

St Martin's Catholic Primary School

Pupil premium strategy statement

This statement details our school's use of pupil 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	185
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025 2025 - 2026 2026 – 2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Catherine Ming
Pupil premium lead	Catherine Ming
Governor / Trustee lead	Neil Eccles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116, 920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£116, 920

Part A: Pupil premium strategy plan

Statement of intent

At St. Martin's Catholic Primary school, our main objective is to reduce, year on year, the disadvantaged gap by providing equal opportunities for all. Our intention is that all pupils, irrespective of their background or the challenges that they may face, achieve in all subject areas. We will support children to reach their full potential academically, socially and emotionally in order to succeed at school and throughout their lives. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments. We will focus on utilising our pupil premium funding to address the challenges faced by our disadvantaged / vulnerable pupils, including those that are high attainers.

Our key principles / aims:

- To devise a pupil premium strategy that links to our whole school strategic planning including CPD, SEF, SDP and Sports premium.
- To ensure high quality first teaching - this is proven to have the greatest impact on closing the disadvantaged attainment gap.
- To provide an inclusive education.
- To make decisions based on data and in response to evidence.
- To focus on **early** intervention.
- To ensure a whole school approach, where all staff take responsibility for outcomes of ALL pupils and aspirations are high.
- To support mental health and well-being and address any identified needs.
- To ensure governors are fully informed of our pupil premium strategy and they are aware of their roles and responsibilities while monitoring the school's effectiveness in closing the gap between different groups of pupils.

St Martin's catholic primary school spends the pupil premium funding on support and activities which we feel has the greatest impact on achievement and progress through school driven evidence and research backed up by the EEF and OfSTED.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and ensure that these funds are used effectively.

Our pupil premium spending has a tiered approach focusing on the following 3 areas: teaching, targeted academic support and wider strategies.

We have identified a range of barriers including; attendance, behaviour, self-esteem and aspirations and further external factors and have created a bespoke approach to tackle these issues. This includes professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, ensuring parental engagement, providing opportunities for first hand experiences and improving their cultural capital in addition to the development of English and Maths skills.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and Language</p> <p>Low levels of Oracy and significant speech and language delays are evident in all cohorts. This has been identified as a local authority focus. There are an increasing number of children entering school with little to no vocabulary and not meeting their developmental milestones in speech and language. Our Baseline data shows that 18.5% of the children were expected for CLL.</p>
2	<p>Attainment in Reading, Writing and Maths for disadvantaged pupils is lower than their peers in most year groups.</p> <p>Mathematical fluency – as a school we have identified and prioritised the need to provide early intervention for maths foundational knowledge and timestables.</p> <p>Phonics and Reading - as a school we have identified and prioritised the need to provide early intervention for reading and phonics. YR baseline data indicates that at least 82% of children are significantly behind in their early development of CLL.</p>
3	<p>Social, Emotional and mental well being</p> <p>As a school we have identified that for many families, life has difficulties. The two areas that we have identified as the biggest barriers are Self-esteem and Behaviour challenges which are caused by trauma and ACEs.</p>
4	<p>Attendance and Punctuality issues</p> <p>Historically it has been identified that children in receipt of pupil premium have lower attendance than others and family lives impact on them getting to school on time.</p>
5	<p>Parental engagement and aspirations</p> <p>Some parents have requested additional help in supporting their children with their education and there is evidence to suggest that parents whose children do not engage with learning are often the ones who need this support.</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 oral language skills and vocabulary among disadvantaged pupils.	Wellcomm Assessments (Nursery and Reception) and observations indicate significantly improved oral language among disadvantaged pupils in Nursery and Reception. This is evident across the rest of the school, when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment of PP pupils in reading, writing and mathematics.	KS1 and KS2 outcomes show a narrower gap between PP pupils and their peers, with an increased % of disadvantaged pupils meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Reduction in % attendance gap between disadvantaged pupils and all other pupils and a reduced number of disadvantaged PA	Sustained improved attendance by demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Aspirations are embedded and Parental engagement is improved	Parental engagement is increased to a 25% uptake to activities and children being able to speak about their aspirations.

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: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants employed additional hours to support teaching and learning of key skills for maths, reading and writing within all classes	<p>Intervention assessments (3 year trend) indicate accelerated progress for identified pupils when additional high quality TA support is in place.</p> <p>EEF school improvement toolkit supports high quality teaching supported by making best use of TA's research https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1 and 2
To use additional staff hours to deliver small group interventions for pupils identified as having gaps in key number and English skills. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	<p>Arithmagician results and TTRockstars data supports the accelerated progress the children can make with this approach. Read write inc training and sessions to accelerate reading progress.</p> <p>EEF targeted support research and supporting document selecting interventions supports this approach Phonics Teaching and Learning Toolkit EEF</p> <p>The NCETM and EEF guidance is based on a range of the best available evidence: Mathematics guidance: key stages 1 and 2 Improving Mathematics in Key Stages 2 and 3</p>	2
Purchase of standardised diagnostic assessments. NFER and Wellcomm Training for staff to ensure assessments are interpreted and administered correctly.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF https://www.teachwire.net/products/gl-assessment-wellcomm-primary-speech-and-language-toolkit-for-screening-and-intervention/</p>	1 and 2
Provide high quality training and CPD for staff	<p>Whole staff training in Read Write Inc phonics and CPD through the maths hub for two members of staff leading this initiative have provided staff with resources and knowledge to deliver a high quality curriculum to all groups of learners. Internal CPD and sharing of good practice has had a positive impact on staff confidence, skills and well-being.</p>	1 and 2

	Read Write Inc Phonics is on the governments approved SSP provider list and EEF research promotes accelerated progress when 1 scheme is used with fidelity – improving literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Ensure sufficient and suitable resources are available for delivery of high quality teaching	High quality resources are proven to enhance the quality of teaching and learning. Supported by evidence from EEF Improving Mathematics in Key Stages 2 and 3	1 and 2
Develop oracy in each subject and embedding dialogic 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.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1
Purchase new English spelling scheme of work to support writing outcomes across school. CPD provided to all teaching staff.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2

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

Budgeted cost: £ 36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2

Additional teacher in Year 6 every morning to provide additional support in maths (ensuring secondary ready).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	2
Purchase of Wellcomm and talkboost interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	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: Oral language interventions Teaching and Learning Toolkit EEF	1
Provide high quality training and CPD for staff completing and leading on interventions	CPD in 1:1 phonics and 1 st Class@number have provided staff with resources and knowledge to deliver a high quality curriculum to all groups of learners. Internal CPD and sharing of good practice has had a positive impact on staff confidence, skills and wellbeing.	1, 2 and 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Teaching and Learning Toolkit EEF	1 and 2
Purchase online resources including DESTY, RWInc, Wellcomm, IDL, Times Table Rock Stars to engage reluctant learners and offer targeted support. Also supports home learning.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=16755_13390	1, 2, 3, 4 and 5

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

Budgeted cost: £ 35920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff team teach training on behaviour management and de-escalation strategies with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3

<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and purchase of rewards 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	4
<p>Provide additional emotional/nurture support for identified groups of pupils whose needs will often present as a barrier to learning. To improve the quality of social and emotional learning (well-being focus in each class) release staff for CPD in THRIVE, ELSA and DESTY</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, attendance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.thriveapproach.com/impact-and-research/research-behind-thrive</p>	3
<p>Purchase of SLA support for Education welfare officer and education Psychology Services, provide speech and language- to support families with attendance and specific SEN needs.</p>	<p>High levels of need within the school community highlights the need for such support from external services. (above national average numbers of SEN)</p> <p>St Martin's is in an area of high deprivation (area 5) SBSPs, attendance case studies and data indicate success with hard-to-reach families.</p> <p>EEF working with parents to support learning and SEN in mainstream school research has provided the basis for our decision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	3, 4 and 5
<p>Ensure all pupils have opportunities to access the wider curriculum including subsidised trips, extra-curricular clubs</p>	<p>Ensure that all children are given opportunities to experience residential trips and extra- curricular activities without cost being a barrier</p> <p>Parent Power and Extra-Curricular Inequalities research by Sutton Trust supports this approach</p> <p>https://early-education.org.uk/cultural-capital/</p>	3 and 5
<p>Family support worker for pupils and families. Including social / emotional / behavioural etc.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	3, 4 and 5

Total budgeted cost: £ 116,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired outcomes from previous pupil premium strategy

High Quality Teaching

Improved progress and attainment in reading and maths

National / School	2022		2023		2024	
Reading	75%	60%	73%	52%	74%	77%
Writing	69%	67%	71%	74%	72%	78%
Maths	71%	50%	73%	65%	73%	65%
RWM	59%	43.3%	60%	55%	61%	58%

Pupil premium	2022		2023		2024	
Reading	62.5%	61.5%	60.2%	37.5%	62.6%	64.3%
Writing	55.7%	53.8%	58.1%	68.8%	58.8%	64.3%
Maths	56.5%	53.8%	58.8%	56.3%	59.2%	57.1%
RWM	42.9%	30.8%	44%	37.5%	45.6%	42.9%

54% of the year group in 2024 were identified as Disadvantaged.

Improved rates of progress in reading by the end of KS2

This has been unable to measure due to the disruption due to COVID and the cancellation of statutory testing. Previous data for 2023 is

Subject	Reading	Writing	Maths
Progress measure	-2.70	+1.35	-1.49

Targeted support

Troubled families access appropriate additional support

29% of families accessed the additional support services through the Family support worker, SEN service or Educational Welfare team.

Other approaches

Disadvantaged pupils are given additional opportunities to develop their SEMH

26% of disadvantaged children accessed additional support in order to improve their SEMH

Challenge 1 – Communication, language and Literacy skills are lower for pupils eligible for PP than other pupils.

Language-rich environment with a focus on quality interactions. Phonics groups teaching to stage, not age, enabling pupils to make progress at own pace. Daily Wellcomm interventions and opportunities to engage in conversations with excellent role models, reading prioritised in school and encouraged at home, PP parents targeted for parent mentor workshops.

Continued focus communication, language and literacy for Nursery and Reception pupils due to extremely low starting points.

Challenge 2 – Lower than national Reading, writing and maths for PP pupils

KS2	All pupils	National	PP Pupils
Reading 2024	77%	74%	64.3%
Writing 2024	78%	72%	64.3%
Maths 2024	65%	73%	57.1%
RWM combined	58%	61%	42.9%

54% of cohort were PP and a high proportion of PP pupils in the cohort were also SEND, including 2 EHCP pupils. Actions included split class every morning, small group tuition, targeted interventions, precision teaching.

Continued focus on improving outcomes for PP pupils in KS2, particularly in maths.

Challenge 3 – More difficulties with Social, Emotional and Mental health

Due to the nature of the socio-economic factors of the community we serve we do have a high proportion of pupils who are PP and SEND. The needs of these pupils are keenly monitored on a termly basis with regular reviews of SBSPs and EHCPs. External advice and support is sought where necessary and strategies implemented accordingly. We ensure that PP pupils are given access to the enrichment activities provided for all pupils to find areas of skill that are not necessarily academic to support their mental health and wellbeing and work closely with the Mental health support team.

Challenge 4 – Poor attendance and punctuality of PP pupils.

Attendance continues to be a challenge

	2021-2022	2022-2023	2023-2024
National	No data	92.5	92.8
Whole school	91.5	87.4 (91.4 inc T)	91.95 (93.13)
Pupil premium	88.3	89.6	91.71
Whole school PA	34.2	30 (24.6 exc T)	28.5 (26.5)
PP PA	52.4	39.7	34.74

Continued focus on improving attendance for PP pupils.

Challenge 5 – Parental engagement and aspirations

School continues to work with parents to support them and engage them with their children's learning. We have introduced aspirations week and are working with the Liverpool City Region on their Start Small; Dream Big project.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
1:1 fast track tutoring	Read Write Inc
1 st class@number	Edge Hill University
Fresh start	Read Write Inc
Wellcomm	GL Assessment
Talkboost	Speech and Language UK
TTRockstars	Maths Circle
IDL	IDL Group
DESTY (emotional support programme)	Education Desty
THRIVE	The Thrive Approach

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A