXP+	GD	NA EXP+	NA GD
READING	64	74	50	38	75	33
WRITING	75	72	50	-	72	31
MATHS	75	73	44	13	74	31
SPAG			63	25	73	31

		PP SEND <table><tr><td></td><td>2023</td><td>2024</td><td>2025</td></tr><tr><td>Num EHCP PP</td><td>5</td><td>2</td><td>7</td></tr><tr><td>READING</td><td>32</td><td>41</td><td>33</td></tr><tr><td>WRITING</td><td>31</td><td>38</td><td>19</td></tr><tr><td>MATHS</td><td>26</td><td>41</td><td>25</td></tr></table> 2025/2026: Diminishing the difference in Reading and Writing continues to be a focus 2024/2025 Interventions reviewed and monitored review and adjusted as needed. LSA timetables continue to be carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning. LSA Deployment 2024/2025 has been significantly impacted by significantly high number of EHCP pupils across the school. 30 EHCPs 2024/2025 (Higher than national). LSA redeployment to reduce risk and support inclusion for most vulnerable pupils has been prioritised. Little Wandle Phonics introduced 2021/2022. Embedded 2022/2023 EYFS and KS1. Embedded 2023/2024 in LKS2 Due to new staff in KS1 and LKS Little Wandle cycle of embedding and implementation continues 2025/2026		2023	2024	2025	Num EHCP PP	5	2	7	READING	32	41	33	WRITING	31	38	19	MATHS	26	41	25
	2023	2024	2025																			
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WRITING	31	38	19																			
MATHS	26	41	25																			
2. Improved quality of teaching and learning through developing staff understanding of metacognition and memory recall and adaptive Teaching approaches (staff development) School Development Plan: Quality of Education	Lesson observations, book monitoring shows evidence of sustained, deliberate practice to support memory recall. An annual cycle of CPD for all staff in relation to Adaptive Teaching and Metacognition: Linked to EEF.	Adaptive teaching embedded in CPD cycle. Implementation QA by LEA as strong across school.																				
3. To develop the Oracy skills of disadvantaged pupils to diminish the difference. School Development Plan: Quality of Education	- Voice 21 Oracy Approach to be embedded across the whole school – N- Y6. - EEF Early Years Tool Kit embedded: Communication and Early Language	- Voice 21 project to commence September 2025. Oracy Lead in post. - Cycle of CPD 2024/2025. Also included CPD for whole school. - To support ELSEC: continuous cycle of CPD for staff.																				

	- Speech and Language Therapist deployed appropriately and impacting positively on pupil's outcomes. - Language rich curriculum in place across the school. - Ongoing CPD to support specific teaching of vocabulary. - A cultural capital rich curriculum embedded which includes a graduated response to life experiences.	2025/2026 EYFs Elkan Teacher CPD 2025/2026 KS1/KS2 Elkan Teacher Training to be completed. - Welcomm introduced to run alongside SALT Talk Boost. Embed 2025/2026 - Bloom and Grow Personal Development Plan completed and ready for implementation during 2025/2026															
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils School Development Plan: Behaviour and Attitudes	- Pastoral support Team in place rigorously monitoring emotional wellbeing of pupils, signposting to external support and matching our provision to need through wellbeing interventions. - Messy Play embedded within EYFS and KS1. - EHA Support - Forest School Practice embedded beyond Forest School Sessions.	EARLY HELP: Increased number of children and families being supported much earlier Early intervention for social and emotional needs have ensured that some of our children's problems have been reduced and prevented Increased representation at safeguarding meetings Pastoral support increased. Additional support brought in for High Need SEMH pupils. To continue 2025/2026 PLAY THERAPY and messy play in place for our most vulnerable pupils. Cycle of CPD to support implementation in the classroom. Messy play more developed in Year 1 classrooms and is embedded within EYFS. CPD approach to continue 2025/2026 Increased numbers of LAC Pupils 2025/2026: Messy Play to be core wellbeing offer for those children.															
5. Gap between the percentage of attendance for PP and Non PP children to be closed/narrowed School Development Plan: Personal development	- An Attendance Team in place to rigorously monitor attendance/punctuality. - Attendance lead to also lead Early Help Assessments. - A 'red flag' list will be used by the Pastoral Team for children who have historic attendance concerns and family support workers will complete home visits. - Extremely poor attendance (below 90%) will continue to be challenged with communication (in the form of a letter initially) from the Head Teacher. - Penalty warning letters and attendance fines are issued as appropriate. - Attendance incorporated into EHAs as appropriate. - Parental Engagement opportunities, lead by our Parent Liaison lead, to ensure engagement of our vulnerable families engagement in learning and improved attendance. - New Manchester Attendance Framework embedded.	2024/2025 Robust systems continue to be in place to support attendance. 18 month Attendance Action Plan in place. Difference is diminishing between all pupils and PP pupils Attendance range Level 3 DSL. Above national <table><tr><th>Attendance</th><th>2021/2022</th><th>2022/2023</th><th>2023/2024</th><th>2024/2025</th></tr><tr><td>ALL PUPILS</td><td>95%</td><td>94%</td><td>94%</td><td>95%</td></tr><tr><td>PP</td><td>92%</td><td>92%</td><td>93%</td><td>92.5%</td></tr></table> SEND impacts attendance for PP pupils School following EBSA LEA Pathway for specific children. S/G Team and attendance manager working closely with families and pupils and full multiagency approach (Health, MCSB, High School) in place around these pupils	Attendance	2021/2022	2022/2023	2023/2024	2024/2025	ALL PUPILS	95%	94%	94%	95%	PP	92%	92%	93%	92.5%
Attendance	2021/2022	2022/2023	2023/2024	2024/2025													
ALL PUPILS	95%	94%	94%	95%													
PP	92%	92%	93%	92.5%													

		Attendance continues significantly improved for x1 PP PA SEND pupil.
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2024/2025: TOTAL BUDGET: £43,660 Details of intended spend of our Pupil Premium 2024/2025

2024/2025 High Quality Teaching Budget : £43,660		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Replenish resources of DfEvaluated Systematic Synthetic Phonics programme: Little Wandle to secure stronger phonics teaching for all pupils.	High Impact: Phonics Toolkit Strand Education Endowment Foundation EEF School Development Plan: Quality of Education	1
Numeracy intervention (KS2) supported by Sandwell assessment and delivered by trained practitioner.	1stClass@Number EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2
Online resources to support QFT and home learning:	High Impact: Homework EEF(educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1
Ongoing CPD to support QFT development Adaptive Teaching approaches including metacognition strategies and collaborative learning approaches.	High Impact: Collaborative learning approaches EEF(educationendowmentfoundation.org.uk) Very High Impact: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Very High Impact: SEND 5 A Day: Adaptive Teaching Approaches: : https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send School Development Plan: Quality of Education	1,2
Introduce whole school Oracy Curriculum(N-Y6)to support and develop oracy skills	Very High Impact: Oral language interventions EEF (educationendowmentfoundation.org.uk) Very High Impact: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language	1,3

	School Development Plan: Quality of Education	
Additional teacher staff to support the development of using purposeful, curriculum focused, dialogue and interaction to develop oral language and to develop reading comprehension. 2 days per week.,	Very High Impact: Oral language interventions EEF (educationendowmentfoundation.org.uk) Very High Impact: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
Additional specialist teacher to deliver SEMH Curriculum: Relax kids	Emotion Coaching P14 SEMHToolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) School Development Plan: Quality of Education	1, 4
Forest School Practitioners teaching a Forest school curriculum supporting enrichment and SEMH curriculum enrichment across the school.	SEMHToolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Forest Schools: impact on young children in England and Wales - Forest Research School Development Plan: Quality of Education	1,4
Specialist music tuition: 1 x teachers specialising in different instruments: Purchase of instruments and funding music lessons for disadvantaged pupils.	Arts participation EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1.4

2024/2025 Targeted Academic Support: Budget: £21,830		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language Therapist 1 day a week Supporting: 1.Oral language development in EYFS through targeted SALT Groups Interventions: Talk Boost and Little Magic Train 2.One to one interventions and group interventions to support comprehensions and vocabulary development	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language School Development Plan: Quality of Education	1,2,3
Additional FT Learning Support Assistant trained to deliver Phonics interventions in line with the SPP programme Little Wandle.	Phonics EEF High Impact (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
X1 Specialist Leader Teachers delivering small group and 1:1 tuition within LKS2 (Total 2 days)	Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
Additional FT Learning Support Assistant trained to deliver targeted 1:1 Literacy intervention (FFT Catch Up Literacy Reciprocal Reading Intervention: EEF Approved) across KS2.	One to one tuition EEF (educationendowmentfoundation.org.uk) Reciprocal reading:https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading School Development Plan: Quality of Education	1,2,3
Homework club; 3 evenings per week: 3 x LSA's. Pupils have time to complete homework tasks if unable to at home. Clubs also provides access to ICT facilitate learning. Club ensures that collection from school is not a barrier to parents' ability to find work.	Homework EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3,4,5

2023/2024 Wider Strategies: £27,665		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD of The Zones of Regulation, includes purchasing of resources.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Very High Impact: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5
CPD Attendance Team, including safeguarding L3 Training	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	5
Parental Engagement Coordinator to develop and strengthen our parent Forum, supporting engagement in learning and improved attendance.	Parental engagement EEF (educationendowmentfoundation.org.uk) School Development Plan: Personal Development	1,2,3,4,5
X1 day a week Pastoral support by specialist LSA for pupils across the school. Targeted 1:1 and group interventions based on trauma informed approaches. Helps build pupils social and emotional development and improves the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. Additional support for Post LAC and Services children. Intervention to support anxiety based school avoidance.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5

Play Therapist: Specialist support to help children process emotions based on trauma informed approaches.. Supports self regulation. Develops independent thinking, improves social skills, respect for others and stronger relationships with family members. Provided personalised support for parents of LAC pupils Intervention to support anxiety based school avoidance.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Benefits - PTI - Play Therapy International School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5
Biweekly half a day CPD to develop and embed Messy Play within KS1 and EYFS. Based on trauma informed approaches. Intervention to support anxiety based school avoidance.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5,
Forest School Nurture Support for identified pupils to support self regulation and emotional well being.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	

Externally provided programmes

Non-DfE programmes purchased 2024/2025

Programme	Provider
Catch Up Literacy	Catch Up Literacy - Catch Up
Messy Play	Messy Play Matters
Play Therapy	Mary Metcalfe Therapy
Forest School	Jane Sabire Associates
Relax Kids	Home - Relax Kids - Official Website

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

