

Pupil premium strategy statement St Martha's Catholic Primary School

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 | 401 |
| Proportion (%) of pupil premium eligible pupils | 9.8% (40 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Rachel Edwards |
| Pupil premium lead | Phillippa Shine |
| Governor / Trustee lead | James Varghese |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £71,540 |
| 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> | £71,540 |

Part A: Pupil premium strategy plan

Statement of Intent

At St Martha's Primary School we have high expectations and ambitions for all of our pupils, we strive to encourage pupils to 'Be the best they can be'. Our vision 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 remove barriers to learning and to enable pupils to achieve. At the heart of our strategy is the whole child, we work to support disadvantaged and vulnerable pupils to achieve that goal, including progress for those who are already high attainers and those with additional needs. We also strive to engage families in education and support them in having high aspirations for their children.

A combination of whole school strategies such as high quality teaching and specialised interventions are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. These approaches are 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 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 personally challenged in the work that they're set.
- Act early to intervene at the point that needs are identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | SEND, Social Emotional and Behaviour |

| | |
|---|--|
| | <p>Across our school there has been a pattern for the past two years that the number of pupils with SEND has been increasing. Part of this is Social, Emotional and Mental Health, which has also increased to our second largest area of need. Through assessments, observations and discussions with pupils, teaching staff and families have identified social and emotional issues for many of our disadvantaged pupils. These challenges particularly affect their attainment and behaviour at home and in school. Looking at our data around 30% of pupils whom are disadvantaged also present with social, emotional and mental health difficulties and would benefit from extra support with this.</p> |
| 2 | <p>Attainment</p> <p>Assessments show that disadvantaged pupils from Year 1 to Year 6 are not attaining as highly as their peers particularly in writing. This is a reoccurring trend and is also reflected in Government research. In some year groups this difference is significant between disadvantaged pupils and non-disadvantaged pupils.</p> |
| 3 | <p>Phonics and Reading</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, especially in the areas of fluency and stamina and can have an impact as children continue their learning journey throughout school.</p> |
| 4 | <p>Embed High Quality Teaching and Learning</p> <p>Through observations and feedback from members of staff training and support in embedding adaptive teaching strategies is important. This academic year 2024 – 2025 we have had several new teachers join our teaching team who were not at St Martha's previously when adaptive teaching training was provided. This year we will continue to provide CPD for teachers and support staff surrounding Adaptive and High Quality Teaching.</p> |
| 5 | <p>Attendance</p> <p>Our attendance data this academic year indicates that 37.5% of our pupil premium children have attendance rates that are lower than 95%. This is in line with school patterns for attendance however as a school we are also aware of the impact attendance can have particularly on attainment, wellbeing and mental health especially on disadvantaged pupils. Any time spent out of school for disadvantaged pupils could have a significant impact on their attainment and progress.</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 phonics attainment among disadvantaged pupils. | Year 1 phonics screening outcomes in 2025/26 show that disadvantaged pupils' attainment is similar to the rest of the cohort. |
| Improved writing attainment among disadvantaged pupils. | End of Key Stage 2 writing outcomes in 2025/26 show that disadvantaged pupils' attainment is similar to the rest of the cohort. This will be shown by end of key stage assessments carried out and data gathered in school through teacher assessment and pupil progress meetings. |
| Achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant reduction in low-level disruption in classrooms. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| Achieve and sustain improved engagement with parents, particularly of our disadvantaged pupils, in order to improve standards as well as attendance. | Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,973

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Specific School staff will be selected to undertake training in | Targeted interventions have the greatest impact in contrast to a | 1, 5 |

| | | |
|--|--|---------|
| <p>mental health and wellbeing (Drawing and Talking Therapy) to support the emerging needs of children across the school in individual and group sessions.</p> | <p>whole class or school wide social and emotional learning package.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | |
| <p>Professional development and subscriptions to support the implementation of a DfE validated systematic synthetic phonics programmes.</p> | <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Phonics Improving Literacy in Key Stages 1 and 2</p> | 3, 2 |
| <p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD. Whole school training on Colourful Semantics to improve outcomes in writing for disadvantaged pupils. Due to new teachers joining our team colourful semantics training needs to be refreshed this academic year.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of English, drawing on evidence-based approaches:</p> <p>English guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Studies have shown that the colourful semantics approach is a useful approach when working with children (Bolderson, Dosanjh, Milligan, Pring & Chiat, 2011).</p> | 2 |
| <p>Providing cover for teachers to attend training which will improve their knowledge of adaptive teaching strategies.</p> | <p>Offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. Ensuring teaching is high quality is key to supporting all pupils alongside pupils with SEND.</p> <p>https://educationendowmentfoundation.org.uk/news/eeef-blog-the-five-a-day-approach-how-the-eeef-can-support</p> | 4 |
| <p>To enhance our provision in EYFS staff will attend training focusing on</p> | <p>https://educationendowmentfoundation.org.uk/news/the-shrec-approach-four-evidence-informed-</p> | 4, 2, 1 |

| | | |
|--|---|--|
| outdoor learning and the learning environment. | strategies-to-promote-high-quality-interactions-with-young-children | |
|--|---|--|

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

Budgeted cost: £34,899

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Due increased numbers of pupils with SEND we plan to invest in our intervention rooms; resources and spaces to ensure interventions are able to be run effectively. | <p>Small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> | 1, 3, 2 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by our intervention team. | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 3, 2 |
| Additional therapies from PIXL targeted at disadvantaged pupils who have scored low on the school tests, and have just missed out on their targets. | <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their learning. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty</p> <p>EEF Improving Literacy in KS2</p> | 2 |

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

Budgeted cost: £26,668

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Whole staff training on behaviour management and with the aim of developing our school ethos and improving behaviour across school.</p> | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1</p> |
| <p>Provide mental health and wellbeing support for both parents and pupils attending St Martha's. This may be scheduled times to meet with parents about specific concerns or 'ad hoc worries' which arise where parents or pupils need extra support. As a school we are well placed to provide support or in some instances provide signposting and advice to other local services who also provide assistance.</p> | <p>Children with emotional and behavioural difficulties are more likely to be excluded from school (Parry-Langdon, 2008). Children with higher levels of wellbeing generally achieve better academically (Gutman and Vorhaus, 2012).</p> <p>https://my.chartered.college/impact_article/promoting-positive-mental-health-and-wellbeing-in-primary-schools.</p> | <p>1, 5</p> |
| <p>Introduce a scheme of work to help support the teaching of emotional literacy across the school.</p> | <p>Although whole class social and emotional learning has less of an impact when compared to targeted small group interventions, they continue to have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> | <p>1</p> |
| <p>Embedding principles of good practice set out in the DfE's Working together to Improve School Attendance guidance. As a school we have budgeted for a</p> | <p>The DfE guidance has been informed by engagement with schools. It is evident from Government data that pupils with higher attainment at the end of key</p> | <p>1, 5</p> |

| | | |
|---|---|------------|
| <p>member of staff to help track attendance and meet with parents and families to support them in ensuring attendance improves. As part of this role our member of staff will help set up EHAPs and apply for Young Careers. As a school we are aware how important attendance at school is for attainment, wellbeing and life changes.</p> | <p>stage 2 have higher rates of attendance compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. The impact poor attendance has on wellbeing and mental health is significant as it is also one of the best ways of safeguarding vulnerable pupils; allowing the best opportunity for needs to be identified and support provided.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> | |
| <p>Contingency fund for acute issues.</p> | <p>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.</p> | <p>All</p> |
| <p>Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips.</p> | <p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning:</p> <p>EEF: Arts participation</p> <p>EEF: Physical activity</p> | <p>All</p> |

Total budgeted cost: £71,540

Part B: Review of the previous academic years outcomes for disadvantaged pupils.

Below is a breakdown of attainment for our disadvantaged pupils for the academic year 2023 – 2024.

| Maths | | | | |
|-------|-------------|-----------------------|----------|---------------|
| Year | PP Children | Below/Working Towards | Expected | Greater Depth |
| 1 | 6 | 17% | 83% | 0 |
| 2 | 4 | 50% | 50% | 0 |
| 3 | 3 | 33% | 33% | 33% |
| 4 | 8 | 38% | 63% | 0 |
| 5 | 10 | 40% | 50% | 10% |
| 6 | 9 | 56% | 33% | 11% |

| Reading | | | | |
|---------|-------------|-----------------------|----------|---------------|
| Year | PP Children | Below/Working Towards | Expected | Greater Depth |
| 1 | 6 | 33% | 67% | 0 |
| 2 | 4 | 50% | 50% | 0 |
| 3 | 3 | 33% | 33% | 33% |
| 4 | 8 | 50% | 50% | 0 |
| 5 | 10 | 30% | 60% | 10% |
| 6 | 9 | 33% | 33% | 33% |

| Writing | | | | |
|---------|-------------|-----------------------|----------|---------------|
| Year | PP Children | Below/Working Towards | Expected | Greater Depth |
| 1 | 6 | 33% | 67% | 0 |
| 2 | 4 | 100% | 0 | 0 |
| 3 | 3 | 33% | 67% | 0 |
| 4 | 8 | 100% | 0% | 0 |
| 5 | 10 | 70% | 30% | 0 |
| 6 | 9 | 56% | 44% | 0 |

| Reception GLD | | |
|---------------|-------------|---------|
| PP Children | School EXP+ | PP EXP+ |
| 2 | 50% | 50% |

Since January 2024 to the present date, a number of initiatives have been implemented to help support our disadvantaged pupils at St Martha's. Some of the initiatives have been continued for this academic year; 2024 - 2025. A majority of our initiatives are based on Education Endowment Foundation (EEF) guidance. Below, a review has been compiled of

our progress, to date, against aims and areas of development for next year with pupil premium to support our disadvantaged and vulnerable pupils; 2024 – 2025.

Behaviour has been a priority for the academic year 2023 - 2024 for St Martha's with the introduction of Miss Bredin as our behaviour lead. This has led to the introduction of an updated behaviour and relationship policy and new 'behaviour ladder' to help address challenge number 1, (detailed above). This focus on behaviour and mental health is reflected in our spending of our pupil premium funding. A large proportion of our pupil premium spending has been dedicated this year to Teacher CPD linked to behaviour and culture. This section of the pupil premium spending was around £33,000, this was approximately £3000 more than budgeted for originally in our initial pupil premium strategy published in December 2023. This focus on behaviour has also seen staff training across the school in Step Up and Step On. For some members of staff this was a refresher but for other staff this was new guidance on how to handle pupils with more challenging behaviour. This challenge continues to be a priority for our plan for 2024 – 2025.

Linked to behaviour are SEND and social emotional and mental health difficulties. These are becoming more significant. The development of behaviour at St Martha's is not complete and is always an evolving aspect of school life but so far the impact this has had, has been positive. Staff have communicated they are happier with having clearer guidance on how to manage these situations and are much more reassured knowing physically how to manage these situations if necessary. However with a change of staff at St Martha's this means we must continue to develop this aspect of our pupil premium plan in years to come.

It is still important that we research and find an appropriate intervention which can support pupils further in their mental health and behaviour needs. Currently I am looking at training for a member of staff to carry out 'Drawing and Talking' therapy and ELSA as we do not have this currently in school and would be of enormous benefit for our pupils particularly our disadvantaged pupils. The introduction of this activity is detailed above in our budget for 2024 – 2025.

One of the main areas of improvement for pupils who were disadvantaged was reading and phonics as there was a significant disparity between their peers in phonics and reading which then had a knock on effect to attainment on the whole, seen across subjects on internal target tracking. Currently the main phonics subscription scheme used at St Martha's is Bug Club Phonics and the English scheme, The Write Stuff during writing lessons. To help support our more disadvantaged pupils particularly with their writing, we invested in staff training in colourful semantics. The feedback from this was positive with teachers in their post staff questionnaires reporting the training session was very helpful. Teachers reported in their questionnaires that they liked its application in both reading and writing. Teachers liked the multi-sensory approach as actions could be added along with visuals. Following this training all teachers felt more confident in delivering this. Whilst there has been some progress with regards to phonics, reading and writing for disadvantaged pupils the effects of implementing colourful semantics in classroom is yet to be seen. Anecdotal evidence suggests this is positive but further monitoring is needed and this needs to be further embedded during the academic year 2024 – 2025.

By analysing our school data for the academic year 2023 – 2024, writing continues to be a challenging area for our disadvantaged pupils and has been the subject most affected by the pandemic, as pupils did not have the same opportunities to practise writing during school closures and so have not developed sufficient stamina and fluency in transcription when writing. Disadvantaged pupils did not access home learning to the same extent as their non-disadvantaged peers, which is continuing to impact on their progress. The data demonstrates that in writing none of our most disadvantaged pupils are achieving greater depth in this subject. Writing seems to be the area of greatest difficulty for disadvantaged pupils with none of our pupil premium pupils achieving the expected standard in writing for Year 2 and Year 4.

An area of our pupil premium budget which a significant amount of money has been spent on is in the use of Teaching Assistants and 1+1 support. This section of the pupil premium strategy has seen an overspend of £10,000 when compared to our budgeted £19,000 approximately. While this is a significant overspend it is worth looking at previous year's figures for this area, which have also been a significant proportion of our pupil premium funding. During the academic year 2022 – 2023 this area saw spending of £56,000. During the academic year 2023 – 2024 we have used TAs to help support pupils in small group work. This small group work will continue in the academic year 2024 – 2025 following training in 'Making Best use of Teaching Assistants'.

With increases to the cost of living for many of our families who are disadvantaged a large portion of our pupil premium spending has been on funding of clubs, trips, outings and experiences for example music and a science workshop across the school. This totalled around £17,000. One of our challenges was also to address attendance and engagement among disadvantaged pupils across St Martha's. A great addition during 2023 – 2024 was the start of breakfast club; run by Mrs Bowman predominately. This club has given pupils the opportunity to have a breakfast before coming to school and ensure they have a calm start to their day at school accessing games while having the opportunity to speak with friends and Mrs Bowman. This has been supported by holding coffee mornings in school. These were held in January and May. In May our coffee group was open to all parents across the school and was held jointly by school and also the mental health team. Following our coffee morning we made several new referrals surrounding anxieties to the mental health team. This helped to raise awareness among parents to anxiety difficulties and the effect this can have on children attending school. Building on this it would be beneficial to find other opportunities for teams to engage with our parents and provide 'informal' advice and support throughout the next academic year. In the current budget for 2024 – 2025, it is planned to continue to offer a wide variety of clubs to our disadvantaged pupils offering a new wellbeing and craft club this year alongside sports and arts clubs.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2025/2026, as stated in the Intended Outcomes section above.

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 |
|----------------------|-------------------|
| Reading Intervention | Catch Up |
| The Write Stuff | Jane Considine |
| Pixl therapies | PIXL |
| Bug Club Phonics | Pearson Education |
| Colourful Semantics | |
| | |
| | |