

# St Michael and St Martin Catholic Primary Pupil premium strategy statement - Updated February 2025

This statement details our school’s use of pupil premium (and recovery premium for the 2025-2026 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 Michael and St Martin Catholic Primary School
Number of pupils in school	474
Proportion (%) of pupil premium eligible pupils	4.7% (20 FSM pupils and 1 CLA pupil)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	February 2025
Date on which it will be reviewed	February 2028
Statement authorised by	Mrs Nicola Duggan
Pupil premium lead/s	Mrs Sabina Bell/ Mrs Emma Goulding
Governor / Trustee lead	Mr Remie Antao

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,300 + £2,630
Recovery premium funding allocation this academic year	£ (awaiting figure)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<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	£32,930

# Part A: Pupil premium strategy plan

## Statement of intent

At St Michael and St Martin Catholic Primary School, we **STRIVE** for all our children to achieve personal excellence for themselves. Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We recognise that some children will require extra help and therefore the focus of our Pupil Premium strategy is to support disadvantaged children (whether entitled to Pupil Premium funding or not) to achieve their goals, including progress for those who are already high attainers and to narrow the gaps between all groups of learners.

At St. Michael and St Martin Catholic Primary School, we acknowledge that parents are their children's first educators and play a vital role in educating their children. We work in unison with parents to ensure that our provision meets everyone's high expectations so that our children are provided with not only the best possible start to their lives, but continued growth and development. We want our children to achieve the highest possible standards in Reading, Writing and Maths, but we also believe it is equally important that our Curriculum and our school values create children that are: **Spiritual, Thoughtful, Resilient, Independent, Value** others and are **Empathetic**. As a school, we know that children and staff will only achieve this personal excellence in an environment where they feel respected, valued and loved and when we recognise the uniqueness of the individual, made in God's image and loved by him.

### **We endeavour to improve outcomes by:**

- Providing quality first teaching
- Providing effective additional adult support where required
- Providing all staff with effective CPD to ensure needs are met
- Providing effective intervention programmes for phonics, reading, spelling and writing
- Supporting children's development of their Personal, Social, Emotional and Mental Health and Wellbeing needs
- Supporting families so that their children will be able to access all areas of the curriculum, including educational visits and visitors to school, participate in extracurricular clubs and school residential trips

### **We will ensure that:**

- All staff are aware of who our disadvantaged children are and what they need
- Leaders and staff are involved in continually monitoring pupil progress and addressing gaps in learning
- Vulnerable children are identified and we address the challenges they face, and support their needs regardless of whether they are disadvantaged or not
- Our whole school approach to raising expectations is embraced including recovery programmes and targeted support

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour

difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

**Our ultimate objectives are:**

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

**We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. *We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*
- Pupil premium funding will be allocated following a needs analysis that will identify priority classes, groups or individuals.

**Achieving these objectives:**

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. (Quality First Teaching)
- Additional teaching and learning opportunities provided through trained staff and external agencies
- All our work is intended to accelerate progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations & above, subject to their starting point.
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support at St Michael and St Martin Catholic Primary School, we use a tiered approach to Pupil Premium Spending. Our focus is on three key areas; Improving Teaching, Targeted Academic Support and Wider Strategies.

1. High Quality Teaching- CPD, every teacher is supported to keep improving and to ensure all children receive quality first teaching and learning. The Sutton Trust Report 2011 highlighted the key factor for attainment and progress is effective teaching. This revealed that high quality teaching is especially significant for pupils from disadvantaged backgrounds.
2. Targeted Academic Support- structured, timely interventions delivered by skilled Teaching Assistants across school day; Speech and Language therapist, Behaviour Therapist & Reading Eggs Online learning programme; termly Pupil Progress Meetings with class teacher, assessment lead and Inclusion lead ensure every child, including PPG children, are making at least good progress against their starting point.
3. Wider Strategies- We offer our PPG children access to a wide range of after school enrichment clubs such as Judo, Football, Basketball, Girls Games, Magical Maths Club, Rocksteady, Homework Club, Table Tennis, Cricket and Art Club. Free pre-school fitness club. A wide range of trips are subsidised for PPG children. A

comprehensive Mental Health and Wellbeing offer is available to all children, including access to highly trained ELSA TA's, as well as access to a trained Draw and Talk therapist.

## Challenges

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

Challenge number	Detail of challenge
1	Multiple barriers to learning: In each year group, there are a small number of pupils eligible for the pupil premium grant. Some disadvantaged pupils have multiple barriers to learning (for example, SEND, EAL, mobility). Therefore, each pupil's individual circumstances need to be identified and addressed.
2	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. For persistent absence to be reduced to below 1% and for attendance to be in line with all pupils.
3	Intake of new pupils across school with a range of additional needs. Some pupils require rapid intervention across all subjects, in particular Phonics/ Eng & Maths. Pupils require support for learning and behaviour.
4	Disadvantaged pupils (some) in the EYFS have lower starting points when entering Reception. Internal assessments indicate that communication and language attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Internal assessments indicate that writing attainment among disadvantaged pupils, particularly those that have joined the school in-year, is below that of non-disadvantaged pupils. Particular focus on children's ability to structure a sentence correctly, write effectively and clearly for different purposes, using a range of exciting word choices and correct grammar.
6	School is located in an area of high deprivation and this often results in a lack of wider experiences that our children have access to.
7	English is often an additional language at home. There is often a lack of learning materials at home and a lack of parental engagement in some hard to reach families.

## 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
Disadvantaged pupils, who do not have cognitive SEND needs, to achieve in line with their peers in reading, writing and maths and sustain good and accelerated progress.	100% of disadvantaged pupils who do not have cognitive SEND needs will reach age related expectations in Reading, Writing and Maths. 100% PP pupils to achieve Year 1 phonics check. 100% PP pupils to meet average score of 20/25 in the Year 4 multiplication check. Disadvantaged pupils with a SEND need will make more than expected progress. Pupil progress meetings highlight and address individual needs.
All new starters will make good progress from their entry points.	An induction programme that evaluates new pupils promptly and assesses gaps in learning will ensure rapid identification of needs. Feedback from baseline assessments shared with SLT and EYFS staff in order to provide appropriate intervention. New starters will make good progress without falling further behind during transition. Staff provide targeted interventions before school for key children in phonics and maths.
To reduce the effect of the socio-economic gap.	Raise outcomes for this group through increased confidence and leadership, helping to raise future aspirations in school groups such as <i>Steamettes</i> and <i>Digital Leaders</i> . All PP pupils will have the opportunity to attend a Year 6 residential. All PP pupils will participate in at least 1 after school club. All pupils will attend educational visits to support the curriculum. As many pupils as possible will represent the school in a sporting competition.
Disadvantaged or vulnerable children achieve good progress with phonics and as a result achieve good progress and with reading, spelling and writing.	EYFS and Key Stage 1 phonics, reading and writing assessment outcomes show that disadvantaged or vulnerable children have made good progress from their starting points and have met the expected standard or better. Key stage 2 disadvantaged or vulnerable children have made good progress from their starting points in reading and writing and have met the expected standard or better. Teachers and support staff provide targeted interventions before school for key children in phonics and maths.
The disadvantaged or vulnerable children achieve good progress with phonics and subsequently achieve good progress and with reading, spelling and writing.	Children assessed to be within the lowest 20% of each class in phonics/reading will meet their challenging targets set though pupil progress. Parents attend workshops in Phonics and Reading presentations throughout the school year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of standardised diagnostic assessments such as Welcomm assessment. Training for staff to ensure assessments are interpreted and administered correctly.	Purchased the <i>Welcomm</i> Assessment for EYs Language & Resources for intervention Groups. 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.	1,3,4 and 7
To improve the attainment outcomes of all pupils and with a strong focus on pupil premium pupils	Early identification and robust tracking of pupil premium children enables targets to be set and targeted actions to be implemented, monitored and evaluated.	1-7
Ongoing CPD for staff in teaching of RWI phonics and early reading	EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	3,6,7
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas,	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality	1,3,4,5, and 7

consolidate understanding and extend vocabulary.	classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure summative end of KS2 results are at, or exceed, national expectations for progress	To timetable effective support of additional adults in every YG from Rec to Y6 to provide targeted interventions resulting in positive progress gains. To upskill support staff with appropriate approaches and pedagogy to teaching interventions To identify pupils who may require more targeted support on a daily basis.	1,3,4,6,7
Additional phonics sessions in Year 1, 2 and Year 3 to target pupils who need further support. 3 groups x 30 mins daily	Phonics EEF DFE accredited phonics programmes Read Write Inc.	3,6,7
Targeted literacy groups: Using EAL strategies from advisor: such as Colourful semantics and sentence tables. In-class support for writing, daily targeted readers, handwriting recovery Year 6 catch up sessions (spring term) pre and post school	To ensure the curriculum is balanced and carefully sequenced, and the wider curriculum allows opportunities for cultural development. To allow all disadvantaged children a highly subsidised residential in Y6. To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Wider Curriculum lessons.	1,3,4,5,6,7

	<p>To provide greater enrichment opportunities for disadvantaged pupils.</p> <p>To have themed curriculum days to deepen children's understanding of specific topic areas.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance pupils' cultural capital by providing a breadth of experiences.	<p>To ensure the curriculum is balanced and carefully sequenced, and the wider Curriculum allows opportunities for cultural development</p> <p>To allow all disadvantaged children a discounted residential in Y6.</p> <p>To allow pupils to partake in free visits, both virtually and in school, which build on skills and knowledge from our wider Curriculum lessons.</p> <p>To provide greater enrichment opportunities for disadvantaged pupils.</p> <p>To have themed curriculum days to deepen children's understanding of specific topic areas</p>	5
Children with social, emotional difficulties are fully supported to achieve good mental health and wellbeing with our ELSAs/Draw and talk and Mental Health Lead.	<p>EEF - Children are able to thrive in our setting following interventions.</p> <p>Building up self-confidence and having strategies to cope with issues.</p> <p>Training of a new Senior Mental Health Lead.</p>	1,2,3
Further embed the new White Rose Science Scheme across all Key Stages.	<p>The new school scheme mirrors the successful format of the white rose maths scheme which is embedded across the school.</p> <p>Small steps ensure the curriculum is accessible to all.</p>	4,6

<p>Embedding dialogic activities across the school curriculum in line with ORACY. These can support Oral language interventions EEF 1, 3 8 pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Termly oracy projects and assembly led by LM now extended to cover EYFS through to KS2.</p> <p>School to join the Oracy 21 project in 2026.</p> <p>School to join the EducareM - The Young Catholic Influencers Award. This award brings young people together to speak with clarity, act with purpose, and lead with conviction through Catholic Social Teaching.</p> <p><a href="https://educarem.org.uk/">https://educarem.org.uk/</a></p> <p><a href="https://voice21.org/">https://voice21.org/</a></p>	<p>1,3</p>
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## 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*

Programme	Provider
RWI	Ruth Miskin Literacy

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils.

Year 6 End of Year attainment 2024-25			
	5 pupils eligible for PP ARE+	National ARE	PP GDS
% achieving expected + in Reading	100%	75%	100%
% achieving expected + in Writing	100%	72%	60%
% achieving expected + in Maths	100%	74%	100%
% achieving expected + in SPAG	100%	73%	100%

Year 2 End of Year attainment 2024-2025			
	4 pupils eligible for PP ARE+	National ARE	PP Higher standard
% achieving expected + in Reading	75%	N/A	25%
% achieving expected + in Writing	75%	N/A	25%

<b>% achieving expected + in Maths</b>	100%	N/A	50%
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<b>GLD attainment 2024/25</b>		
	<b>2 PP pupils</b>	<b>National</b>
<b>Rec</b>	100%	68%

<b>Phonics attainment 2024/25</b>		
	<b>2 PP pupils</b>	<b>National</b>
<b>Year 1 expected level in phonics</b>	100%	80%
<b>Year 2 retakes</b>	N/A	N/A

<b>Number of PP pupils meeting age related expectations 2024-25</b>			
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Reception</b>	2/2	2/2	2/2
<b>Year 1</b>	2/2	2/2	2/2
<b>Year 2</b>	3/4	3/4	4/4
<b>Year 3</b>	1/4	1/4	2/4
<b>Year 4</b>	7/7	7/7	7/7
<b>Year 5</b>	2/2	2/2	2/2

