

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	234
Proportion (%) of pupil premium eligible pupils	13% (31)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 to 2027-28
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Natalie Hill Headteacher
Pupil premium lead	Natalie Hill
Governor / Trustee lead	Sadie Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,415
Pupil premium (and recovery 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>	£44,415

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 believe that in having ambition for all pupils, the highest possible standards can be achieved.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We ensure a framework of sharing key knowledge and vocabulary, providing timely feedback and adapting and resourcing work appropriately to meet pupils' needs. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worse affected.

Our strategy will follow the four step approach of: diagnose pupil needs, use strong evidence for support, implement and then monitor and evaluate.

Along with good academic progress in core subjects and all areas of the curriculum, we want pupils to be happy, confident and inquisitive learners. We commit to nurturing and equipping our children with self-belief, knowledge and skills, develop resilience and grow as learners so that they can discover their place in the world.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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 are 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
- Robust assessment procedures with validated tests
- Pupils' mental health and wellbeing has the highest priority
- Phonics and speech and language has a high priority across school, with early identification of need and early interventions

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and monitoring indicate that disadvantaged pupils have greater difficulties with English, in particular, oracy, phonics, reading, vocabulary and writing than their peers. This negatively impacts their development as readers. School is using Twinkl Phonics as our validated phonics reading scheme. Extra resources are being put into reading across the school, ensuring that all of our pupils have quality first teaching in reading throughout the week. School will also work closely to support parents in helping their children to access quality reading materials at home. School's English leaders are accessing Manor English Hub's accelerating progress and attainment in English CPD. We have a trained teaching assistant dedicated to supporting children with reading fluency and reading comprehension.
2	There has been a negative impact on pupils' mental health and wellbeing . It remains a priority for school to continue to ensure that pupils have regular opportunities to discuss, understand and work on their mental health and wellbeing. Wellbeing time, and wellbeing and resilience interventions help support children as necessary.
3	Access to wider opportunities and enrichment opportunities , including educational visits, extra-curricular activities and music lessons. Limited parental funds can be considered to negatively impact on pupils' overall attainment and engagement. These findings are supported by the EEF and DfE national studies. Some of our disadvantaged families and pupils need help and support to access these opportunities. This can be in the form of providing subsidised sessions for pupils.
4	Attendance rates for pupils eligible for PP are 94.52% at the end of autumn term 2024 (increase from 92.1% at the end of last autumn term, but below the 96% of all children across school and the 96% target for children nationally.) This reduces their school hours and causes them to not make the rapid and sustained progress they need as they move through our school. Our attendance data indicates that 19% of disadvantaged children have been classed as persistently absent at some point during the autumn term. Absenteeism negatively impacts pupil progress. These children are monitored by SLT, office staff, family support assistant and the Educational Welfare Officer, who work closely with these children and their families to help understand any underlying cause of their absence in order to overcome barriers and plan for greater support and improvements. We are also aware that these disadvantaged pupils may have greater academic difficulties. These children are tracked carefully with specific intervention put in place to ensure that they are making progress.
5	Maths focus - Assessments and observations indicate that the education and wellbeing of many of our disadvantage pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are

	<p>supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Multiplication knowledge is also a barrier with 5 PP children in Y4 last year achieving a mean score of 15.3 with the national average being 18.9.</p>
6	<p>Many of our pupils with additional needs have suffered as there has been a lack of face to face support from many external agencies due to Covid and its continuing impact. School has continued to screen all pupils in EYFS in terms of SALT (speech and language) – to identify their attainment levels and allow teachers to group pupils. Appropriate intervention programs are then devised.</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 vocabulary acquisition and language comprehension 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.
Improved outcomes and progress rates for disadvantaged pupils	<p>There is a clear phonics programme in place to accelerate the progress of any child who is not on track to meet the phonic screening check. Disadvantaged pupils are clearly tracked and intervention to support is put in place. Staff are appropriately retrained where necessary in the validated phonics scheme.</p> <p>Internal observations, monitoring and assessments indicate sustained improvements in phonics and fluency when reading. The gap in attainment between our disadvantaged and non-disadvantaged pupils will close, with an increase in the number of disadvantaged pupils achieving the expected standard in English.</p> <p>Rates of progress for children whose attainment is below that of peers nationally will at least meet age related expectations in phonics by the end of Y1 and English and maths by the end of year six.</p> <p>Improved maths attainment for disadvantaged pupils at the end of year four, showing that the mean score is above 20.</p>
Teachers and teaching assistants are confident to plan appropriate, sequential lessons and interventions and provide timely effective feedback to ensure children make progress and knowledge is committed to their long-term memories	Teachers and support staff can plan and deliver lessons in order to enable maximum progress for children, appropriate adaptations, scaffolding and sequencing of lessons. Analysis of lessons/books and on-going formative assessment evidences this.

Pupils are specifically taught the importance of learning behaviours.	
To achieve and sustain improved wellbeing for all pupils in our school, including our disadvantaged pupils which then impacts on attainment	There are sustained high levels of well-being, with participation in enrichment activities, particularly among disadvantaged pupils. Qualitative data from pupil voice, parent surveys and teacher observations, indicate children's well-being and confidence has increased, impacting on their overall engagement in lessons and attainment in school. Children's improved self-esteem and confidence leads to greater and improved outcomes emotionally and academically. Targeted support is provided where needed.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils	Sustained improved attendance demonstrated by rates of attendance for disadvantaged pupils being in line with their non-disadvantaged peers and the percentage of disadvantaged pupils with persistent absences reducing. Families feel supported and able to attend school. School help build a holistic understanding of specific needs and offer targeted support. There is sustained high attendance demonstrated by: <ul style="list-style-type: none"> • The overall target for attendance is 96% • Pupil Premium gap will be negligible <ul style="list-style-type: none"> • The percentage of all pupils who are persistently absent has been reduced.
Financial support made available to ensure all children have access to the wider and extra-curricular opportunities	An increase in participation in enrichment activities, particularly among 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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of DFE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils Giving staff	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Teaching pupils a comprehensive set of letter-sound relationships for spellings, is also key.	1, 2

<p>CPD to develop their teaching of Systematic Synthetic Phonics and reading comprehension skills</p>	<p>Training all staff to have the necessary pedagogical skill and content is fundamental to engagement and progress in reading.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>CPD and management time dedicated to quality first teaching, metacognition and learning behaviour, teaching and learning pedagogy and providing effective feedback for children, English and maths curriculum CPD, in order to maximise their learning</p>	<p>There is strong evidence that immediate feedback from adults supports children's attainment and progress. The EEF found that low attaining pupils tend to benefit more from explicit feedback.</p> <p>Evidence informs us that quality first teaching is the most effective way to improve children's outcomes and can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2</p>
<p>Professional development – CPD – for focused reading groups and speech and language</p>	<p>There is strong evidence to suggest that using a balanced and engaging structure to develop reading, which integrates both decoding and comprehension skills, is necessary for competent and confident reading. It is also recommended that using teaching assistants and other trained adults to deliver high quality, small group reading can impact on attainment of approximately three-four additional months' progress.</p> <p>There is a strong evidence base that suggest oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 5, 6</p>
<p>Professional development and development of maths skills</p>	<p>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>Firm foundations in the development of good number sense allows children to become fluent in calculation and have a confidence and flexibility with number.</p> <p>There is clear evidence that schools who invest time to develop practitioners' understanding of how children learn mathematics is key to supporting maths fluency and progress. The EEF and NCETM recommend that a secure grasp of early</p>	<p>5</p>

	<p>mathematical ideas takes time, and specific skills may emerge in different orders, as such dedicated time for staff to develop maths throughout the day including using core manipulation and representations is key to embedding connections and fluency.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Mastery learning EEF</p> <p>Research review series: mathematics - GOV.UK</p>	
Developing and embedding high quality assessments – standardised diagnostic assessments	<p>It is recognised that standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. In this respect, the support of effective assessment for the core subjects can support teachers in identifying the precise gaps and teaching tools needed to support catch-up.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1, 5
Develop the coaching culture in school, where staff have access to an internal or external coach/ They will receive targeted coaching and mentoring interventions to help improve and sustain quality first teaching and the explicit teaching of learning behaviours. Investment in Iris Connect.	<p>Research supported by pure coaching and EEF regarding closing the gap for teachers CPD and mental health and well-being. As a result, staff feel more confident to sustain high quality teaching.</p> <p>Release time for phonics. English and maths leaders to support, coach and mentor other staff means that standards of teaching are consistent across the key stages.</p> <p>Effective Professional Development EEF</p> <p>Metacognition and Self-regulated Learning EEF</p>	1, 2, 5

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention and teaching assistant support</p> <p>SLT to support the development of planning of intervention for disadvantaged children so individual needs are met and</p>	<p>Embedding diagnostic activities across the school curriculum in line with children's requirements. This includes work on phonics and reading comprehension strategies that are a key element of our school development plan, as well as key vocabulary and fluency in maths and further purchase of maths manipulatives to support learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1, 5

targeted specifically. Intervention is sequential and allows for progression, supporting provision mapping.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Additional adult booster and close supervision work / tutoring giving high quality 1:1 and small group work, with a focus on reading fluency, vocabulary and comprehension	<p>Supporting the implementation of interventions across school and providing opportunities for children to receive support on key learning missed and catch up interventions, particularly within English and maths.</p> <p>There is clear evidence to suggest that schools who invest time to develop practitioners' understanding of how children read is likely to support fluency and reading comprehension. The EEF note that children need wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. Reading comprehension can also be improved by targeting specific strategies that pupils can use to help and overcome barriers to comprehension. These include tools which focus on: prediction, questioning, clarifying, summarising, inference and activating prior knowledge.</p> <p>Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition dependent on their needs.</p> <p>Making Best Use of Teaching Assistants EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Fluency EEF</p>	1, 2, 5

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

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour support and de-escalation techniques</p> <p>Staff inset and CPD time dedicated to behaviour and wellbeing support</p> <p>Identified teaching assistants to develop nurture to support all children, including disadvantaged learners to self-regulate and develop socially and emotionally.</p>	<p>Approaches to improve children's behaviour, social skills and self-esteem can contribute to their academic progress along with a decrease in problematic behaviours.</p> <p>There is strong evidence to suggest that considerations of the health and wellbeing of learners can help inform planning and delivery of the quality of lessons. To this end, we will be continuing to focus on improving the social and emotional learning needs of our pupils by providing professional development opportunities for staff to understand how some children can be supported to articulate and manage their emotions, solve problems and communicate</p>	2, 4

	<p>their thoughts in the most effective way – all of which are linked to positive outcomes in later life. We will be working with Beacon Behaviour support to develop this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	
<p>SLT time, office staff time, TA and regular EWO time to monitor attendance, follow up quickly on absences and engage with parents offering support where needed so that attendance can be improved, tackling attendance issues and persistent absence.</p> <p>SLT time to engage with and implement strategies from the attendance hub CPD.</p> <p>Develop and promote attendance across the school through assemblies and whole class love of learning.</p> <p>Rewards and attendance incentives.</p> <p>Work with families to offer targeted support.</p>	<p>Improved attendance allows children increased teaching and intervention time in order to close any attainment gaps and supports interactions with their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Regular monitoring of attendance will help identify patterns, reasons for absence and attendance of particular groups, including children with medical needs, mental health problems and SEND. The DfE also advise that using wider pastoral and SEND staff, who are skilled in supporting such pupils and their families, can significantly help identify and overcome barriers to attendance.</p> <p>Mentoring EEF</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Parental engagement EEF</p> <p>Attendance of disadvantaged children improves over time and is at least in line with national figures.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Enhancing pupils' cultural capital with financial support offered to families with disadvantaged children so that they can take part in educational visits, residential stays, music lessons and extra-curricular activities where needed.</p> <p>Introduction of the 'Safeguarding Me' programme, at no cost to families, to support children's wellbeing, resilience and transition.</p>	<p>Extensive research shows that education and health are closely linked.</p> <p>Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they might otherwise not be able to access. This learning can support pupils to develop non-cognitive skills, such as resilience, self-confidence and motivation.</p> <p>In promoting the wellbeing of children within schools, it has the potential to improve educational and health / wellbeing outcomes.</p> <p>This will foster children's self-esteem, allowing them access to opportunities in line with their non-disadvantaged peers. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating wider arts education. Access to extra-curricular activities and cultural experiences are key in supporting</p>	2, 3

	<p>engagement and ultimately impacting on academic attendance and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
Additional lunchtime support and offer of an indoor lunch club with targeted resources	<p>Observations show that if children experience a calm and successful lunch break, they arrive back in the classroom settled and ready to learn.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p>	2

Total budgeted cost: £ 46,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from 2024 shows that 100% of children eligible for PP passed the phonics check, (nationally this is 68% of disadvantaged pupils), 75% met the standard in reading at the end of Y2 (3 out of 4 children) and 100% met the standard in reading at the end of year six (74% of all pupils nationally).

75% of children eligible for pupil premium in early years achieved a good level of development (3 out of 4 children).

50% of children eligible for pupil premium met the expected standard for maths at the end of Y2 and 80% at the end of Y6 (4 out 5 children). 74% of all pupils nationally met the standard for maths at the end of KS2.

Our wider assessments across school indicate that pupil behaviour, well-being and mental health were significantly impacted, primarily due to the long-term effects of the Covid-19 pandemic. We have used pupil premium funding to provide well-being and targeted intervention where required. We purchased resources to support teaching and learning, particularly in English and Maths (phonics resources, class novels, maths resources for each class, as well as the purchase of online resources –TTRS, Education Shed, Espresso and Twinkl. Through our updated behaviour policy, children have identified a sense of community and have many opportunities to celebrate their achievements.

Quality CPD was provided for staff on quality first teaching and assessment for learning and adaptations to support children's needs. This all received very positive commentary from our recent Ofsteds. Additional teaching support was employed to boost progress in the areas of phonics, reading and writing. Additional staff were also purchased to support children's well-being where needed, for example – play therapy, counselling. Children gained from the personal approach and made progress from their starting points in terms of phonics, maths and with their mental wellbeing.

Phonics and reading interventions, which were targeted at disadvantaged learners who required further phonics and reading support were highly successful. An accessible library and class libraries, as well as reading record books have been established, which ensure all children could choose reading books for enjoyment and to share at home, additional to their school reading books. As a result, parental engagement and children's love of reading increased.

Targeted intervention, 1:1 tuition and deployment of all teaching assistants and additional adults have been successful and significant for disadvantaged learners to make progress over time. The use of teaching assistants has ensured disadvantaged learners within the classroom benefit from high quality, personalised support within a lesson, which is supported by strong first-wave teaching.

During the year, an increased proportion of disadvantaged learners across the school were able to take part in extra-curricular opportunities. These were run by teachers and teaching

assistants and enabled high quality experiences which build on cultural capital. Pupil voice across school shows an increased attendance of extra-curricular opportunities and a higher awareness of ways to develop within the wider curriculum. A variety of clubs enables pupil voice to be heard further and as a result, all children, can voice their opinions and interests and their views can be taken into account.

Continual funding support for disadvantaged learners ensured that no disadvantaged learner missed out on vital educational visits which build and developed their cultural capital considerably, providing them with first-hand memorable experiences.

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
White Rose Maths	White Rose Maths Hub
Quick fire multiplication facts	Times Tables Rockstars
Mastering Number	NCETM
Twinkl Phonics	Twinkl
WellComm Assessment	GL Assessment