

## Pupil premium strategy statement – St Mary’s Catholic Primary School, Workington.

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2027 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 Primary School, Workington
Number of pupils in school	190 (215 inc Nursery)
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Danielle Douglas Headteacher
Governor / Trustee lead	Marc Featherstone – Chair of Governors Joanne Foggo – PP Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,078
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,078 + Well £14,842 Total - £ 127,920

## Part A: Pupil premium strategy plan

### Statement of intent

At St Mary's Catholic Primary School and according to our mission statement, we aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We endeavour to provide them with a high-quality learning environment to equip them with knowledge, skills and experiences enabling them to achieve their full potential.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning, therefore it is our responsibility to work collaboratively alongside parents and carers, to break down and reduce these barriers so that these pupils have the same opportunities and experiences as their peers.

Our plan and our targeted use of Pupil Premium Grant funding is to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

High-quality teaching is at the centre of our curriculum, 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 approach is responsive to common challenges and individual needs and informed by robust diagnostic assessments, rigorous monitoring, pupil voice and parental input. We have identified these priorities and therefore have the foundations on which to build our pupil premium strategy plan.

Our main objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- To develop and embed regular and effective oracy teaching and to ensure all children are able to communicate effectively.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

- Access a wide range of opportunities to develop their knowledge and understanding of the world.

*We aim to achieve our objectives:*

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- SLT, Subject Leads and Middle leaders – ensure CPD is disseminated effectively and monitored regularly to ensure application and consistency.
- Provide targeted intervention and provision for all pupils, regardless of their background and that it is challenging.
- Quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Regularly evaluate and monitor all provision and adapt as and when necessary
- Target funding to ensure that all pupils have access to the same opportunities, experiences and first hand learning experiences.
- Use the EEF recommendations as a foundation to our strategy plan.

## Challenges

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

Challenge number	Detail of challenge
1.	<p><b>Widening writing gap</b> Assessments, Observations, monitoring and professional dialogue identifies a significant gap within writing.</p> <p>Observations and discussion in the EYFS unit highlights lack of gross motor skills amongst children.</p>
2.	<p><b>Attainment of disadvantaged pupils in oracy and fluency / Attainment of disadvantaged pupils in foundational Maths knowledge and understanding</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry data to the Reception class in 2023 and 2024 indicates that, % of our disadvantaged pupils arrived below age-related expectations in communication and language compared to % of other pupils.</p> <p><b>Support parents to fully understand the importance of communication for school success.</b></p>

3.	<p><b>Social and Emotional learning and Mental Health / Pupil wellbeing:</b>  Identified through professional dialogue, pupil voice and pupil progress meetings. Referral form that are evaluated by the ELSA.</p> <p>Behaviour in school is generally excellent. However, there has been an increase in the number of children who require further social and emotional support, mainly due to increased anxiety.</p> <p>Children's emotional well being continues to be a priority in school working tirelessly to develop and improve resilience.</p>
4.	<p><b>Parental attitude towards attendance and punctuality.</b></p> <p>Although improving and there has been improvement year on year, our attendance data from recent years reveals that attendance among disadvantaged pupils has consistently been lower than their non-disadvantaged peers.</p> <p>23 – 24 – Persistence absence has increased despite school effort to prioritise its response to persistent absence. An increase in the number of parents taking their children on holiday in term time. A group of identified children in particular have persistent absences and their attendance is a concern.</p>
5.	<p><b>Growth Mindset – Resilience</b></p> <p><b>Observations, pupil progress, pupil book looks.</b></p> <p>Based on our assessments, observations, and discussions with pupils and their families, we've identified a range of social and emotional issues affecting many students, particularly those with Special Educational Needs (SEN), and those mental health concerns, including Adverse Childhood Experiences (ACEs). These challenges have a significant impact on disadvantaged pupils, including their academic attainment.</p> <p>The demand for support services remains high, and a large proportion of our disadvantaged pupils currently require additional assistance with their social, emotional, and behavioural needs.</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.

<b>Intended outcome</b>	<b>Success criteria</b>
<b>Writing attainment</b>	Increase attainment in Writing to be in line with national average
<b>Speech – Oracy and fluency attainment</b>	Children's oracy and effective communication skills will improve
<b>Social and Emotional learning / Mental Health and Pupil well being</b>	Increased percentage of pupils pass phonics, in line Children's behavioural, social and emotional needs are met.
<b>Improved Attendance</b>	Attendance for PP children in line with national average

<b>Growth Mindset – Resilience</b>	Children’s behavioural, social and emotional needs are met.
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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: £65,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Curriculum design to enhance quality of learning in writing</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="#">EEF: Assessing and Monitoring Pupil Progress.</a>  <a href="#">EEF: Improving Literacy in Key Stage 1</a></p> <p>English lead and EYFS lead to work collaborative to mentor, coach and monitor standards across the school.  Some disadvantaged children may not develop phonological awareness at the same rate as other pupils.  Targeted interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1,2
<p>Embedding dialogue activities across the school curriculum, These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is strong evidence that suggests oral language interventions, including dialogue activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p><a href="#">Oral language interventions Toolkit Strand Education Endowment Foundation EEF</a></p>	1, 2, 5

<p>We will fund release time for the Early Years Leader to deliver CPD and support staff in the delivery and assessment of the Early Years curriculum, ensuring high quality teaching and learning.</p>	<p>Research evidence suggests that good quality provision has a positive impact on children’s development. Good quality early years provision (early education and childcare) can generate sustained and significant improvements on children’s outcomes, reducing disparities in later life. (Local Government Association November 2023) EEF Evidence Store  <a href="https://educationendowmentfoundation.org.uk/early-years/evidencestore">https://educationendowmentfoundation.org.uk/early-years/evidencestore</a></p>	
<p>Further embed the Monster Phonics and interventions such as ,Rapid Catch Up, ,to develop the link between phoneme/grapheme correspondence and spelling in Key Stage 1.</p> <p>Further embed Superhero Spelling to ensure application and consolidation of this skill within writing.</p> <p>We will fund teacher release time for the Subject leader &amp; SLT to assist staff to effectively embed intervention programmes across school, providing release time for staff to share good practice, coach and mentor one another.</p>	<p>Writing evidence</p>	<p>1,2</p>
<p>A priority is the delivery of high quality structured interventions by teaching assistants and that that teaching assistants delivering the interventions are allocated time for</p>	<p>Evidence suggest that well-trained teaching assistants, delivering high quality interventions, can help improve outcomes, delivering up to four months additional progress within an academic year.</p> <p>Whole school participation in the MITA program (Maximising Impact of Teaching Assistants) – part of the School Development Plan.</p>	<p>1,2,3, 5</p>

<p>training and preparation.</p>	<p>Teaching assistants will deliver small group interventions and targeted one to one interventions through Individual Pupil Plans.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
<p>Purchase of an improved assessment and tracking system and standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Summative assessment and impact on learning</p>	<p>On-going assessment and tracking of progress to take place, alongside end of unit and standardised tests.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="#">Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</a></p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2</p>
<p>Allocation of an Emotional, Literacy, Support Assistant {ELSA} to improve social and emotional needs in KS1 and KS2.</p> <p>All ELSA trained staff will receive 5 days training and regular supervision.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. [for example: improved academic performance, attitudes, behaviour and relationships with peers]</p> <p><a href="#">EEF Social and Emotional Learning. Pdf [educationendowmentfoundation.org.uk]</a></p>	<p>3,4,5</p>

<p>Further improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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): EEF Social and Emotional Learning pdf. (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional reading and phonics sessions, delivered by highly trained staff targeted at disadvantaged pupils who require further reading and phonic support to be delivered daily.</p>	<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 12 week period.</p> <p><a href="#">Phonics Toolkit Strand Education Endowment Foundation EEF</a></p>	<p>2, 3, 5</p>
<p>High quality, proven intervention programmes to support: maths, phonics, reading and early oracy and language.</p> <p>Monster phonics, delivered and assessed through EYFS and KS1.</p>	<p>Effective assessments and consistent interventions, carried out by highly trained staff, can improve outcomes in all areas listed.</p> <p>Children identified to access intense catch up daily.</p> <p><a href="#">EEF- phonics - toolkit strand</a></p>	<p>2</p>
<p>Deployment of staff: Teachers, HLTA, STA's and TA's to support improving outcomes of specific year groups and pupils.</p>	<p>Deployment of all staff to be the responsibility of the Headteacher</p> <p>EEF research guidance</p> <p><a href="http://Educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">Educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>2, 3</p>

	<p>Research on TA's delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 additional months' progress. Crucially these positive effects are only observed when TA's work in structured settings with high quality support and training. When TA's are deployed in more informal, unsupported roles, they can impact negatively on pupils' learning outcomes.</p>	
<p>Pupil Premium lead to hold termly Pupil Progress meetings to monitor the progress of all children disadvantaged children and pupils receiving targeted interventions.</p>	<p>EEF Toolkit guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2/targeted-academic-support">Education endowment foundation.org.uk/support-for-schools/school-improvement-planning/2/targeted-academic-support</a></p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.'</p>	1, 2
<p>Purchase of oral language CPD/ support to improve oral language skills including listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language / oral skills. Whole staff training.</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 EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Improving Parental Engagement</p>	<p>Using Seesaw and Tapestry to share/communicate with parents and carers.</p> <p>All children who need to access remote learning, due to self-isolation are to receive check in phone calls to support them with their home learning.</p>	<p>1,4</p>
<p>Embedding principles of good practice set out in the DFE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>All staff and administration staff to:</p> <ul style="list-style-type: none"> <li>● Ensure attendance is monitored and actions taken.</li> <li>● Ensure targeted children are able to access the breakfast club.</li> <li>● Agree collection for any children arriving persistently late to school.</li> </ul>	<p>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism.</p> <p><a href="#">The pupil premium: how schools are spending the funding successfully</a> – GOV. UK [<a href="http://www.gov.uk">www.gov.uk</a>]</p> <p>EEF – Parental engagement + 3 months impact</p> <p>Provide pupils the opportunity to attend breakfast club for free and engage with structured activities such as TT Rockstars.</p> <p>Parental workshops to be set in EYFS and KS1 (Phonics/Early Reading) to increase parental confidence in their children's learning.</p> <p>Lack of basic resources at home, must not be a barrier to learning for any child.</p>	<p>1, 3, 4</p>

<p><i>Curriculum design to enhance quality of learning</i></p>	<p><b><i>Metacognition and self-regulation (EEF +8)</i></b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  The design and provision of a high-quality curriculum that will enthuse and engage pupils but that is designed to aid long-term learning, independent practice and reflection, while developing metacognition and self-regulation.</p> <p><b><i>Wider Strategies: SEL, wellbeing and mental health (EEF)</i></b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</a>  Social and emotional skills’ are essential for children’s development—they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p>	<p>5</p>
<p><i>To provide enrichment opportunities across the curriculum to enhance cultural capital.</i></p>	<p><i>Each subject has been reviewed to ensure the curriculum we teach promotes cultural capital and provides opportunities for enrichment.</i></p> <p><i>EEF – Provision of initiatives to extend children’s experiences.</i></p> <p><i>EEF toolkit - enrichment in the form of: sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact.</i></p>	<p>1, 5</p>
<p><i>Further develop whole staff training on understanding and supporting pupils’ social and emotional learning approaches, having a consistent whole school approach to develop pupils’ self-regulation, improving pupils’ social and emotional learning across the school.</i></p>	<p><i>Both targeted interventions and universal approaches can have positive overall effects:</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3</p>

<p>Emotional Literacy Support Assistant (ELSA) deployment additional ELSA training and Mental Health and First Aid Worker training and implementation to support pupils who are experiencing mental health, wellbeing and emotional difficulties.</p>	<p>Cumbria ELSA report  <a href="https://www.elsanetwork.org/wpcontent/uploads/2021/02/ELSA-Evaluation-Report-2018-19.pdf">https://www.elsanetwork.org/wpcontent/uploads/2021/02/ELSA-Evaluation-Report-2018-19.pdf</a> Research reports from Educational psychologists on ELSA Network website  <a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a></p>	<p>3</p>
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**Total budgeted cost: £ 127,000**

## 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 2022 to 2023 academic year.

#### 2023-2024 data showed that:

- 73 % of Pupil Premium achieved the phonics screening check [this was based on 10 PP pupils - class size of 23]

#### End of Key Stage 1 [Based on 23 pupils]

- Reading: Expected: 69% of which 26% are Greater Depth.

Pupil Premium - 12 pupils Expected: 67% of which 16% are Greater Depth

- Writing: Expected: 65% of which 13% are Greater Depth.

Pupil Premium - 12 pupils. Expected: 50% of which 8% are Greater Depth

- Maths: Expected: 74% of which 17% are Greater Depth.

Pupil Premium - 12 pupils. Expected: 58% of which 8% are Greater Depth

#### End of Key Stage 2 [Based on 28 pupils]

Reading: Expected: 93% of which 21% are Greater Depth.

Maths: Expected: 93% of which 25% are Greater Depth

Spag: Expected: 86% of which 25% are Greater Depth

Science: 96%

R, SPaG M combined: 82% Greater Depth: 7%

### 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

<b>Programme</b>	<b>Provider</b>
Purple Mash	2Simple
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle
Vocab Ninja	
Mathletics	3P Learning
Superhero Spelling	

### ***Service pupil premium funding (optional)***

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
<i>How did you spend your service pupil premium allocation last academic year?</i>	NA
<i>What was the impact of that spending on service pupil premium eligible pupils?</i>	NA