

Pupil premium strategy statement – update 23-24

St Mary's RC Primary School and Nursery, a Voluntary Academy, Bacup

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 | 149 |
| Proportion (%) of pupil premium eligible pupils | 80% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 24 |
| Statement authorised by | Claire Mills |
| Pupil premium lead | Claire Mills |
| Governor / Trustee lead | Kieran Heakin |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £161,505 |
| Recovery premium funding allocation this academic year | £16,675 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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> | £178,180 |

Part A: Pupil premium strategy plan

Statement of intent

We believe that all children, regardless of background and personal challenges faced, have the right to experience a wide range of educational opportunities which enable them to make progress in their learning. All pupils should develop confidence in their own abilities and readiness for learning through building positive attitudes and having higher expectations of themselves and others.

We aim to support our disadvantaged and vulnerable pupils by ensuring that our children receive high quality first teaching, interventions and enriching opportunities which consolidate, review, challenge and extend learning, raising attainment across the core subjects.

We intend to provide targeted support in reading, writing and maths, after the recent pandemic, through a combination of whole school approaches, tutoring and specific interventions to address the gap that has widened in achievement between our pupils and those achieving the national average in attainment. We will strengthen our formative assessment procedures to help us rapidly identify areas for improvements in core subjects within each class. Our prime focus is for our pupils to secure a better understanding of phonics, reading skills and comprehension, leading to improved outcomes in all areas.

Many of our disadvantaged pupils need support with social development and self-regulation in order to fully access the curriculum. Persistent absence is an area which needs to be tackled so that regular attendance for some children rapidly improves. With further support, we will encourage our pupils to develop positive behaviours for learning, cultivate a love for learning alongside their peers, and the curiosity to discover more about the world they live in, develop their independence and learn more about their roles and responsibilities as citizens in our world.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations and discussions with pupils indicate low starting points for disadvantaged pupils in Reception class, particularly in speech and language skills and oral development. Gaps in language development and understanding of vocabulary across a range of subjects are evident from Reception through to KS2. |

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| 2 | Many of our disadvantaged pupils have difficulty grasping phonics skills which impacts on their development as fluent readers throughout school, including into Y3 and Y4. |
| 3 | A high percentage of our disadvantaged pupils are also on the SEN register so providing high quality first teaching to enable full access to the curriculum is vital. |
| 4 | Assessment results indicate that school closures and instability due to the covid pandemic have had an impact on the education and wellbeing of our disadvantaged pupils, leading to pupils falling further behind age related expectations throughout school in reading, writing and maths. |
| 5 | Many of our disadvantaged pupils experience social, behavioural and emotional difficulties, including with self-regulation and self-esteem, and experience a lack of enrichment opportunities which affects attainment and aspirations. EYFS pupils enter with low starting points in PSED skills. |
| 6 | Attendance data indicates that more of our disadvantaged pupils experience persistent absence than non-disadvantaged pupils, with persistent absence rates for disadvantaged pupils being 12% higher than non-disadvantaged pupils last year. Assessments and observations show that absenteeism is negatively impacting pupil progress. |

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 oral language skills, improved understanding and use of vocabulary throughout school. | Assessments, observations and discussions indicate that oral language skills have improved from EYFS to Y6. Classroom environments, book scrutiny and pupil voice show a dedicated focus on vocabulary development. |
| Improved phonics understanding and reading attainment across KS1 and improved reading attainment for disadvantaged pupils by the end of KS2. | Phonics outcomes in Y1 show that pupils are in line with the national average. KS2 reading outcomes by 2025/2026 show improved data with more disadvantaged pupils meeting the expected standard and an improvement in progress measures, |
| Good progress is made by disadvantaged pupils also on the SEND register and more of these pupils achieve age related expectations through high quality first teaching and interventions. | A higher number of SEND pupils have met the expected standard in reading, writing and maths. Assessments show that SEND pupils have made good rates of progress across core subjects. |
| More pupils achieve age-related expectations in core subjects. | Outcomes for reading, writing, GPS and maths have significantly improved by 2024/2025 in all year groups, with an |
| | increased percentage of pupils working at age related expectations. |

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| <p>To achieve and sustain improved wellbeing for all pupils in school.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Embedding of Thrive approach throughout school from EYFS to Y6; • Improvement in behaviour and readiness for learning across school; • Staff, pupil and parent voice; • Increased participation in enrichment activities among disadvantaged pupils; • Increased participation and parental involvement in school events. |
| <p>To achieve and sustain improved attendance rates for all pupils, particularly disadvantaged pupils and decrease the amount of persistent absence from school.</p> | <p>Sustained high attendance by 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Reducing the persistent absence gap between disadvantaged pupils and non-disadvantaged pupils by at least 50%; • Increasing attendance rates for persistently absence pupils by between 10%-15%. |

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: £ 70000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Professional Development: Supporting teachers and TA's in delivering high quality first teaching in core subjects. £8,000</p> <p>Focus on formative assessment, feedback,</p> | <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> | <p>1, 2, 3, 4</p> |

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| <p>reviewing, recalling and retaining knowledge. SLT working alongside class teachers to develop an effective coaching/peer support program.</p> <p>Focus on curriculum development with subject leads – fund teacher release time to work with SLT on monitoring and assessing subjects and standards, particularly core subjects.</p> <p>£10000</p> <p>Development of formative and summative assessments and pupil tracking/pupil progress meetings with SLT.</p> <p>£2000</p> <p>Attendance at local and Trust clusters to improve subject knowledge. £2800</p> | <p>Teachers should provide high quality instruction, including the use of formative assessment strategies in order to provide effective feedback.</p> <p>educationendowmentfoundation.org.uk/educationevidence/guidance-reports/feedback</p> <p>Effective professional development is likely to provide teachers with the techniques they require to improve practice. Mechanisms include building knowledge, motivating staff, developing teaching techniques and embedding practice. Peer to peer support via coaching.</p> <p>Effective Professional Development – Guidance Report</p> <p>Encourage children to reflect on their own learning – metacognition - and to become independent learners.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-voices-from-the-classroom-applying-the-seven-step-model-to-support-independent-learning</p> <p>Target Tracker, Welcomm Program, Lancashire EYFS Pupil Tracker</p> | |
| <p>Strengthening phonics teaching across the whole school</p> <p>Whole school phonics training and relaunch of RWI phonics programme. Purchase of two year support package for schools including development days, and further resources.</p> | <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. Strong evidence that phonics programmes can impact word reading.</p> <p>(Improving Literacy in KS1 Guidance Report).</p> <p>Improving Literacy in KS1 (summary of recommendations) includes teaching pupils to use strategies for developing and monitoring their reading comprehension.</p> | <p>2</p> |

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| <p>Phonics/reading lead time to coach staff, assess phonics and review/improve reading comprehension opportunities throughout school. £8000</p> | <p>Evidence shows that disadvantaged pupils and pupils with lower prior attainment may particularly benefit from being explicitly taught reading comprehension strategies. Modelling and supported practice. Improving Literacy in KS2</p> | |
| <p>Improve the quality of social and emotional learning. Whole school behaviour training: positive handling and behaviour (REACT) and input from REACH behaviour team with visits to school £2600</p> <p>SLT support and time to monitor new behaviour routines and policy. £1500</p> <p>Thrive approaches embedded in daily practice within classes and interventions with Thrive teacher. £31000</p> <p>Training for EYFS Thrive practitioner completed. New Thrive practitioner to be trained. £1600</p> <p>Total - £67500</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Improving Social and Emotional Learning in Primary Schools Guidance Report</p> <p>Research suggests that when children improve their learning behaviours, this skill set can improve both academic achievement and cognitive ability. Improving Behaviour in Schools – Guidance Report</p> <p>£2500 contingency for further support in behaviour/Thrive and nurture training / therapy training</p> | <p>5, 6</p> |

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

Budgeted cost: £62000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Training for staff and use of WellComm programme to identify speech and language needs of EYFS pupils, to help develop oral language skills through targeted interventions. £695</p> | <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development (targeted support to help pupils catch up with their peers)</p> <p>Oral Language Interventions EEF</p> | 1, 3 |
| <p>Tutor to be employed through school led tutoring (including recovery curriculum funding) to work on reading, writing and maths interventions, primarily with small groups of disadvantaged Y6 pupils. £10000</p> | <p>Small group tuition: Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small Group Tuition EEF</p> | 4 |
| <p>Additional phonics sessions for disadvantaged pupils needing further support. TA's coached and trained to deliver small group support. £2800</p> <p>Training and resources for TA's involved in running nurture groups, Rainbows, Forest Schools and SALT groups. £2000</p> <p>Additional TA employed in Y4 class to support with high range of needs. £20000</p> | <p>Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Teaching Assistant Interventions EEF Improving Literacy in KS1</p> | 2, 4 5 3, 4 |
| <p>Support and monitoring of QFT for SEND pupils by SENCO and advisor. £23500 + £2000</p> | <p>Ensure all pupils have access to high quality teaching / work effectively with teaching assistants.</p> <p>SEN in Mainstream Schools – Summary of Recommendations</p> <p>£1000 contingency for further tutoring</p> | 3 |

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

Budgeted cost: £46000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Thrive approach to developing positive SEMH and behaviour embedded in all classes. Two Thrive practitioners | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. | 5 |
| within school. Time for teacher assessments and meetings. £1500 | Improving Social and Emotional Learning in Primary Schools Guidance Report | |
| Focus on improving attendance – time for staff (Attendance Team)to develop and implement procedures using DFE advice. Attendance team regular meetings to review attendance and develop action plans. Subsidised Breakfast Bagels scheme in place to ensure all children eat at the start of the day. £750 (NSBP) | DFE guidance The EEF ‘Magic Breakfast’ research showed that pupil behaviour and attainment improved for schools that ran a breakfast club. Improving Behaviour in Schools - EEF | 6 |
| Family Support Worker employed to support families, particularly disadvantaged families, organise workshops and work with SLT to improve and encourage parental involvement. £29000 | An important part of whole school strategies is therefore the school’s engagement with families to ensure that social and emotional skills that are taught and practised at school are reinforced in the home environment. Improving Social and Emotional Learning in Primary Schools – Guidance Report Working with Parents to Support Children’s Learning – EEF | 5, 6 |

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|---|--|----------|
| <p>Develop enrichment activities to ensure pupils have opportunities to participate in a range of experiences:</p> <p>Musical tuition for Y4 class (brass band). Musical tuition opportunity for disadvantaged group of Y6 pupils. £2750</p> <p>Subsidised breakfast and after school clubs, trips and visits, and free extra-curricular activities run by staff and outside agencies. £12000</p> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts Participation EEF</p> | <p>5</p> |
| <p>Contingency fund to respond to further needs that arise during year £3500 across combined areas.</p> | | |

Total budgeted cost: £178,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

From intended outcomes so far on the 3-year plan, the notes below highlight what has been done and the impact of these actions. 80% of pupils are disadvantaged due to high levels of deprivation in local area.

Welcomm Program used in EYFS to identify speech and language targets for pupils – interventions in place. This runs alongside the Thrive approach which identifies social and emotional needs for development including speech and communication activities. Training an EYFS Thrive Practitioner has been beneficial with regular interventions in place.

GLD increased from 2022 (43%) to 2023 (63%).

Professional development throughout school included whole school RWI phonics training, coaching and development days. EYFS/KS1 and Y3 groups set up and frequently monitored with phonics lead coaching staff, modelling lessons and regularly assessing children's needs. Phonics teaching is more consistent and staff receive practice sessions. Training and modelling of scheme still continuing for any new EYFS/KS1 staff. Teachers are linking phonics within other subjects so pupils have lots of practice opportunities to use their phonics. Sounds and books matched carefully to support pupils in phonics and reading. Resources organised and purchased to support pupils. Phonics interventions in place to target pupils 1:1.

Phonics results Y1 improving: 2021 (55% pass rate for phonics screening check), 2022 (68%) and 2023 (69%).

Reading results for Y2 pupils: 2022 (40% meeting age related expectations) and 2023 (68% meeting age related expectations).

Regular drop-ins and monitoring by SLT in maths and English across school, time for subject leaders to observe lessons, complete book looks and talk to pupils. CPD focused on knowledge checking through planned recaps and reviews in lessons, use of quizzes, retrieval grids and adaptive teaching. Curriculum lead and subject leaders given time together to work together to review and improve the curriculum for better sequencing and progression. Assessment procedures were a focus to gain consistency across school. Local and Trust clusters attended to enable staff to develop as more effective subject leaders.

Whole school focus on behaviour became a priority to enable pupils to access curriculum fully due to high level of pupils with social and emotional needs. Thrive program in place, with targets for each class, along with nurture groups and therapies, and support from Family Support Worker. Thrive assessments show progress across different areas for pupils. New curriculum includes mindfulness opportunities, breakfast and Thrive time to support interaction and communication. Behaviour team visits put in place and CPD for staff. Review and rewrite of behaviour policy and procedures were successful. Support staff given training on supporting pupils with SEND (SALT/SEMH/ASD). High number of pupils with SEND in school (approx. 28% including EHC plans). Specialist teacher regularly supporting SENCO to ensure provision for pupils with SEND is in place. Impact is that behaviour is

improving across school and is more consistently monitored, with staff more confident in supporting dysregulated pupils.

Tutor employed last year to support Y6 pupils with reading, writing and maths interventions. Target children identified and gaps in learning tackled. Improvement in reading at KS2 from 41%-47% at age related expectation. Improvement in writing at KS2 from 30% to 53%.

Attendance figures improved during year dropping from 31% persistent absence to 19%. Decrease in pupil absence for both disadvantaged and non-disadvantaged pupils. Range of procedures in place to support families.

Impact of Family Support Worker means that more families are receiving Early Help and accessing support from school and other services, enabling children to be more ready to learn and developing positive learning attitudes.

Children are offered opportunities to participate in free clubs and join activities, and attended a range of sporting competitions throughout the year including inclusion events, where we earned a GOLD Games Mark.

23-24 Strengthening outcomes further

Continuing to develop phonics and reading in KS1, and strengthen reading and comprehension in KS2.

Develop maths mastery approaches – interpreting and understanding of reasoning skills especially at upper KS2.

Working on assessment accuracy and identifying gaps in subjects to strengthen subject knowledge and leadership.

Develop coaching program and peer support for teachers in order to share best practice.

Continue to monitor behaviour and review strategies across school – monitor impact of improved behaviour on pupil outcomes.

Externally provided programmes

| Programme | Provider |
|-----------|--------------------|
| Tutor | Teaching Personnel |
| | |

Further information (optional)

Additional information about how we are supporting our disadvantaged pupils in 23/24:

- Buying into Lancashire Music Service to ensure one class receives ukulele music tuition throughout the whole year;
- Identifying talented group of older pupils to receive small group ukulele musical tuition (22-23) and saxophone lessons (23-24).
- Implementing strategies across classes to enable better recall and retrieval of knowledge and ability to discuss own learning;
- Raising the profile of growth mindset and positive attitudes to learning;
- Creating more pupil groups to for children to support their peers eg Mental Health Champions; Pupil Chaplains; Librarians; Eco Warriors; Digital Leaders;
- Offering a range of free activities run by staff and outside agencies including sports clubs, fishing, Forest Schools, recorders, football, athletics, doodle club, arts and crafts, computing club, yoga, booster lessons.
- Visitors in school to strengthen links with local community including Parish Priest, businesses, environment group, police and fire service – teaching about road safety awareness, First Aid, community events;
- Subsidised class trips for enrichment including residential trip for Y6;
- Parenting support and workshops running; community groups for pupils on socialisation supported by local Child and Family Wellbeing Service.
- Support with uniforms and PE / swimming kits.