# Pupil premium strategy statement 2024-25

This statement details our school’s use of pupil premium (and recovery premium for the 2023-24 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.

This strategy is currently awaiting governor approval

**School overview**

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| **Detail** | **Data** |
| School name | St Mary’s Catholic Infant Academy |
| Number of pupils in school | Rec to Year 2-146 pupils  23 in nursery |
| Proportion (%) of pupil premium eligible pupils | 9.58% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | August 2024 |
| Date on which it will be reviewed | June 2025 |
| Statement authorised by | Mrs Samantha Birchall |
| Pupil premium lead | Mrs Katherine Grange |
| Governor / Trustee lead | Mrs Gill Tuck |

**Funding overview**

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| **Year 1-2022-2023** |  |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £33,240 |
| Recovery premium funding allocation this academic year | £4206 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £37446 |

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| **Year 2-2023-2024** |  |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £32345 |
| Recovery premium funding allocation this academic year | £2718.75 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £35063.75 |

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| **Year 3-2024-2025** |  |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £28,120 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £28,120 |

# Part A: Pupil premium strategy plan

## Statement of intent

#### Objectives for our disadvantaged pupils

At St Mary’s Catholic Infant School, it is our intention that all children, regardless of their background or life experiences, are offered an exceptional quality of education through our bespoke Arches Curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life.

Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the chance to achieve their true potential. We ensure that all children, with a strong focus on disadvantaged children, achieve their full potential in all curriculum areas, through consistent quality first teaching across school, supported by individualised targeted interventions.

To consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences.

To provide opportunities for disadvantaged pupils to build their cultural capital.

We aim to identify the challenges our disadvantaged children’s experience through robust diagnostic assessments (specific to elements of education as well as non-academic challenges), not assumptions about the impact of disadvantage. This will include the analysis of NFER assessments, RWI assessments, Boxall, NELI screening, Early Talk Boost, Talk Boost, as well as attendance data.

Our strategy plan links closely with our school development plan and sports premium. We will adopt the three-tier approach in which we prioritise high quality teaching and learning for all. Within this, we aim to continue to invest in high quality CPD for all staff. Targeted Interventions are carefully planned for, in-light of children’s needs, including speech & language, phonics reading and writing and maths support. We also invest in wider strategies to support aspects of physical and mental wellbeing and attendance, for example nurture strategies.

To ensure our approaches 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

#### Aims of our PP strategy

* Improve quality of teaching for all to ensure that the attainment gap between disadvantaged pupils and their peers is narrowed.
* Promote excellent attendance and reduce the percentage of persistent absenteeism.
* Promote well-being, mental health and safeguarding.

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Poorer social, emotional and mental wellbeing in disadvantaged pupils.  A higher percentage of disadvantaged children attend nurture sessions compared to non-disadvantaged children. |
| 2 | Disadvantaged pupils have poor attendance and punctuality compared to their peers.(DATA)   * 2023/2024 data - PP attendance was 93.8% compared to non-PP attendance of 97.1% (this includes Reception) |
| 3 | Significant low levels of language skills on entry as identified by staff screening all children in the EYFS   * Early Talk Boost - Nursery * NELI baselines * Reception baseline |
| 4 | Attainment of disadvantaged pupils is below ‘all pupils’ in reading, writing and maths across Key Stage 1.  2022-23   |  |  |  |  | | --- | --- | --- | --- | | Pupils | Reading EXS+ | Writing EXS+ | Maths EXS+ | | All (59) | 70% | 57% | 73% | | PP (10) | 30% | 20% | 40% | | Non-PP (49) | 77% | 65% | 80% |  |  |  |  |  | | --- | --- | --- | --- | | Pupils | Reading EXS+ | Writing EXS+ | Maths EXS+ | | All (57) | 80.7% | 70.2% | 78.9% | | PP (10) | 50% | 40% | 40% | | Non-PP (47) | 85.1% | 78.7% | 78.7% | |
| 5 | Low percentage of disadvantaged pupils achieve GLD by the end of EYFS. |
| 6 | From the teachers’ assessments, gaps in learning across the curriculum have been identified. From this, we have identified the need for standardised assessments in KS1.   * 23/24 – Autumn baseline assessments/NFER |
| 7 | Limited opportunities and life experiences |

## 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.

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| **Intended outcome** | **Success criteria** |
| Improved social, emotional and mental wellbeing in disadvantaged pupils. | Work completed with families by our Pastoral TA develops greater levels of self-regulation and resilience.  Improved levels of social, emotional and mental wellbeing.  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. |

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| To achieve and sustain improved attendance and punctuality for our disadvantaged pupils to bring them in-line with our non-disadvantaged pupils. | Have positive engagement with families, building aspirations and home learning.  Education Welfare Officer to support the school to  achieve a sustained high attendance rate, and to have narrowed the gap between disadvantaged and non-disadvantaged attendance rates by July 2025. Improved punctuality so that the child is on time for school measured by half termly attendance data  analysis. |
| Improved oral, language and listening skills and vocabulary among disadvantaged pupils. | Early Talk Boost (Nursery) and Talkboost (KS1) and NELI assessments show significant improved language skills.  See TALKBOOST link  <https://speechandlanguage.org.uk/media/1940/talk-boost-interim-report-29-may-2012.pdf>  Children will meet ARE in Communication and Language at the end of Reception.  Children’s use of Tier 3 vocabulary is increased that is linked to our Arches Curriculum and new EYFS curriculum offer. |
| Curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a variety of experience and opportunity is 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. |
| The gap between the % of disadvantaged and non- disadvantaged is closed in Phonics, reading, writing and maths by the end of each phase. | Phonics/ Reading  Increase the % of disadvantaged pupils passing the Y1 phonics screening check – closing the gap be- tween disadvantaged pupils and all pupils.  Early Years Literacy (ELGs Comprehension, Word Reading, Writing), Maths (ELGs Number, Numerical Patterns) outcomes improve each year so that by June 2025 the gap between disadvantaged pupils and all other pupils has diminished.  KS1 reading outcomes improve each year so that by June 2025 the % of disadvantaged pupils meeting the expected standard is at least in line with national figures.  Consistent Read, Write, Inc (RWI) phonics scheme rolled out and taught consistently across EYFS and KS1.  RWI assessed every 6 weeks and children grouped accordingly.  Coaching for all teaching staff to ensure that the specific strategies for successful comprehension are modelled, scaffolded and explicitly taught, to build comprehension skills for those fluent readers.  High quality texts that are challenging and appropriate, which engage readers, used in all areas of reading and English teaching.  TA time dedicated to Fast Track Tutoring sessions.  Pupils not making expected progress in reading/phonics to receive weekly phonics intervention, additional to the High Quality First Teaching daily phonics sessions.  Writing  Writing outcomes improve each year so that by June 2025, disadvantaged pupils writing attainment at the end of KS1 is in-line with all other children.  Small group support for children requiring handwriting and spelling intervention.  Subject leader knowledge upskilled through quality  CPD with School Improvement Liverpool, National college webinars, North West Partnership training, use of consultants and colleagues from All Saints Mat.  Children are regularly exposed to fiction and non-fiction text types and given writing opportunities across the curriculum.  Maths  KS1 maths outcomes improve each year so that by June 25 the % of disadvantaged pupils meeting the expected standard is at least in line with national figures.  Teaching for Mastery approach to embedded throughout Early Years and Key Stage 1. We are currently at the ‘sustaining’ stage having made progress from last year.  Diagnostic assessments provide teachers with clear identified areas of learning to focus on.  Subject leader knowledge upskilled through quality  CPD with School Improvement Liverpool, National College webinars, North West Partnership training and use of mathematics consultants within All Saints Mat. |

## 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: £8,864

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Purchase of standardised NFER diagnostic assessments  Training for staff to ensure assessments are interpreted and administered correctly. | 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 your disadvantaged pupils’ levels of attainment is the first step.  [https://educationendowmentfoundation.org.uk/public/fil](https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf) [es/Diagnostic\_Assessment\_Tool.pdf](https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf) | 4, 6 |
| 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. | EEF Guidance to Implementation (2019) states that ‘*an increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.*’  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.”* | 4, 5 |
| Development of our maths curriculum planning and teaching in line with White Rose maths used in KS1  Continue to embed the sustaining phase of the Mastering Number programme for Early Years and KS1.  Maths specialists providing CPD for subject leaders.  Greater focus on subject specific vocabulary | 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.  Workshops planned for parents (Come in and Count) to demonstrate and explain teaching and expectations  [https://assets.publishing.service.gov.uk/government/u](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf) [ploads/system/uploads/attachment\_data/file/1017683/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf) [Maths\_guidance\_KS\_1\_and\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf)  Maths hub training on the use of   * Resources * Breaking concepts down to show coherence | 4 |
| Development of our literacy offer following The Write Stuff by Jane Consodine  Purchase of wider reading quality texts for foundation subjects and Ruth Miskin portal purchased. | The EEF guidance is based on a range of the best available evidence:  [https://educationendowmentfoundation.org.uk/educati](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) [on-evidence/guidance-reports/literacy-ks-1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) | 4 |
| 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. | EEF Guide to the Pupil Premium, June 2019: “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 spend-ing”  “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”  “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 dis-advantaged backgrounds.”  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 | 4 |
| To embed a highly effective monitoring programme throughout school to monitor teaching (including pupil progress) and provide support/ individualised CPD where required by SLT. | 4 |

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

Budgeted cost: £10,950

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| TAs to deliver additional phonics sessions targeted at disadvantaged children.  1:1 RWI phonic intervention sessions | 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.  [https://assets.publishing.service.gov.uk/government/uplo](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf) [ads/system/uploads/attachment\_data/file/1000986/Readi](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf) [ng\_framework\_Teaching\_the\_foundations\_of\_literacy\_-](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)  [\_July-2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)  [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) [evidence/teaching-learning-toolkit/phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 4 |
| Delivery by trained teaching assistant of NELI and TALKBOOST in Year 1 following intensive assessments. | EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. | 3, 5 |

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|  | [https://d2tic4wvo1iusb.cloudfront.net/documents/gui](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf) [dance/Law\_et\_al\_Early\_Language\_Development\_fi](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf) [nal.pdf](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf)  [https://educationendowmentfoundation.org.uk/educati](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) [evidence/teaching-learning-toolkit/oral-language-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) [interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) |  |
| School led tutoring/boosters for any identified children. | Recommended by EEF and DfE | 4, 5 |

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

Budgeted cost: £8,306

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| To work alongside EWO service to target PAs and those PPG children at risk of being a PA. | Our school attendance data shows that FSM attendance rates are lower than non- FSM attendance rates.  2023-2024-PP-93.8% Non-PP-97.1%  [https://www.gov.uk/government/publications/school-](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [attendance/framework-for-securing-full-attendance-](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [actions-for-schools-and-local-authorities](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities)  DFE Improving Attendance at School: “There is a clear link between poor attendance at school and lower academic achievement.” EEF Impact of COVID on Learning (May 2022):  EEF (2022) School Planning Guide on attendance “There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance.” Attendance Interventions Rapid Evidence Assessment (EEF, 2022). | 1, 2 |
| To provide extracurricular activities - open to all children with priority given to disadvantaged children.  To subsidise opportunities for experiential learning including school trips and resources.  To offer additional boosters to targeted children through various after school activities.  To purchase full uniform for disadvantaged pupils. | EEF study into extending school time: “The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress.”  EEF (2022) School Planning Guide in relation to transition: “A main area for development is support for pupils from disadvantaged backgrounds transitioning between primary and secondary school—anticipating risk points and deliberately building the support needed to set every child up for success” | 7 |
| To offer personalised nurture sessions for those children with low self-esteem or who are experiencing poor mental health. | EEF (2022) Toolkit and Nurture Groups  Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months’ additional progress. | 6 |

**Total budgeted cost: £28,120**

# 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 2023 to 2024.ease 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

## 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*

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| **Programme** | **Provider** |
| Computing, Art and DT schemes of work | Kapow |
| RE scheme of work | Ten Ten |
| Current affairs | Picture News |
| Phonics | Read, Write, Inc |
| Science | Developing Experts |
| Active Maths and English | Teach Active |
| Maths | White Rose |
| Music | Charanga |

During 2023-2024, Pupil Premium activity continued to focus on ensuring our disadvantaged pupils were supported to ensure we continue to maintain their good levels of progress and help them to meet age related expectations.

Every term, all staff have participated in Read, Write, Inc development days with a Read, Write, Inc consultant. The consultant has worked closely with the Reading Leader and supported all reading leaders by coaching to ensure quality first teaching of phonics is being delivered. All teaching staff have received Read Write Inc training, which has supported staff in their approaches. This has had a positive impact on the structure of our phonics teaching and seen excellent progress in Year 1, from the level of Good Level of Development to their Phonics Assessment. We have also seen a vast improvement in the number of children moving off the Read Write Inc programme during Year 2.

The bottom 20% of readers have participated in daily fast track phonics. This is an intervention to ‘close the gaps’ in phonic knowledge so that their progress is accelerated.

RWI lessons have been delivered daily and pupils assessed at least every 6 weeks to ensure rapid progress from EYFS to KS1.

100% of Year 2 PP pupils who retook the Year 1 phonic screening test passed.

In Year 1 30% PP pupils (10 pupils) did not pass their phonic screening test compared to 4% of non PP pupils.

Daily intervention sessions are delivered using high quality resources and manipulatives to ensure an increase in children’s understanding of the links between concrete, pictorial and abstract concepts was observed and results continued to show progress in Maths.

We continued to identify children who had a particular need or barrier to learning. To support these pupils we continued to subscribed to the learning tool IDL, allowing the children to access exciting safe online learning activities and builds confidence amongst our vulnerable learners. This tool was used for interventions. IDL continued to be licenced and logins provided for children who had recently been diagnosed with a

need. The directing of staff by our newly appointed SEND lead, towards interventions for pupils with a barrier for learning, to ensure children made good progress through the year, allowed us to put in place a personalised support programme for children who needed intensive provision. Interventions that took place had a positive impact, particularly in relation to Phonics progress in Year 1. The interventions put in

place also allowed the disadvantaged children in Key Stage 1 to make good progress, including were a learning need affected the ARE of the child, using standardised teacher assessment to judge.

NELI is a speech and language programme which provides, high-quality support for oral language development. All pupils in Reception were screened and those children in the bottom 20% accessed the programme. This was delivered by one of our teaching assistants who received training foe this speech and language program. All 10 children who accessed the 20 week programme made above average progress from entry to the Summer term.

In KS1 pupils who needed support with speech and language received Early Talk Boost interventions by one of our trained teaching assistants.

Our pastoral teaching assistant provided a range of nurture sessions for children in receipt of Pupil Premium. She delivered a variety of personalised support programmes for children who needed intensive provision. These were either 1:1 or small group work.