

# Pupil premium strategy statement – St Mary of the Angels 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	31 (15%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 to 2025/26
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Helen Thorpe, Headteacher
Pupil premium lead	Matthew Campbell, Deputy Headteacher
Governor / Trustee lead	Francis Kwateng, Chair of Governors Jon Turley, SEND, Pupil Premium and Inclusion Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,620
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</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.	£0
<b>Total budget for this academic year</b>	£57,620

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary of the Angels Catholic Primary School, we believe that pupil premium funding should be used to support the academic and personal development of our most vulnerable children. We ensure that all disadvantaged pupils receive specific, targeted support to raise their attainment. Our aim is to ensure that all disadvantaged pupils get the support they need to achieve their very best in our school. At St Mary's we strive to embed an inclusive, aspirational culture which ensures that all of our disadvantaged children succeed regardless of their starting points.

At St Mary's, we believe in the God given potential of every child. As such we are open to collaborating with outside agencies and internally to ensure our children are given the best possible provision to support them on their holistic learning journeys.

Quality first teaching will always be the bedrock of the support we offer at St Mary of the Angels. This is achieved through meticulous and skilled planning by teaching staff who are aware of the disadvantaged children in their classrooms and determined to support them with any barriers they face. In promoting quality first teaching strategies, we develop young minds that have a solid foundation in Maths and literacy whilst equipping them with the courage and confidence to embark on the next chapter of their learning journeys.

Through this strategy, we have considered the needs of all pupils for whom the school receives this grant, as well as those with adverse childhood experiences, low prior attainment levels and additional needs. We believe that the negative impact of external factors upon a child's academic and lifelong success should be mitigated.

Our pupil premium provision, which is aligned with our School Development Plan, Curriculum Statement and Trauma Informed Practice ethos has six key objectives. They are:

1. Attainment at the end of KS2 follows a satisfactory protective from the child's Early Learning Goals.
2. Attainment in Reading, Writing and Maths combined at the end of KS2 is in line with, or better than non-disadvantaged pupils.
3. The children will acquire knowledge and skills in a broad range of subjects so as to maximise learning and future life opportunities.
4. Where pupils are identified as 'disadvantaged' and have SEND, provision will be carefully tailored to meet all needs with a triangulated approach between school, home and other agencies.
5. For the attendance of identified pupils to be at least in line with school attendance policy (97% or above).

6. Our pupil premium children will be equipped with skills and understanding of mental processes and wellbeing strategies to enable them to build resilience and navigate through difficult life situations.

All of the strategies outlined below complement our broader curriculum as outlined in our 'Curriculum Statement' which can be found on our website. This has been written with the vision to empower all our pupils, especially those who are disadvantaged and/or in receipt of the pupil premium grant. Our 'School Development Plan' also identifies areas that will benefit pupils in receipt of the pupil premium grant that are not explicitly outlined within this strategy.

## Challenges

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

Challenge number	Detail of challenge
1	Poor attendance impacting on attainment and progress due to a number of factors.
2	Families may struggle to finance wider school opportunities that build cultural capital and support a broader understanding of subject areas.
3	Below age related mathematical knowledge of concepts and procedures that are necessary to succeed in age-appropriate problem solving. This may be linked to parental anxiety over lack of subject knowledge or poor literacy skills.
4	Where the reading culture is not evident in the home environment, pupils may not develop a love of reading.
5	Low level phonics and spelling knowledge and the ability to apply in reading and writing consistently.
6	Emotional and social difficulties impacting on learning, general well-being, resilience, confidence and self-esteem. Developmental delay and difficulties resulting from significant trauma.

## 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 pupils who are no longer in line to meet their target by the end of KS2, to make good progress and close the gap between their expected attainment level and their current attainment level.	The percentage of disadvantaged children reaching age related expectation in combined Reading, Writing and Maths at the end of KS2 to increase.

To improve the confidence and self-worth of our most vulnerable children	Improved focus, self-esteem and ability to manage social situations resulting in improved attendance and pupil outcomes. Notes will be kept by school learning mentor and toolkits provided for children to use at home and in school for future reference. Outcomes will be clear through pupil voice and parent voice activities throughout the year.
Achieve and sustain improved attendance particularly for those identified as disadvantaged who have historical low attendance.	Improved attendance for those identified will be noted and evaluated using or including: <ul style="list-style-type: none"> <li>• Head Teacher's attendance log and telephone checks</li> <li>• CPOMs records</li> <li>• New CWAC guidance implemented</li> <li>• Half termly and annual attendance reports which highlight any child with poor attendance, which will be challenged in an attendance panel meeting (SLT and school governor present).</li> </ul>
Reading levels of disadvantaged children to increase across the school	The percentage of disadvantaged children reaching the age-related expectation in each cohort to increase.

## 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: £ 38,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each pupil in receipt of the PPG (disadvantaged pupils) will receive extra teacher/teaching assistant support to raise attainment across the curriculum.	EEF evidence suggests that children who work in small groups well-trained adults, will make good progress from their starting points. Use of support staff will be monitored during learning walks by SLT to ensure all of our vulnerable children are receiving the support they require to make progress.	3,4,5 & 6

<p>All Subject Leaders to attend coaching and mentoring training in order to improve the teaching of their subjects.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p> <p>EEF guides on metacognition and implementing change. 1, 2, 6</p>	<p>3,4 &amp; 5</p>
<p>Subject Leaders to mentor, model for and coach other teachers.</p> <p>Research and implement strategies to ensure learning is committed to long term memory e.g retrieval activities, fluency in 4,pre and post learning quizzes, KWL grids.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF guides on metacognition and implementing change.</p> <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required</p>	<p>3,4,5 &amp; 6</p>
<p>Quality First Teaching strategies used by all staff – including support staff</p> <p><b><i>(It's important to note that our emphasis and commitment to high quality teaching far exceeds the income from the PP grant)</i></b></p>	<p>The EEF have evidenced that high quality teaching has the greatest impact on pupil outcomes.</p> <p>QFT checklist used regularly throughout the year for monitoring and evaluation purposes and CPD sessions booked in throughout the year to support staff.</p> <p>Highly skilled staffing team to work collaboratively to share successes and support most our vulnerable children.</p>	<p>3,4,5 &amp; 6</p>
<p>Support staff CPD with Rosenshine's 10 Principles of Instruction</p>	<p>Running a year-long CPD programme focusing on Rosenshine's principles. Training will ensure teachers can learn and practice these evidence-based teaching strategies, which are crucial for effective instruction and student engagement.</p> <p>This EEF blog references the benefits of incorporating Rosenshine's Principles in order to enhance learning.</p>	<p>3,4,5 &amp; 6</p>

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

Budgeted cost: £14,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support complex needs of specific children in order to ensure security and readiness to learn. Early intervention support (emotional and academic) from Learning Mentor	Early Years interventions evidence of impact shows +5 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit. According to the EEF article 'Metacognition and Self-Regulated Learners', pupils should be 'Set an appropriate level of challenge to develop pupils' self-regulation and metacognition	6
ELSA support for children showing social, emotional or behavioural barriers to their learning. ELSA also to support children with poor attendance to ease anxieties and develop strategies to make coming into school easier.	The Emotional Literacy Support Assistant (ELSA) helps support the emotional needs of pupils. Research shows that children learn better and are happier in school if their emotional needs are addressed. ELSA supports pupils with difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient.	6
Address gaps in learning, and support learning, through a range of online resources and apps e.g. TT Rockstars, SpellingShed, Atom Learning, Nessy, GL screeners	1. Digital Technology evidence of impact shows +4 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit.	3,4 & 5

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Work in a Trauma Informed approach in line with Our Ways of Working.</p> <p>(No cost)</p>	<p>‘Our Way of Working is about developing a common and consistent approach to working with families. It has been researched and driven forward by the Children’s Trust and has a strong preventative approach at all levels across the continuum of need. It is based on shared language and shared understanding across all partners. Many of the families we work with can experience a broad range of difficulties that need support and interventions. We want to work with them in a new, integrated and targeted way.’</p>	1,2 & 6
<p>Ensure absence of pupils in receipt of PPG is tracked and explore reasons for high levels of absence in order to address.</p> <p>Track attendance for those identified using:</p> <ul style="list-style-type: none"> <li>● Head Teacher’s Attendance log</li> <li>● CPOMs records</li> </ul>	<p>The Key <a href="#">research document</a> identifies how higher absence leads to lower KS2 and KS4 attainment.</p>	1
<p>Forest School sessions for children identified as being on school vulnerable list</p>	<p>The EEF says:</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>Forest school sessions to be based on boosting self-worth and embedding collaborative learning techniques.</p>	2 & 6
<p>Residential programme to be subsidised for Pupil Premium families and all school trips subsidised to support raising aspirations and cultural capital.</p>	<p>The Ofsted ‘Education inspection framework 2019: inspecting the substance of education’, states that schools must be ‘Ensuring that all learners have access to education’.</p> <p>By offering financial support, we are ensuring that all learners are able to access all opportunities and are not unfairly disadvantaged due to their financial position.</p>	2
<p>School uniform and clothing for vulnerable children alongside weekly food parcels.</p>	<p>Evidence shows that children work best when they feel safe and happy. Providing uniform for our most vulnerable children removes social and emotional barriers from their learning and allows them to feel the same as their peers.</p>	2

**Total budgeted cost:** £57,620.00

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils 2023-2024

St Mary of the Angels Catholic Primary School – Impact of spending based on the academic year of 2023/2024

### Tracking Whole School Data

End of KS2					
Subject		2019	2022	2023	2024
Reading	EXS	97%	87%	97%	90%
	GDS	60%	47%	40%	23%
	Progress	+3.98	+3.9%	+2.7	
Writing	EXS	90%	80%	80%	77%
	GDS	13%	10%	10%	7%
	Progress	-0.95	+1.05	-0.6	/
Maths	EXS	97%	90%	93%	90%
	GDS	43%	50%	40%	13%
	Progress	+1.72	+4.1%	+2.7	
SPAG	EXS	97%	100%	97%	83%
	GDS	63%	53%	73%	37%

End of KS1					
Subject		2019 (30)	2022 (30)	2023 (29)	2024 (29)
Reading	EXS	80%	60%	83%	93%
	GDS	23%	13%	13%	10%
Writing	EXS	77%	50%	66%	73%
	GDS	10%	0%	0%	0%
Maths	EXS	73%	63%	72%	87%
	GDS	23%	20%	21%	10%

End of EYFS				
Met GLD	2019 (30)	2022 (30)	2023 (30)	2024 (29)
	73 % (not n/a%)	67% (not 65%)	67% (not 67%)	67% (not %)

Phonics – Year 1 (pass mark 32)				
Met PSC standard	2019	2022	2023	2024
	97 % (not 82%)	60% (not 70%)	80% (not 79%)	83% (not)

Multiplication Check– Year 4				
	2019	2022	2023	2024
Achieved 100%	n/a	31%	40%	37%
Achieved 80%	n/a	80%	80%	87%

### School Data Headlines – July 2024

END OF KS2	% of pupils achieving the expected standard: SCHOOL	% of pupils achieving the expected standard: NATIONAL	% of pupils achieving GRD: SCHOOL	% of pupils achieving GRD: NATIONAL
% Eng/Mat combined (r/w/m)	73%	61%	0%	8%
English reading	90%	74%	23%	28%
Grammar, punctuation + spelling	83%	72%	37%	32%
Mathematics	90%	73%	13%	24%
English writing (teacher assessment)	77%	72%	7%	13%
Science (teacher assessment)	90%	81%	n/a	n/a

END OF KS2	Average scaled score: SCHOOL	Average scaled score: NATIONAL	PROGRESS Score
English reading	106.4	CWAC - 105	N/A for 2024
Grammar, punctuation + spelling	107.3	CWAC - 105	
Mathematics	106.4	CWAC - 104	

YEAR 4	100%- SCHOOL	100% - NATIONAL	Average - SCHOOL	Average - NATIONAL
MTC	37%		23/25	20/25

END OF KS1	% of pupils achieving the expected standard: SCHOOL	% of pupils achieving the expected standard: NATIONAL	% of pupils achieving GRD: SCHOOL	% of pupils achieving GRD: NATIONAL
% achieving EXP standard in Read, Writ, Math, data combined	73%	55%	0%	5%
English reading	93%	71%	10%	23%
Mathematics	87%	68%	10%	16%
English writing (teacher assessment)	73%	63%	0%	10%

YEAR 1	% of pupils met EXP standards in the phonics screener: SCHOOL	% of pupils met EXP standards in the phonics screener: NATIONAL
Phonics	83%	80%

EYFS	% of pupils achieving GLD: SCHOOL	% of pupils achieving GLD: NATIONAL
GLD	72% (21/29)	68%

### Teaching:

As can be seen from the attainment levels above, the impact of the allocation of our pupil premium grant has been successful in raising the standards of teaching and learning. Due to each class having an allocated teaching assistant and a monitoring/CPD focus on quality first teaching strategies, the children have continued to thrive and results place us amongst the top tiered schools in the county. Termly writing moderation sessions provided by The Literacy Company proved beneficial for all teaching staff and allowed us to develop our teaching of mastery which has in-turn led to an improved number of children meeting the Age-Related Expectation. Although attainment levels dropped by 7% in Year 6, this reflected a cohort of children who had been negatively impacted by the Covid 19 pandemic restrictions (missing 66% of year 2, all of year 3, and 66% of year 4) and showed good progress from their baseline points post Covid. As a school we were selected for external validation of our writing assessment and are happy that these results are a true reflection of our Year 6 cohort.



Pupil Premium progress is very pleasing with 30/34 (88%) making expected progress in writing, with two children making greater than expected progress. 32/34 (94%) making expected progress in reading with six children making greater than expected progress and 33/34 (97%) making expected progress in maths with four children making greater than expected progress. Looking ahead to next year, we will need to continue to encourage pupil premium children to maintain/improve their attendance in order to ensure they are able to build on their current achievements.

Pupil Premium children still evidence low attainment but last year there was a 10% increase in the number of Pupil Premium children achieving expected standard. We maintained the progress we made in the Autumn and Spring term, however 17/34 (50%) of our Pupil Premium children are in Year 4 and 5 cohorts which have been significantly impacted by the Covid 19 restrictions. Of the remaining 17 Pupil Premium children across the school 10/17 are meeting the expected standard for writing, 14/17 are meeting expected standard for reading and 10/17 at the expected standard for maths which shows stronger attainment that can be built on going forward.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DIS	8(28%)	6(18%)	9(31%)	12(37%)	13(43%)	12(40%)
PP	2	2	6	10	7	6
EAL	2	2	3	1	2	2
SEND	4	2	2	3	3	5

*Note: some children can be combination of EAL/SEND/PP but will only count once as disadvantaged.*

Six of our Pupil Premium children also have other vulnerability risk factors and this has been incorporated into our whole school approach to pedagogy

- Pupil Premium (PP) progress however is excellent and has improved again since Autumn term.
- ✓ **31/34 (91%) Making expected progress in writing with 2 of them making greater than expected progress.**
- ✓ **33/34 (97%) making expected progress in reading with 5 of them making greater than expected progress.**
- ✓ **33/34 (97%) Making expected progress in maths with 3 of them making greater than expected progress.**
- We will continue to encourage Pupil Premium recipient families to maintain/improve their attendance in order to ensure they are able to build on their current achievements.

#### **Targeted academic support:**

The role of the learning mentor at St Mary's has continued to evolve this year since its formation in 2022. Notably, Miss Hennessey has strengthened links with a range of different agencies and charities and leads on TAFs whilst supporting CIN meetings. Under her stewardship, we have been able to reach out to several key families whom we would not have been able to in years gone by. Miss

Hennessy has worked with CAMHS, NSPCC, and Koala this year. She has been able to liaise with the latter to organise parent workshops to help establish healthy sleeping routines.

This year, our Learning Mentor has introduced an AI tool called Lumii to support our extensive list of vulnerable children talking about their mental health. She recognised the need for a tool to help pupils and staff address mental health issues more effectively and ensure that pupils had an outlet for their emotions. Lumii is a digital wellbeing platform aimed at early intervention and emotional support. The purpose of the tool is to offer an outlet for all children to talk about their emotions with key words and phrases being sent to Miss Hennessy to allow her to work with those most in need.

While St Mary of the Angels did not face particularly high levels of pupil premium or SEND pupils, they observed that whilst some pupils were open about their feelings, some hid them and could then become emotionally overwhelmed, keeping their emotions bottled up, making it difficult for teachers and staff to identify issues early. This was especially problematic, as early intervention can prevent more significant mental health challenges down the road. The aim was to provide a safe space for children to express their emotions and that could also highlight potential wellbeing issues to staff, particularly for those pupils who tend to remain quiet.

St Mary of the Angels implemented Lumii to 120 pupils across Years 3 to 6 spearheaded by Miss Hennessy. The school integrated Lumii into the daily routines of these pupils, using the app during designated periods with the help of Chromebooks. Pupils were given 10-15 minutes at varying times throughout the day to check in with their emotions, with the flexibility to access the platform at school and home. This hybrid usage meant children could continue reflecting on their feelings over the weekend, allowing the school to have a more comprehensive view of a child's mental state.

The results of the Lumii trial were immediate and impressive. Teachers found that the platform offered insights into the emotional wellbeing of pupils who would otherwise not have shared their concerns. One particular case involved a pupil who was flagged as needing additional support. The child had not previously expressed her challenges to any adult at school, but Lumii revealed that she was struggling with self-esteem issues and concerns related to her family life. Through Lumii, the staff could intervene early, work with the family, and support the child without needing more intensive sessions before it impacted her mental health.

More generally, pupils who struggled with expressing their emotions verbally could open up through Lumii, finding the platform a safe space to discuss issues like friendships and school-related stress. The tool helped the school identify patterns that would have otherwise gone unnoticed, allowing for timely interventions. Teachers also appreciated the consistent strategies for emotional regulation, such as deep-breathing exercises and positive self-talk, which aligned with the school's existing methods.

Parents were overwhelmingly positive, with no complaints regarding the use of the app. The open communication between school and home fostered through contributed to a holistic approach to pupil wellbeing. On the other hand, pupils enjoyed using the app, with some even accessing it at home voluntarily.

#### **Wider strategies:**

This year, we received a Silver Award accreditation from the CLOtC for our commitment to outdoor learning. As part of the award process, St Mary's were praised for their ambition in delivering LOtC for all children, breaking down barriers provided by low income and low aspirations. Through our cultural

capital offer, we have strived to provide all children with an ambitious trips and visitors programme that enhances their learning and develops lasting memories which may have otherwise been unattainable. Our residential program has been hugely successful since its development in 2022 and this year every child in years 2, 4 and 6 spent a night away from home developing transferrable skills that will be instrumental in years to come. We have audited our Forest School provision and developed a progression of skills document which ensures that children progress in knowledge and skill from EYFS up to Year 6.

## 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.*

<b>Programme</b>	<b>Provider</b>
Twinkl Phonics	Twinkl
Reading Recovery	Reading Recovery
Educational Library Service	Educational Library Service
Forest School	Edsential