

Pupil premium strategy statement - St. Mary's Catholic Voluntary Academy, New Mills.

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	118
Proportion (%) of pupil premium eligible pupils	27.97% (33 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Patricia Chapman (Headteacher)
Pupil Premium Lead	Mrs Jo Mallabar (Deputy Headteacher)
Governor / Trustee lead	Mrs Liz Green (Lead governor for Disadvantaged Pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,360.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil 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>	£55,360.00

Part A: Pupil premium strategy plan

Statement of intent

At Saint Mary's Catholic Primary, our intention for all pupils, irrespective of background or barriers, to make excellent progress and fulfil their God given potential. We aim to create an environment in which they can experience a broad and wide-reaching curriculum, allowing them to discover and nurture their own gifts and talents, whilst also being supported in reaching their highest academic potential. The aim of this Pupil Premium strategy is to ensure our disadvantaged pupils are given every opportunity to reach this goal and be stretched and challenged to their fullest potential.

We have taken time to consider the needs and challenges of our most vulnerable pupils, such as those with additional SEND or working with social services, whilst also intending to create an environment that is supportive and inclusive for all pupils. We have developed our approach and strategy around high quality research, with particular focus on the work of Educational Endowment Foundation (EEF) which highlights the need for Quality First Teaching for all pupils, but especially those disadvantaged pupils, proving to have the greatest impact in closing the attainment gap whilst also being of great benefit to those non-disadvantaged pupils.

Our approach will be responsive to changes within our pupils, their family situations and challenges facing them. With careful use of robust diagnostic assessment, considered subject monitoring and assessment of the progress and attainment of all pupils when considering the impact of our Pupil Premium strategy against our most vulnerable pupils.

We aim to ensure that our most disadvantaged pupils are given opportunities to explore and discover their place in the wider world and the difference they can make; to present them with opportunities and experiences they would otherwise not be exposed to; to raise their expectations and self-efficacy; to provide the best learning opportunities so they can achieve highly and be prepared for the next stage in their learning journey; and to ensure that they know their responsibility as stewards to use their own skills and talents to contribute to society and make the world a better place.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Assessments, observations and discussions with pupils/staff, indicate that our disadvantaged pupils' underdeveloped understanding of spelling rules and language patterns, paired with underdeveloped oral language skills, is leading to additional barriers when children are writing independently.</p> <p>On entry to EYFS in 23/24, 100% of disadvantaged pupils were below expectations for reading and early literacy, with 67% still not making ARE by the end of EYFS. Of our disadvantaged pupil, 50% are working below ARE compared to the 66% of their peers working at ARE or Greater Depth.</p> <p>Teachers have identified handwriting and presentation as a notable barrier for our disadvantage pupils across the school, with letter formation and sizing still inconsistent. Spellings and phonetical understanding is not as strong in our disadvantaged pupils compared with their peers and has a negative impact on their ability to write with greater independence. Disadvantaged pupils show less understanding, recall and application of grammar and punctuation rules taught than their peers.</p>
2	<p>Assessments, observations and discussions with pupils and staff indicate that our disadvantaged pupils generally have greater difficulties with reading fluency than their peers.</p> <p>On entry to EYFS in 23/24, 100% of disadvantaged pupils were below expectations for reading and early literacy, with 67% still not making ARE by the end of EYFS. There is a notable difference in language and vocabulary acquisition between our disadvantaged pupils in comparison with their peers, suggesting underdeveloped oral language skills and vocabulary gap amongst many disadvantaged pupils.</p> <p>Whilst the schools statutory reading assessments are consistently above the national average, there has been a decline in the % of pupils achieving ARE across the last 3 years (21/22 94%, 22/23 82%, 23/24 75%) which is mirrored in the results of our disadvantaged pupils.</p> <p>KS1 phonics screening results are consistently above national average, however of those pupils who did not achieve their PSC in 23/24 75% were disadvantaged, with segmenting and blending causing the biggest barrier to success.</p> <p>Teacher and pupil voice have shown reading fluency and pace to be a particular barrier, more so than comprehension (which is more of a significant barrier to our SEN pupils). Pupil voice identifies disengagement in school/home reading with increasing number of pupils stating they do not read at home frequently with their parents/carers.</p>
3	<p>Assessments (internal and external), along with observations and discussions with pupils and staff, show that Maths attainment and fluency recall skills are significantly below that of our non-disadvantaged pupils.</p> <p>In 2023/24, 47% of disadvantaged pupils did not make ARE in mathematics, compared with 28% of their peers. Teachers have identified knowledge retrieval of key fluency recall facts as a significant weakness which is further impeding their ability to apply, reason and problem solve.</p> <p>Whilst pupils reaching ARE are consistently above national average in KS2 SATs, there has been a decline in pupils working at greater depth over the past 3 years (21/22 25%, 22/23 18% and 23/24 0%).</p>

	EYFS baseline, highlight that entry points of our pupils are lower in Maths, Literacy and Physical Development than other ELG areas, and our disadvantaged pupils are mostly arriving below age-related expectations.
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils, staff and families have identified social emotional issues for many of our disadvantaged pupils. Many find emotional regulation challenging, leading to further barriers such as lack of perseverance, resilience and self-efficacy.</p> <p>These barriers can severely impact upon a child's ability to manage their cognitive workload and mental health and to regulate themselves emotionally when faced with challenging situations. These difficulties are notably due to external experiences such as loss of family cohesion, family discord, trauma and adverse childhood experiences, attachment, social deprivation and impact following global covid pandemic.</p> <p>School referrals for additional support</p>
5	<p>Lower attendance in our disadvantaged pupils than other pupils and a trend showing increased number of 'persistently absent' disadvantaged pupils.</p> <p>Our attendance data indicates that, over the past 3 years, attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils (21/22 29% vs 15%, 22/23 37% vs 17% and 23/24 38% vs 19%) and that poor attendance is increasing, not decreasing, for all pupils.</p> <p>In 2023/24 school year, 38.2% of disadvantaged pupils have been 'persistently absent' compared to 19.5% of their peers during the same period. Our assessment and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved reading attainment among disadvantaged pupils. Increased motivation and enthusiasm for reading, leading to increased practice, improved fluency and exposure to greater variety in vocabulary and culture capital in our disadvantaged pupils.	KS2 reading outcomes in 2024/25 show more than 80% of disadvantaged pupils met the expected standard
Improved spelling, punctuation and grammar attainment for disadvantaged pupils, leading to a positive impact on overall writing attainment.	KS2 writing outcomes in 2024/25 show more than 60% of disadvantaged pupils met the expected standard (taking into account specific needs of cohort, inc SEND and SEMH)

Improved maths attainment, particularly in increased fluency and recall skills, amongst our disadvantaged pupils.	KS2 maths outcomes in 2024/25 show more than 70% of disadvantaged pupils met the expected standard
To improve and sustain greater articulation in emotional literacy skills, particularly around emotional resilience and perseverance skills; along with an improving growth mindset, across all pupils but especially with our disadvantaged pupils, eventually leading to pupils ability to achieve more as they are able to challenge themselves academically and manage pressure from increased cognitive load.	Success will be measured through: <ul style="list-style-type: none"> • Qualitative data from pupil voice and wellbeing surveys • Significant increase in participation in enrichment activities designed to challenge resilience • Quantitative individual data from use of Boxall Profiles. • Qualitative feedback from teachers, support staff and ELSA from noticeable change within the classroom.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increased attendance data for Pupil Premium pupils and reduction in the % of persistent absence across the school but especially amongst our disadvantaged pupils.

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: £22,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils, with teacher targeting pupils most at need, with specific focus and staff development around iterative planning; and providing regular and purposeful practice to help consolidate and remember what they have learned.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. EEF/ Planning Support / High Quality Teaching	1, 2, 3

Continued focus on explicit instruction and effective modelling.		
High quality explicit teaching of spellings with extensive and purposeful handwriting practice to support development of fluent writing transcription.	Recommendations - EEF - Improving Literacy Recommend that Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling. Transcription refers to the physical processes of handwriting or typing, and spelling. • Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. • A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing.	1, 2
Focused and explicit teaching of all new language across English and the wider curriculum, developing a vocab rich curriculum.	<p>Closing the Vocabulary Gap – A. Quigley, 2018</p> <p>Language provides the foundation of thinking and learning and should be prioritised.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children’s language and thinking during interactions and activities such as shared reading. Recommendations - EEF - Improving Literacy</p>	2, 1
Develop further dialogic activities and opportunities across the school curriculum to consolidate vocabulary development and support oracy skills.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impact on reading and oracy.</p> <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. EEF Oral Language Research</p> <p>Strategies that encourage pupils to make their thinking explicit can create opportunities for pupils to recall,</p>	2, 1

	<p>organise, and express their thoughts and ideas, refine their understanding, and think scientifically. There is some evidence to suggest that this is particularly beneficial for pupils from socio-economically disadvantaged backgrounds.</p> <p>Creating a collaborative learning environment with well-structured collaborative learning approaches, such as paired and small group work, offer a great opportunity for discussion during which pupils can make their thinking explicit. Collaborative learning approaches paired with well-designed tasks that integrate talk demonstrate the greatest impact Improving Primary Science guidance report Education Endowment Foundation</p>	
Training and implementation of Accelerated Reader to improve engagement, enhance pupils' love of reading and support teacher reading assessment.	<p>Reading offers pupils a range of experiences and opportunities to better understand themselves and the world around them (Clements & Tobin, 2021; Elliott et al, 2021) and so fostering independent reading and reading for pleasure is a key aim of our school.</p> <p>Children should be encouraged to read challenging books that they enjoy and become intrinsically motivated to read because of what it has to offer them (Clark & Rumbold, 2006; Mccrea, 2020)</p>	2
Enhancement of our Maths teaching and curriculum planning, to support further fluency opportunities, in line with the DFE and EEG guideline.	<p>Evidence suggests that quality first maths teaching, along with a well planned and sequential curriculum, will benefit pupils, including disadvantaged the most effectively. The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p>Mathematics Guidance: Key Stage 1 & 2</p> <p>Improving Mathematics in Key Stage 2</p> <p>Ensuring that colleagues are aware of expectations; Action planning for future development; Ensuring appropriate resources are in place to deliver a rich</p>	3
Subject leader professional development through use of National Professional Qualification programmes in Maths and EYFS.		3, 2, 1, 4
Mathematics CPD training for all Teaching Assistants prior to each new topic begin taught.		3

	and challenging curriculum Gov.uk - Ofsted Inspection Framework#	
Highly trained specialist teacher to enhance curriculum in teaching Music and PE (including running extra-curricular sessions targeted at needs of disadvantaged pupils during lunch time and after school such as choir, recorders, Physical literacy session, sports club, team building games)	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF /teaching-learning-toolkit/arts-participation</p>	4, 5

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions in EYFS and KS1 for targeted children to ensure all children keep up (inc twice daily opportunities for identified y1 pupils)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: EEF / Teaching and Learning Toolkit / Phonics	2, 4
LKS2 phonics support for targeted pupils to support reading fluency.		2, 4
Recruitment of Pupil Premium specific Teaching Assistant to deliver targeted 1:1 sessions.	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</p>	1, 2, 3, 4, 5

	EEF / Support for Schools / School Planning Support - Targeted Support	
Whole class oracy opportunities to be planned across the year (eg show and tell opportunities, book talk, presentation delivery)	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. EEF Oral Language Research	2, 1
	Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody. Shining a Spotlight on Reading Fluency	
ELSA 1:1 sessions to run for all pupils in need of SEMH support (6x 30mins sessions)	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF / Teaching Toolkit / Social and Emotional Learning	4, 5
SNIP spelling intervention support for targeted groups of KS2 pupils.	Teaching primary school pupils to write and spell quickly as well as accurately is the basis for good writing, according to a new seven-step plan to help boost reading and writing skills for seven to 11 year olds. According to the evidence summarised in the guidance report, primary school pupils' writing skills – including spelling, handwriting and typing – need to become automatic so that they can concentrate on the content of their writing. But while the key to becoming a fluent writer is regular and extensive practice, teachers must make sure that children remain engaged and motivated in improving	1
Nessy Reading Intervention to support pupils identified with decoding and encoding difficulties.		2, 1
Toe by toe intervention to support KS2 dyslexic pupils identified still needing support beyond phonetic		2, 1

decoding and encoding when word reading.	their writing EEF - Speed and Fluency for Writing	
Talk Book in KS1 and KS2 to support Oracy development.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. EEF Oral Language Research	2, 1
NELI Speech and Language Intervention to support oracy development in EYFS and Year 1.		2, 1
1:1 targeted intervention for disadvantaged pupil based on need identified by class teacher (NC)	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. EEF / Support for Schools / School Planning Support - Targeted Support	1, 2, 3, 4, 5
Development of 'Walking Stories' around the school grounds to support reading fluency.	pupils need to: Be read aloud to: This allows them to hear fluent reading Engage in assisted reading: Pupils read a text whilst listening to a fluent reading of the same text; and Be given opportunities for repeated reading: pupils practice reading texts repeatedly until they can read the text in a fluent manner. Why Focus on Reading Fluency?	2, 4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on developing opportunities to practice and build resilience and perseverance (inc planned taught lessons,	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their	4, 5

development of growth mindset, modelling by teachers, outdoor pursuit trips, sporting competitions and other opportunities)	<p>current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.</p> <p>EEF / Guidance Report / Primary SEL</p> <p>Public Health England state - A number of specific social and emotional competencies have positive effects on academic achievement: • pupils who are confident about their learning and who have a 'growth mindset'¹⁴ (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges¹⁵ • pupils who can set goals, manage stress and organise their school work achieve higher grades¹⁶ • pupils who use problem-solving skills to overcome obstacles do better academically¹⁷ Social and emotional competencies have been found to be a more significant determinant of academic attainment than IQ.¹⁶ Public Health England / DFE / The Link Between Pupil Health and Wellbeing and Attainment</p>	
Plan and teach additional Research based SEL lessons in self-regulation and building resilience as a learner, to further enhance SEMH provision across 10:10 and develop resilience.	<p>There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. EEF /metacognition-and-self-regulation</p> <p>EEF / Primary Social and Emotional Learning</p>	4, 5
Continue to develop culture capital for disadvantaged pupils through careful selection of trips, wider	<p>DFE /Against the odds report.pdf</p> <p>Cornerstones Education /developing-cultural-capital-in-your-primary-school/</p>	4, 5

opportunities, extra-curricular clubs and visitors to school (eg Buxton Opera House, Houses of Parliament, Lea Green, Briars, STEM career talks etc)		
Embedding of principles of good practice in DFE's guidance on working together to improve attendance.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence DFE Working Together to Improve School Attendance	5
PASS & wellbeing surveys used to monitor, track and respond to SEMH needs of pupils.	Recommendation 2 of the EEF's Improving social and emotional learning in primary schools guidance report suggests that effective SEL can lead to learning gains of +4 months over the course of a year and improve mental health and wellbeing.	4, 5
Further development of our wellbeing library to add new books, inc wider links to British Values and books for parents to support pupils needs at home.	Evidence from Reading Solutions UK suggests reading improves cognitive function, and the absorption of stories helps understand the world. Cambridge University ^[4] has linked reading for pleasure in childhood with healthier mental well-being in the teenage years. Strong engagement with reading in the early stages (ages three to nine) fuels well-being later in life. Higher reading proficiency results in a greater ability to learn as a teenager, better mental health, and more consistent sleep patterns How Can Reading Improve Children's Mental Health	4
Introduction of meet the teacher open evenings to develop communication, establish clear expectations and support home/school relationships.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Communication and maintaining parental engagement is crucial. EEF / Parental Engagement	5, 2, 3, 1, 4

Total budgeted cost: £22, 360 + £23,000 + £10,000 = £53,360

Part B: Review of the previous academic year (see old document format) [St. Mary's PP Strategy 23/24 Review Summary Doc](#)

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.