

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary's Catholic Junior School, WA12 9QQ
Number of pupils in school	234 (Autumn 23)
Proportion (%) of pupil premium eligible pupils	45 pupils (19.23%)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	Autumn 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Nicola Follin
Pupil premium lead	Nicola Follin
Governor / Trustee lead	Gill Tuck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99840 (this includes £25300 post LAC funding)
Recovery premium funding allocation this academic year	Unknown
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£99840

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Junior School, it is 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 school led tutoring 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

The attached Pupil Premium Strategy Statement includes the details of how we are trying to improve outcomes for PP pupils. The statement also reviews expenditure and the impact of this for 2022-23.

Challenges

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

Challenge number	Detail of challenge																								
1	From teachers' assessments, gaps in learning have been identified across the curriculum (following the pandemic). From this, we identify the need for standardised assessments across the school to ensure that no gaps are left.																								
2	Attendance and punctuality can be an issue for some of the PP pupils. <table border="1" data-bbox="363 663 783 1368"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Autumn term 1</td> <td>92.79%</td> <td>95.21%</td> </tr> <tr> <td>Autumn term 2</td> <td>91.81%</td> <td>94.24%</td> </tr> <tr> <td>Spring term 1</td> <td>91.13%</td> <td>96.36%</td> </tr> <tr> <td>Spring Term 2</td> <td>93.67%</td> <td>95.88%</td> </tr> <tr> <td>Summer Term 1</td> <td>93.13%</td> <td>93.82%</td> </tr> <tr> <td>Summer term 2</td> <td>91.08%</td> <td>94.15%</td> </tr> <tr> <td>Total for year</td> <td>92.67%</td> <td>94.84%</td> </tr> </tbody> </table>		PP	Non-PP	Autumn term 1	92.79%	95.21%	Autumn term 2	91.81%	94.24%	Spring term 1	91.13%	96.36%	Spring Term 2	93.67%	95.88%	Summer Term 1	93.13%	93.82%	Summer term 2	91.08%	94.15%	Total for year	92.67%	94.84%
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3	Social, emotional, mental wellbeing (self-regulation and resilience) and readiness to learn on arrival at school. Discussions with staff, parents and children all inform this decision.																								
4	Access to the whole curriculum can be hindered for disadvantaged pupils as a result of their lack of phonics knowledge.																								
5	The definition and awareness of the cultural capital and its benefits to increase the life chances of all pupils is an area highlighted in the School Development Plan. This is particularly relevant for our most disadvantaged children.																								
6	The gap between pp children and their peers in reading, writing and maths, although beginning to be diminished, needs to continue to be closed.																								

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
Gaps are identified and pupils achieve expected or better in their assessments	Pupils achieve expected, or better, outcome relative to their starting points, evidenced by data in July 2024
To achieve and sustain improved attendance and punctuality for our disadvantaged pupils to bring them in-line with our non-disadvantaged pupils.	Attendance and punctuality of disadvantaged pupils is in line with national.
To improve social, emotional and mental wellbeing (particularly self-regulation and resilience) and readiness to learn on arrival at school for all pupils, particularly our disadvantaged pupils.	There are fewer incidents of inappropriate behaviours as evidenced on CPOMS. Staff and parents report that readiness to learn has increased for all children identified.
To improve phonics awareness and therefore increase reading attainment for disadvantaged pupils by the end of the academic year (and at the end of KS2)	Pupils make good or better progress in their phonics and accelerated reading assessments evidenced by data July 2024.
Curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a variety of experience and opportunity is in line with non-disadvantaged peers. Extra-curricular opportunities to expand our disadvantaged children's experiences and cultural capital will be provided.	Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this. Through monitoring of books and learning walks, the ARCHES curriculum will be fully embedded to ensure a high-quality curriculum for all disadvantaged learners. High uptake of extra-curricular activities in line with peers.
Diminish the gap between pp children and their peers in reading, writing and maths.	Disadvantaged pupils attain in line with or above national progress measures through assessment on NFER. The gap between disadvantaged and non-disadvantaged is reduced. Monitoring of teaching standards will evidence high quality teaching in all year groups with clear progression evident in children's books. Impact of CPD will be clear through monitoring. Intervention strategy will be fully embedded across school and evident in children's books.

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: £31652.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>EEF: Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or classes. Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. Gaining a thorough knowledge of our disadvantaged pupils' levels of attainment is the first step.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	<p>1, 4, 6</p>
<p>To offer an extensive internal and external programme of high quality, evidence-based CPD targeted to individual teacher's and learning assistant's needs and whole school priorities with a sharp focus on high quality first teaching.</p>	<p>EEF Guide to the Pupil Premium, June 2019: <i>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending"</i></p> <p><i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</i></p> <p><i>"A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds."</i></p>	<p>2,3,4,5,7</p>

<p>To embed a highly effective monitoring programme throughout school to monitor teaching (including pupil progress) and provide support/individualised CPD where required by SLT.</p>	<p>EEF (2022) School Planning Guide: “Effective professional development is vital to support, develop, and sustain high quality teaching. As schools move forwards into the next academic year, professional development programmes are an important focus for school plans” The Guide discusses the importance of CPD be based on mechanisms in four groups: building knowledge; • motivating teachers; • developing teacher techniques; and • embedding practice.</p>	<p>2,3,4,5</p>
<p>To embed feedback policy in line with EEF guidance to ensure maximum possible impact on learning for all pupils.</p>	<p>EEF Guide to Effective Feedback, June 2021: “Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.” “Teachers should provide opportunities for pupils to use feedback.” “Verbal methods of feedback can improve pupil attainment.”</p>	<p>2,4,5</p>
<p>To embed a high-quality coaching model throughout school to offer peer to peer support to improve teaching standards across school with a focus on early reading for both teachers and teaching assistants.</p>	<p>EEF Guidance to Implementation (2019) states that ‘an increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.’</p> <p>EEF (2022) School Planning Guide on high quality first teaching: “The ‘five-a-day’ approach identifies these evidence-based ‘best bets’, which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND.”</p>	<p>2,4,5</p>
<p>Train staff in RWI programme to secure stronger teaching in phonics for all pupils.</p> <p>Invest in more books associated with RWI scheme</p> <p>Access to the RWI portal for staff training and resources.</p>	<p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 4, 6</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
<p>Improve the quality of social and emotional (SEL) learning through the employment of a L3 teaching assistant with a pastoral focus.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Desty Island (2 TAs trained as Desty mentors) used to develop self-confidence, social skills and emotional resilience.</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>https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p> <p>https://www.educationdesty.com/desty-pilot</p>	1, 2, 3, 4, 6
<p>Access to White Rose on-demand CPD (£420) to allow staff to develop their knowledge and understanding of maths key elements with reference to White Rose.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</p>	1, 6

<p>Intervention teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> • IDL (independent but children may need help to access) • SNIP – spellings • White Rose follow-up maths • Handwriting (Write from the Start) • Socially Speaking • Sunshine club • Sensory club • Daily readers • Fresh start • Desty 	<p>Making best use of Teaching Assistants – EEF report</p> <ul style="list-style-type: none"> - Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points. - Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants. - Explicit links to classroom teaching made. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2, 3, 4, 5, 6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17109.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been	4

<p>further phonics support</p> <p>Daily phonics/guided reading session in all years</p> <p>Fast track phonics to close gap 1:1</p> <p>Daily read for bottom 20% readers</p>	<p>shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional maths sessions – teachers to identify gaps and areas of need following the daily lesson and teaching assistants to use White Rose Maths resources to rectify this on the same day or following day.</p> <p>Ready to progress documents used in to identify and address gaps in knowledge.</p> <p>From September until SATs, children in Y6 will be ability grouped for the daily maths lesson. This will ensure that work is pitched appropriately with more precision teaching of gaps and misconceptions and developing more independence,</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</p>	<p>1, 6</p>

resilience and confidence linked to completion of SATs by children. There will be 3 teachers in Y6 to accommodate this.		
Handwriting	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine	
1:1/small group 'booster' sessions – all Y6 children offered maths and English booster lesson before SATs. After SATs, children in Y5 identified. Early bird TT rockstar club for multiplication tables knowledge.	EEF evidence suggests 5 months additional months progress on average	1,4,6

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

Budgeted cost: £51077.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies .	1-6

develop and implement new procedures.		
Attendance officer to work with families.	<p>Following Covid lockdowns our school attendance data shows that FSM attendance rates are lower than non-FSM attendance rates.</p> <p>Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out.</p> <p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
Implementation of behaviour policy with a focus on relationships and restorative approach. Two members of staff trained to become Desty mentors.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.educationdesty.com/desty-island</p>	1, 5, 6
Full-time Pastoral and safeguarding Manager to support families. Additional L3 TA appointed to support pastorally.	<p>Ofsted's research into community relationships and EEF guidance on working with parents/carers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	

Total budgeted cost: £ 31,500 + £7,000 + £31,500 = £70,000

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 2021 to 2022 academic year.

Gaps in learning identified – NFER assessments more clearly identified pupils’ starting points and, as a result, pupils’ learning needs were better met and had improved outcomes.

Improved attendance –

In 2021-22, PP attendance was 90.57% compared to 94.31% for non-pupil premium.

In 2022-23, PP attendance was 92.67% compared to 94.84% for non-pupil premium.

Improved wellbeing - Pupils are well supported in this regard at this school. Staff care for, guide and support all the children especially the most vulnerable. Pupils identified as needing further support to improve their well-being can attend the sunshine club and/or the sensory club. The impact of our strategies helped children become more settled, improved social interactions and behaviours. Positive pupil voice in Summer 2023.

Improved phonic/reading attainment –

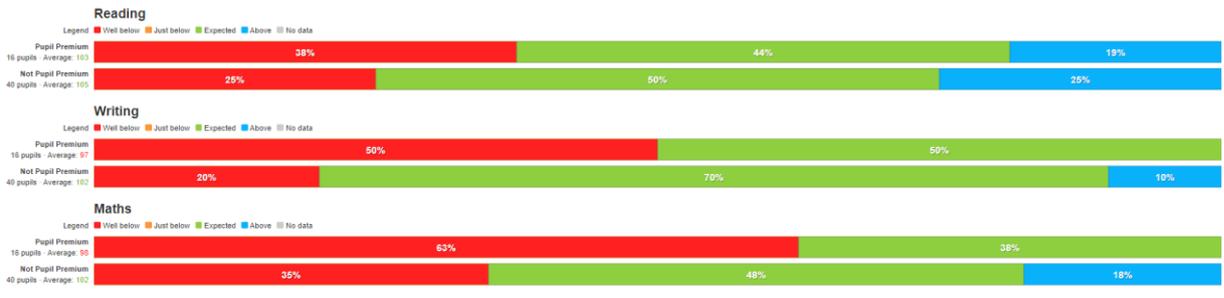
	2021-22	2022-23
Reading average point score for pp child	83	103

Average score increased for pp children by 20 points in the last academic year.

Improved cultural capital opportunities – all children had equal opportunities to engage in extra-curricular sport, school responsibilities, residential trips, inter-school sporting competitions, choir at the Young Voices concert in Manchester Arena.

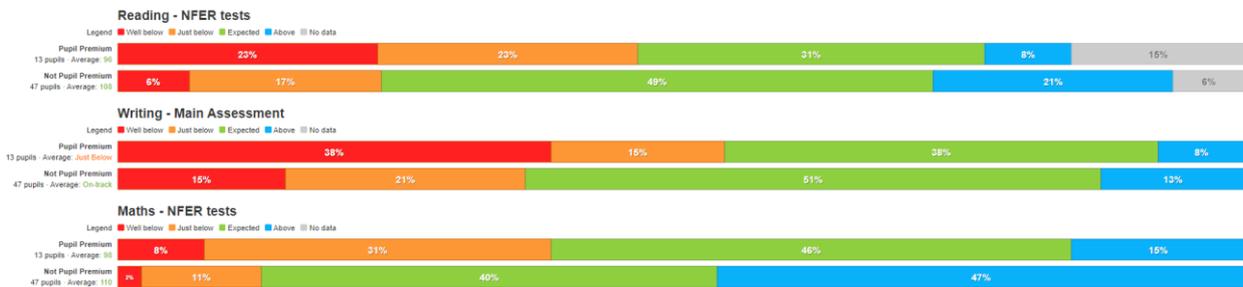
Diminishing of the ‘gap’ –

Year 6.



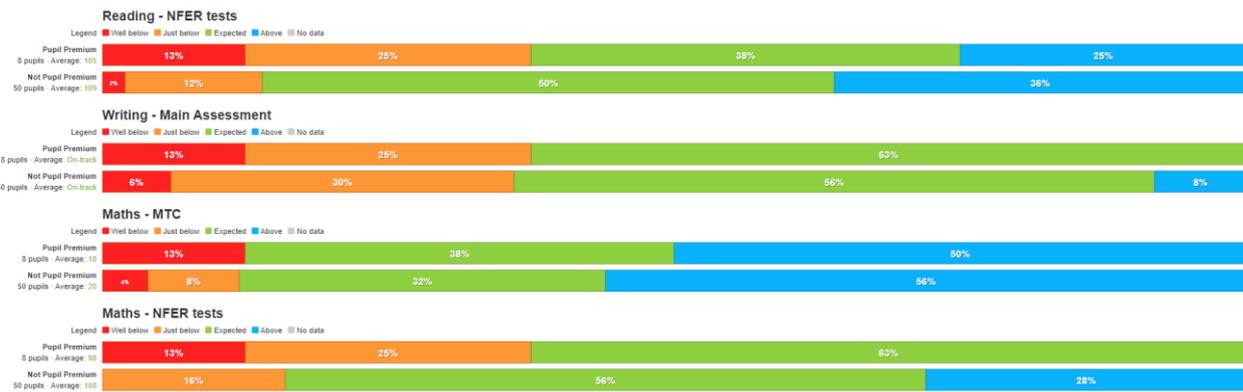
Overall, there was some achievement for our disadvantaged pupils. However, they did not reach the heights that we had hoped for. In part, we attribute some of this to the impact of COVID. The gap between pupil premium and non-pupil premium was still too big at the end of KS2.

Year 5



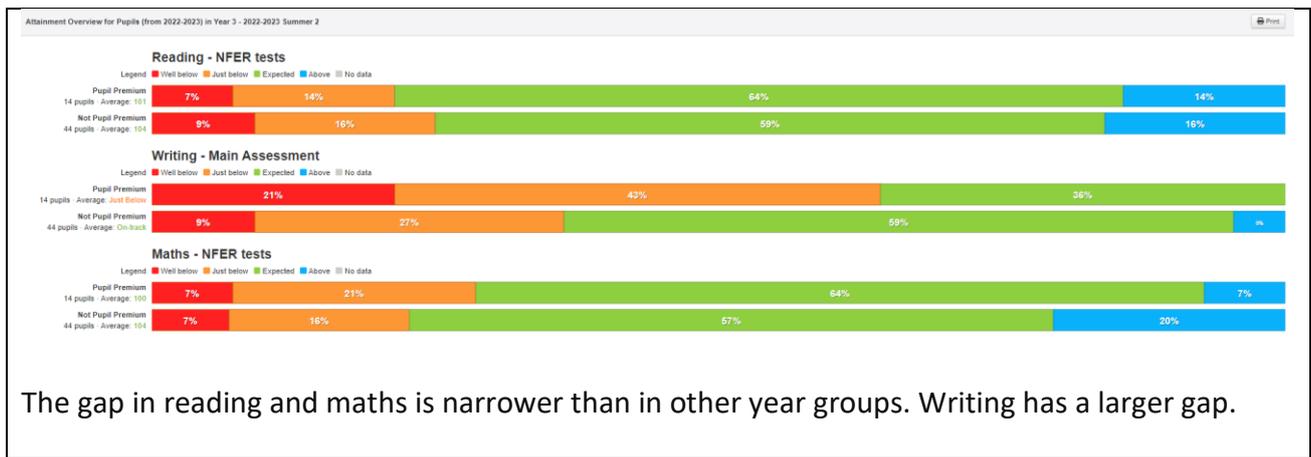
In reading and maths, pp and non-pp children's average scores were similar. However, there is a gap between pp and non-pp children's attainment.

Year 4



The gap in writing is narrow. The gap in the multiplication test is also narrow. Reading and maths continue to have wider gap.

Year 3



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Computing and DT schemes of work	Kapow
RE scheme of work	Ten Ten
Current affairs	Picture News
Music	Charanga
Maths	White Rose

Further information (optional)

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