

St Mary's Catholic Primary School, Wingate

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Name of school	St Mary's Catholic Primary School, Wingate
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	41.2%
Academic year/years that our current pupil premium strategy plan covers	2024 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	LGC
Pupil premium lead	Julie Hill Headteacher
Governor / Trustee lead	Stephen Carter CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,400
Recovery premium funding allocation this academic year	N/A
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	£41,400

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

When diagnosing pupil's needs, we look very closely at the individuals rather than groups. Cohort sizes are variable and data of groups is therefore often unreliable.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils can have difficulties with phonics from Reception through to year 6, and make up part of the lowest 20% within cohorts.
2	<p>Internal assessments indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils within some cohorts.</p> <p>Again the variable cohort sizes year on year effect the formation of reliable data, but the PP pupils do contribute to the bottom 20%.</p>
3	<p>Internal assessments indicate that attainment in writing among disadvantaged pupils is below that of non-disadvantaged pupils within some cohorts.</p> <p>Again the variable cohort sizes year on year effect the formation of reliable data, but the PP pupils do contribute to the bottom 20%.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities and/or engagement. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in Reception pupils and can have an ongoing impact for some pupils, through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
7	Whilst our attendance data this year does not demonstrate that disadvantaged pupils are more likely to be persistently absent, we do have a number of disadvantaged pupils who are also persistent absentees.
8	Cultural capital - limited life experiences and opportunities of some pupils means staff have to ensure there are opportunities for school visits and wider opportunities (eg extra-curricular clubs) to raise aspirations.
9	Cultural capital - limited life experiences and opportunities of some pupils means staff have to ensure there are opportunities in school, to support and value reading.
10	Assessments show that a significant % of pupils in reception did not achieve GLD in 2024.

11	<p>Mobility between schools is an annual challenge. In year transfers are regularly pupils who fall into the SEND and Pupil Premium groups.</p> <p>We have a higher than National % of SEND pupils and a high number of those are PP.</p> <p>43% of PP are SEND. 56% of those are in-year transfers.</p>
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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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupil eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development.
Improved phonics attainment for disadvantaged pupils at KS1.	Phonics Screening Assessment will demonstrate higher attainment for disadvantaged pupils (in response to high number of pupils failing to reach GLD in reading) and this will be supported by other assessments for reading.
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 will demonstrate progress from end of KS1 for disadvantaged pupils was more than good. (NB cohort sizes can make data unreliable regarding % of pupils achieving expected)
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 will demonstrate progress from end of KS1 for disadvantaged pupils was more than good. (NB cohort sizes can make data unreliable regarding % of pupils achieving expected)
Improve emotional resilience for all pupils through use of staff support and intervention.	<p>Children will be identified based upon SEMH needs. Specific social and emotional support for identified disadvantaged individuals and their families. (eg Piece of Mind Team).</p> <p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviour.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To maintain good attendance for all pupils and reduce the number persistent absentees	Attendance will increase Persistent absentees will reduce.

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: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a vocabulary rich curriculum which fuels dialogic talk across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources (carefully selected texts for the writing curriculum & class libraries) and spend staff meeting time to develop understanding and good practise.</p> <p>EYFS to begin to use Launchpad for Literacy.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Release time for teachers to work across the curriculum to complete the writing units – focus on language and communication</p>	6, 10, 11
<p>Sounds Write training to be cascaded across the school</p> <p>Staff to access continual support and training in Sounds Write and support from St Michael's Hub.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,9,10
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Use of Mastering Number programme across KS1.</p> <p>We will fund teacher release time to embed key elements</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	2,10

<p>of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training & Mastering Number).</p>	<p>The EEF guidance is based on a range of the best available evidence:</p>	
<p>Release time for subject leaders to quality assure teaching, with a focus on effective use of feedback</p> <p>Attend CPD & utilise staff meeting time to share good practice</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1-6 & 10, 11</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Required resources to be purchased to support SEL and raise the profile of Mental Health & Wellbeing.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF</p>	<p>5</p>

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster sessions for targeted groups beyond the school day	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2 & 3 & 11
Intervention groups for targeted pupils within the EYs curriculum with a focus on reading, writing and maths	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 9, 10, 11
EHT and class teacher to work collaborately to split the year 5 /6 class to deliver specific reading, writing and maths teaching	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback This will enable adults to provide more frequent feedback	2, 3, 4, 5, 11
Intervention groups for targeted pupils to improve rate of progress in reading, writing and maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Key to the support, is how the staff are utilised. 30 mins sessions a number of times a week often has greater impact. NB Do the sessions replace or supplement classroom learning?	2, 3, 4, 5, 11
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. English lead to track and monitor impact.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 11

Wider strategies (for example, related to wellbeing)

Budgeted cost: £3,400 & Sports Premium Funding & grant opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective use of external agencies such as Piece of Mind Team and the Emotional Resilience Team.</p> <p>Implementation of a nurture group.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>CPD for all staff in response to MH action plan</p>	4, 5
<p>Subsidise the cost of enrichment activities including trips, music lessons</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5, 8
<p>After school clubs that promote collaborative learning and the arts.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5, 8
<p>CPD opportunities for staff relating to Mental Health and wellbeing – <i>calendared across the year.</i></p>	<p>As above</p>	4,5
<p>Access counselling to support pupils in need.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>After school clubs to be delivered to various year groups which target specific groups of children</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	8, 11

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
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Total budgeted cost: £41,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

2022-23 outcomes:

Attendance improved and Persistent absentees decreased

Phonics Screening Check: 90.1% passed

% of pupils achieving Expected and GDS increased @ end of KS 2 (NB small cohort sizes)

Monitoring of books demonstrated that pupils were receiving a broad curriculum and attitudes towards learning were positive. Productivity in books increased and presentation improved.

Maths end of KS 1 80% reached expected

Counsellor from the Road Centre worked with many of our pupils in groups and 1:1 and this impacted significantly upon emotional wellbeing of our children.

Pupils had a wide variety of educational visits which provided them with a wealth of opportunities and experiences, regardless of family finances, all children were included in these visits.

Pupils received small group tuition in English and Maths from a tutor which raised confidence, bridged gaps and improved outcomes.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Blast	Purple Mash