

Pupil Premium Strategy Statement – St Mary’s Catholic Voluntary Academy, Marple Bridge

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	5.4% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	John Nish
Pupil premium lead	Alice Poole
Governor / Trustee lead	Helen Mulryan

Pupil Premium Cohort Information

Characteristic	Number in group	Percentage of group
Boys	6	50%
Girls	6	50%
SEN support	1	8.3%
EHC plan	3	25%
EAL	0	0%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,445
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£18,445

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Voluntary Academy, we support all our pupils. We do this by providing high quality classroom teaching, supplemented by interventions to support vulnerable learners and disadvantaged pupils as and when required. St Mary's Staff and Governors are committed to enabling disadvantaged pupils to enjoy and achieve in their learning; the Pupil Premium funding enhances provision and is used in addition to funds from the school's allocated budget. We believe that all pupils should flourish and grow to their full potential. All pupils should be nurtured and supported to be the best that they can be. All pupils should experience high quality teaching alongside a wide range of opportunities and experiences that broadens their horizons and supports personal development and ensures that they make good progress. No pupil should be disadvantaged by lack of opportunities, and all pupils are encouraged to fully participate in a wide range of educational experiences.

All pupil premium pupils have access to, and are actively encouraged to fully participate in;

- High quality first teaching
- High quality interventions based on good practice and research
- Nurturing relationships and environments, which support mental health and wellbeing
- Educational experiences and activities across a wide range of subjects and skills
- Extra-curricular activities which develop a sense of self-confidence, and an interest in the world, including a range of creative, sporting and social opportunities.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of our PP pupils also have additional complex needs including SEND that create a barrier to learning, 33% of PP children receive SEND support in 2023/2024.
2	Attendance rates for our school are above national average, but attendance and punctuality is poorer for PP pupils.
3	Our PASS data, observations and discussions with pupils and families have identified social, emotional and mental health needs for many pupils.
4	Some disadvantaged pupils have greater difficulty with the retention of key knowledge across the curriculum.

5	PP pupils do not make as rapid progress in Writing as other pupils. In comparison to peers, fewer children meet the end of key stage expectations.
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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 outcomes for PP pupils with additional complex needs including SEND.	Outcomes show an increased proportion of PP pupils with SEND needs make at least expected progress compared to non-PP children.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	The attendance and punctuality of PP pupils to be in line with National and School data.
To achieve and sustain improved motivation, independence, resilience, social and emotional outcomes for children, including those in receipt of pupil premium.	Children have improved self-esteem, self-confidence and have a better attitude to learning. Measured using the PASS test. Whole school approach to wellbeing, with all staff and pupils to have an awareness of strategies that enhance positive wellbeing.
To achieve and sustain improved retention of key knowledge for all children particularly our disadvantaged.	PP pupils will be able to confidently discuss and demonstrate their learning. Formative and summative assessment across the curriculum for PP pupils shows an improved retention of key knowledge.
Outcomes show an increased proportion of disadvantage pupils make good progress in writing from their starting points.	A well sequenced and consistent approach to writing across school will support progression in writing for PP 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: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality writing CPD for all staff, ongoing throughout the year.</p> <p>Writing lead to complete the NPQ in Leading Literacy.</p> <p>High quality resources for each year group (e.g. technology for SEND pupils to aid writing, texts for literacy).</p> <p>Scheme to be implemented for Handwriting and GAPS to ensure consistency across school.</p> <p>Consistent St Mary's approach to writing to be in place across school.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	5
<p>Lessons to continually recap prior knowledge, ensuring knowledge is being built upon.</p> <p>Formative and summative assessment methods for each subject clearly mapped out.</p> <p>Staff CPD through the Trust Teaching and Learning day and subject expert groups.</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-</p>	4

<p>Misconceptions from previous lessons to be addressed and discussed during lessons.</p> <p>All teachers involved in implementing Teaching & Learning (T&L) strategies. Phase leaders and SLT to continue to lead research, CPD, monitor and disseminate quality practice.</p> <p>Regular staff meetings focusing on teaching and learning strategies.</p>	<p>resource-evidence-brief.pdf?v=1695997833</p>	
<p>SENCO to lead staff meetings focusing on supporting the needs of SEND pupils.</p> <p>Resources to be purchased where necessary to support the needs of PP/SEND pupils e.g. standing desks, wobble cushions, ear defenders, overlays etc.</p> <p>SEND and PP lead to meet termly to discuss and plan for the needs of pupils. SEND lead to then hold pupil progress meetings with class teachers.</p> <p>SENCO to complete national qualification, attend CPD and liaise with outside agencies and share this with staff.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>The guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1</p>

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

Budgeted cost: £12,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Provide targeted, structured, evidence-based interventions to identified children across school.</p> <p>Interventions to be monitored and evaluated by SENDCo.</p> <p>Pupil progress meetings and robust analysis of PP data tracks progress of PP pupils and appropriate, timely interventions are put into place.</p> <p>Interventions to include Motivational Maths, MSU, Literacy Gold, Phonics Booster, additional reading, Catch up your Code etc.</p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 4, 5</p>
<p>Use the WELLCOMM programme in EYFS to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Intervention and support to be put in place for these pupils and impact monitored.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 5</p>
<p>Gardening therapy, Talking and Drawing, ELSA sessions and nurture sessions to be used to support pupils</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</p>	<p>3</p>

<p>identified through the PASS data.</p> <p>Interventions to be monitored and evaluated by PSHE and Wellbeing lead.</p>	<p>performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Termly contact with persistent absentees and regular meetings with the EWO.</p> <p>DSLs to attend regular meetings linked to attendance and safeguarding and release time for staff to develop and implement procedures to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EWO support has a proven impact on improving attendance.</p>	2
<p>Improve the delivery of social and emotional learning by analysing the PASS data and implementing</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</p>	3

<p>strategies to overcome barriers.</p> <p>Nurture and wellbeing approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>ELSA sessions used to support key pupils.</p>	<p>performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	
<p>All children in school to be given opportunity to participate in activities which enhances and broadens the curriculum, their learning experiences and improves self-confidence and self-esteem.</p> <p>PP pupils can access trips, visits and clubs at a subsidised cost, as well as some clubs having no charge.</p>	<p>Provision of a range of initiatives to extend children's experiences.</p> <p>The pupil premium: how schools are spending the funding successfully.</p> <p>Education Endowment Trust Toolkit</p>	3

Total budgeted cost: £18,860

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Pupils eligible for PP	Pupils not eligible for PP	All pupils
% of EYFS pupils with a GLD	100%	68%	69%
% of pupils passing Phonics Screening Check at the end of Y1	N/A	93%	93%
% of pupils passing Phonics Screening Check at the end of Y2	100%	100%	100%
% meeting expected standard or above in reading at the end of KS1	100%	76%	77%
% meeting expected standard or above in writing at the end of KS1	100%	76%	77%
% meeting expected standard or above in maths at the end of KS1	100%	83%	83%
% meeting expected standard or above in reading at the end of KS2	66%	89%	86%
% meeting expected standard or above in writing at the end of KS2	33%	85%	80%
% meeting expected standard or above in maths at the end of KS2	33%	82%	77%

Review of Previous 3 Year Strategy [2020-2023]

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
A	Quality first teaching for all.	High –Curriculum is broad and balanced curriculum is being taught to all. Interventions are planned on a rolling timetable so the same subject is not missed. Teachers have received a range of CPD through the trust and are using the objectives on Insight to adapt teaching to the needs of the pupils. Evidenced by school curriculum documents.	This provision will continue to ensure all upskilling is cascaded to all staff, across all subjects. IT equipment to be purchased to ensure that we can teach the full Computing curriculum.
	NELI to be used across	Low – NELI required a lot of training for staff and had little impact on the pupils, picking	NELI not to be continued. WellComm to be introduced and the screening to take place in Nursery so

	<p>the Reception cohort to support early language.</p> <p>Mastering Number to be used to support the basics of early number.</p>	<p>very few of them up in the screening.</p> <p>High – Pupils confidence in fluency has improved and is evident when applying their learning to more complex problems. End of KS1 Maths results were strong.</p>	<p>we can intervene and support pupils sooner. Further screenings to be done in Reception for any pupils who we are concerned about. Programme of support to then be implemented. <i>‘Speech, language and communication skills play a crucial role in a child’s school readiness and ability to achieve their educational potential.’ - RCSLT</i></p> <p>Continue with the provision. <i>‘Memorisation and repetition of key facts are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations’ - NCETM</i></p>
B	<p>Power Maths to be fully implemented across school.</p>	<p>Medium – Scheme fully implemented across school. There have been some issues regarding content coverage, with class struggling to get through all 14 units each year.</p>	<p>The provision will continue with support to be put in place for Reception and Year 1 to ensure our youngest pupils are accessing the scheme fully and that they are completing all units. <i>‘In Power Maths children acquire a deep understanding of maths concepts, structures and procedures, step by step. Complex mathematical concepts are built on simpler components and when children understand every step in the learning sequence.’ - Pearson</i></p>

	<p>Mastering Number to be used in Rec, Y1 and Y2 to support fluency in KS1.</p>	<p>High – Pupils confidence in fluency has improved and is evident when applying their learning to more complex problems. End of KS1 Maths results were strong.</p>	<p>Continue with the provision and further roll out a fluency programme to support KS2 pupils. <i>‘Memorisation and repetition of key facts are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations’ - NCETM</i></p>
E	<p>Century Tech, Spelling Shed, Mathletics and TTRS to be used across school.</p> <p>Ensure all subjects have shared curriculum information with parents.</p> <p>Parent voice to influence next steps.</p>	<p>Medium –Mathletics and TTRS being consistently used. Century Tech and Spelling Shed less frequently used.</p> <p>Medium – Low parental engagement with online curriculum information sessions. Higher engagement with face to face sessions.</p> <p>High – Parents have shared thoughts linked to supporting their children at home and staff have acted on these points e.g. simplified calculation policy.</p>	<p>Continue with the online learning platforms, with further training for teachers around Century Tech. Recap platforms and how they work with parents.</p> <p>Curriculum information sessions to return to face to face sessions, information to be uploaded to teams afterwards for those unable to attend. <i>‘Providing practical strategies with tips, support, and resources to assist learning at home is likely to be beneficial to pupil outcomes.’ – EEF</i></p> <p>Continue to regular speak to parents and send surveys out to gain a greater understanding into the support and changes that parents would like to see. Leaders then to implement any relevant changes.</p>

TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
A	<p>Role out the NELI intervention programme to improve speech and language skills in EYFS pupils, ensure any new starters are picked up.</p> <p>Cohort Profiles and Provision Maps used to plot support for new starters.</p>	<p>Low – NELI required a lot of training for staff and had little impact on the pupils, picking very few of them up in the screening.</p> <p>Medium - Profiles and provision maps are a useful tool for shaping pupil premium discussion meetings between lead and teachers. Early identification of needs means support can be put in place for pupils.</p>	<p>NELI not to be continued. WellComm to be introduced and the screening to take place in Nursery so we can intervene and support pupils sooner. Further screenings to be done in Reception for any pupils who we are concerned about. Programme of support to then be implemented. <i>'Speech, language and communication skills play a crucial role in a child's school readiness and ability to achieve their educational potential.'</i> - RCSLT</p> <p>Continue to meet with staff and use the cohort profile. Edukey to now be used for provision mapping. Additional meeting to be scheduled for Lent term to monitor progress of pupils. <i>'Provision maps make it simple to track outcomes related to particular provisions and pupil groups, so that the right decisions can be made moving forwards.'</i> - TES</p>
B	<p>Maths Interventions to use the Motivational Maths approach.</p>	<p>High - Motivational Maths intervention in place for KS1 and UKS2 and working successfully at supporting groups of pupils to make progress in key areas.</p>	<p>Provision to continue and KS2 Motivational Maths groups to also target MA/HA pupils to make sure they are making progress from KS1. Training to be provided for LKS2 staff so approach can be used for pupils in LKS2.</p>

	<p>Mastering Number to be used in Rec, Y1 and Y2 to support fluency in KS1.</p>	<p>High – Pupils confidence in fluency has improved and is evident when applying their learning to more complex problems. End of KS1 Maths results were strong.</p>	<p>Continue with the provision and further roll out a fluency programme to support KS2 pupils. <i>‘Memorisation and repetition of key facts are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations’ - NCETM</i></p>
C	<p>Attendance to be reported to parents termly.</p> <p>New form to be implemented regarding requests for term time absence.</p> <p>Interventions to be put into place to catch up pupils with lost learning from persistent absence.</p>	<p>Medium – Attendance reported to parents termly and follow up meetings held with EWO to improve attendance.</p> <p>Medium – Form being used by families, which is useful for monitoring absence.</p> <p>Medium – Pre-teaching and interventions used to support pupils and classes after periods of missed learning.</p>	<p>Continue, but redraft the attendance policy to ensure there is a clearer procedure for engaging parents and pupils with poor attendance. <i>‘Research has found that poor attendance at school is linked to poor academic attainment across all stages. However, evidence suggests small improvements in attendance can lead to meaningful impact for outcomes.’ – EEF</i></p> <p>Continue with the form for term time absence and new policy to outline how the form is to be used/when to be submitted.</p> <p>Continue to use Insight to identify gaps in knowledge for pupils before moving onto teaching new learning.</p>

D	<p>Interventions to be put in place using PASS test data for whole cohorts, groups and individuals.</p> <p>GM to be trained up as an ELSA specialist.</p> <p>TB to work with gardening groups as nurture intervention.</p>	<p>High – PASS surveys show significant improvements for key pupils who were in the target intervention groups.</p> <p>High – Training completed by the member of staff who is now confident to deliver the support required for pupils.</p> <p>High – PASS data shows this intervention has been a highly effective tool for supporting social and emotional learning and key attributes of character education.</p>	<p>Yes, we will continue to use the PASS results to implement interventions at whole cohort, group and individual level. <i>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills. These skills are likely to influence a range of outcomes for pupils: lower skills are linked with poorer mental health and lower academic attainment.’ – EEF</i></p> <p>Training does not need to continue, although on going CPD for the staff member will be offered if needed. Time to be allocated for GM to now meet with pupils and start ELSA work. <i>‘There has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. Schools need to be concerned with the all round development of children.’ - Children Act 2004</i></p> <p>This provision should continue. New PASS data will support staff in selecting pupils for the intervention. <i>‘Pupils retain more information when they physically engage with their surroundings and are happier when they learn outdoors.’ – School Outdoor Learning</i></p>
E	<p>Tailored Interventions in Y1, Y2, Y5 and Y6 place using catch up funding to</p>	<p>High – Intervention start and end point data shows the progress of pupils in reading and writing.</p>	<p>Continue to use the catch up funding in UKS2 to support with fluency in Maths which has been affected by the pandemic and school closures. External tutors to be used. <i>‘Strong evidence suggests that the</i></p>

	<p>support those pupils who have missed a significant portion of learning due to pandemic and home life.</p> <p>Loan chrome books to key families so pupils can access homework.</p>	<p>High – The loan of chrome books has allowed families to access remote education and online homework tasks.</p>	<p><i>model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.’ - DfE</i></p> <p>Families to continue loaning the devices next academic year, continue to remind families on the bulletin of this provision, so if any further families need a device, one can be loaded. <i>‘Pupils from disadvantaged backgrounds are less likely to have a quiet working space and access to a device suitable for learning. These difficulties may increase the gap in attainment for disadvantaged pupils.’ - EEF</i></p>
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WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
C	<p>Attendance to be reported to parents termly.</p> <p>New form to be implemented</p>	<p>Medium – Attendance reported to parents termly and follow up meetings held with EWO to improve attendance.</p> <p>Medium – Form being used by families, which is useful for monitoring absence.</p>	<p>Continue, but redraft the attendance policy to ensure there is a clearer procedure for engaging parents and pupils with poor attendance. <i>‘Research has found that poor attendance at school is linked to poor academic attainment across all stages. However, evidence suggests small improvements in attendance can lead to meaningful impact for outcomes.’ – EEF</i></p> <p>Continue with the form for term time absence and new policy to outline how</p>

	regarding requests for term time absence.		the form is to be used/when to be submitted.
D	<p>Commando Jo to be rolled out across all classes from Nursery to Year 6 to develop character and resilience.</p> <p>SB to undertake Senior mental Health Lead training.</p> <p>Zones of regulation to be used as a strategy across school for managing emotions.</p>	<p>Low – Training attended by teaching staff, although no opportunity to see it in action with pupils. Time constraints of the curriculum mean it has not been implemented.</p> <p>High – SB has completed the training and has taken on the role of SENCO and SMHL in school. Lots of initiatives and strategies ready to implement next academic year.</p> <p>Medium – The zones of regulation has improved children’s ability to articulate how they are feeling.</p>	<p>Consider whether the programme could be rolled out with key groups of pupils, led by a TA to develop character. Training for TAs would be required.</p> <p>Training now completed. SB to continue to attend training relevant to her new role and implement strategies/initiatives.</p> <p>Continue to use the zones of regulation across school. Further to this, consider how we are supporting those pupils who are checking in as yellow, red or blue.</p>
E	Ensure opportunities for parents to attend events in school post pandemic e.g. meet and great, assemblies,	High – Parents have been into school for a number of different events, attendance rates have been high and parental feedback was positive.	This will continue as we consider how we can continue to encourage parents to engage with school and their child’s learning.

	<p>nativities etc.</p> <p>Maintain whole school and class newsletters through leadership changes.</p>	<p>High – The bulletin has continued to be a steady communication method between home and school.</p>	<p>This will continue to be used next academic year through further leadership changes. Accessibility plan to outline how we ensure all parents can access the bulletin. <i>‘Parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’</i> - EEF</p>
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Externally provided programmes

Programme	Provider
Maths Booster Programme	Third Space Learning

Engaging Staff, Governors & Parents	
How has this document been shared with stakeholders?	The document has been circulated to governors and published on the school website for parents and other visitors to view. The document has been discussed, developed and shared with staff through pupil premium progress meetings.
How do you know staff understand the strategy and apply correctly?	Pupil Premium progress meetings ensure that staff understand their role in applying the strategy correctly. Staff then work on Pupil Premium provision maps to document their provision and approaches in line with the strategy.