

# Pupil Premium Strategy Statement/Review 2024-2026



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Margaret Mary's RC Primary School
Number of pupils in school	346 pupils
Proportion (%) of pupil premium eligible pupils	28% 86 pupils eligible – Autumn 2022 Census
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 to Autumn 2026 with review of impact, to continue with set plans for 2024-2025 [incl interim review] and final review 2026
Date this statement was published	November 2024
Date on which it will be reviewed	Interim Review - December 2025
Statement authorised by	Matt Sutton, Headteacher
Pupil Premium Lead	Matt Sutton Headteacher

Governor / Trustee lead	Governing Body
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£132,400</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£132,400</b>

## **Overview and Evidence**

### **Pupil Premium**

Our Pupil Premium Strategy and Learning Intention for 2024 follows on our previous strategy and review. It is underpinned by quality evidence-based research, including EEF and NPQ based research, including that completed by key members of staff. Fundamentally this being that ‘high quality teaching is the most important lever that schools have to improve outcomes for disadvantaged children.’ Education Endowment Foundation 2020.

Increasingly at St Margaret Mary’s, we recognise the high priority for pastoral support and nurture interventions, founded upon the understanding that for children to be successful in their learning they need to be emotionally stable and settled.

As such, at St Margaret Mary’s, we will continue to release our classteachers, teaching staff and senior staff to target the children who need additional support, as they are best placed to know their specific academic, emotional and nurturing needs.

Evidence provided by the EEF continues to place high emphasis and impact upon excellent levels of communication, language and oracy. This is a whole school focus following the disruption of the last two years and will also make up specific intervention programmes for pupils eligible for PP Funding, particularly in EYFS, KS1 and LKS2.

### **Intervention Programmes/Support**

In order to provide the support for pupils who have fallen behind furthest, we have organised appropriate pastoral support and a series of structured interventions focused in class and additionally to class-time learning. These are delivered either one to one or in small groups. The focus for these interventions is likely to be on literacy and numeracy, alongside the above-mentioned nurture and sessions. Educational research provides us with extensive evidence that highlights the long-term negative impact of beginning secondary school without secure reading and literacy skills. Therefore, the acquisition of literacy skills is a high priority for our school. Evidence and reflections from past interventions shows that the programmes have a greater impact where they meet a specific need, such as oral language skills, vocabulary or aspects of reading, including regular sessions maintained over a sustained, planned period. These interventions are carefully planned and timetabled to enable consistent delivery. Our interventions also focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs. This has been identified as being crucial to academic attainment both through academic research and our own school-based reflections. Effective intervention always follows assessment as a baseline; this ensures that support is well targeted and enables accurate monitoring of pupil progress from this.

Additional information utilised regarding high-quality programmes that have undergone rigorous evaluation is available on the EEF's Promising Projects list, which we used to inform our provision.

Our main intervention programmes include

Wellcomm Screening and Follow-up EYFS Screening for all

ELKLAN: Blank Levels

Soundwrite

Pegs-to-Paper Intervention [newly introduced]

Maths – White Rose Recovery

Precision Monitoring

Little Wandle Phonics Programme

Little Wandle Catch-up/Intervention Programme [updated]

Little Wandle SEND Programme [updated]

Comprehension/Reading Programme

Oracy resources and activities created as part of whole school development plan priority

Our approach is 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 challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- use quality first teaching delivered by key school staff, best placed to know the individual and collective needs of those pupils.

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At the heart of our St Margaret Mary's Mission is the recognition that each child is special and unique. The ethos of our school is to proclaim the Good News of the Gospel and be witnesses to this through our relationships with one-another and the wider community. In doing so we recognise the unique gifts and talents that God has given us and work to ensure that each child experiences a rich and exciting curriculum, fulfilling their true spiritual, moral and academic potential. At St Margaret Mary's we strive to remove the barriers to learning that many of our disadvantaged children face, to enable them to fulfil this potential.

A significant number of our pupils are arriving at school from communities that increasingly lack ambition and clear pathways to the best employment opportunities. Therefore, we know we must challenge and overcome this by adopting a three-pronged approach. At St Margaret Mary's we recognise the importance of a well-planned, coherent and ambitious curriculum that addresses the many gaps in pupil's basic skill and knowledge. Secondly, we want all of our children to have the entitlement of a full and rich curriculum. Finally, we must ensure that all of our children achieve well and attain good standards as a result of the curriculum.

*Over time the school has developed and continues to develop a meaningful curriculum that enables all pupils to develop their knowledge and skills in a variety of subjects. Our school virtues are carefully aligned to the curriculum intentions and are designed to support our children's growth in a range of ways; being curious and active, learned and wise, eloquent and truthful, intentional and prophetic, attentive and discerning, faith-filled and hopeful, grateful and generous.*

At St Margaret Mary's we recognise that reading is rooted at the centre of our whole curriculum and the gateway to achievement in other curriculum subjects. It is essential to quality future work opportunities, economic and financial well-being and wider life-chances that we aspire for all of our pupils.

In the context of informing our decisions regarding Pupil Premium Funding, we start with our school and our context. St Margaret Mary's is located in New Moston, North Manchester, serving very mixed social and economic communities within Manchester and Oldham local authorities.

We recognise that our community in North Manchester, like many others is very mixed in its demographic make-up, serving a range of professional and working parent alongside economic and social disadvantage that many of our families face on minimum wages and flexible/zero hour contracts.

A growing proportion of our pupils live in the bottom 30% of Super Output Areas (SOA) as ranked by the Income Deprivation Affecting Children Index (IDACI). The IDACI score for the school is significantly below the Manchester and national one. Approximately 50% of pupils live in the bottom 10% of most deprived areas. The school is in the 5th quintile of most deprived areas. This means the school is in the bottom 20% of schools nationally. This picture is further reinforced when one refers to the ACORN categorisation of home backgrounds where over 60% of children live in ACORN categories 4 or 5, which are described as financially stretched or urban adversity. The number of pupils living in areas of deprivation are significantly higher than the national average. ...101 pupils are currently on the Ever 6 register (October 2024 census). 31% of Pupils were on the register from the Autumn 2024 census and funding is allocated on this figure. This is above the national figure 22%.

Early Years Social Mobility performance of Manchester being ranked 29<sup>th</sup> worst in the country

A significant percentage of families live within the Oldham authority, again a LA that has high levels of socio-economic challenges.

Aspects of social deprivation are further reinforced through the Index Multiple Deprivation data highlighting that the wards in which over 48% of our children reside in are ranked in the most deprived/lowest 12% nationally.

Common barriers to learning for some of our disadvantaged children can be: poor spoken and receptive language and communication skills, lack of confidence, more frequent behaviour difficulties. We also recognise that there may also be complex family situations that prevent children from flourishing.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils at St Margaret Mary's.
- We ensure that appropriate provision is made for pupils who belong to all vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed swiftly.
- We allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged but may not access Pupil Premium.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals.

## Summary

We will consider the challenges faced by all of our vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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 to 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 challenged in the work that they're set
- act early to intervene at the point need is 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	<b>The continued impact on emotional, mental and physical health and well-being for pupils</b>
2	<b><i>In English and Mathematics narrowing the gap between disadvantaged and non-disadvantaged pupils.</i></b> Internal assessments, teacher observations, class-based work, national research all evidence this.
3	<b>Internal assessments indicate that phonic development, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</b>

	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.
4	<p><b><i>On entry into EYFS and within KS1, social and emotional regulation and skills continue to be a priority for groups of children, particularly those most disadvantaged.</i></b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to be impacted from disruption to their early development following COVID-19, full and partial school closures. These findings are supported by school-based reflections along with national studies.</p> <p>This has resulted in significant impact upon the emotional and social development of our younger and most vulnerable pupils.</p>
5	<p><b>High whole school focus upon developing oracy, speech, language and communication upon entry into school and in other cohorts, particularly for our disadvantaged pupils. [whole school development priority 2024...</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</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. These priorities have been identified as relevant for the current academic year 2024-2025, to be reviewed as part of Summer 2025 analysis.

Intended outcome	Success criteria
Improved oracy, speech, language and communication within our younger children with an increasing number working within the expected standard at the end of Reception and as part of the transition progress	<p>Speech and language, vocabulary assessments demonstrate ongoing progress in verbal reasoning and language acquisition [see assessments TALC/School-based]</p> <p>Baseline scores from September/Autumn 1 to re-tests in June 2025 show significant improvements for all pupils [See EYFS Outcomes]</p> <p>In other year groups significantly improved oral language and understanding of key vocabulary, among our more disadvantaged pupils. [This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments].</p>



model as they move into KS1.	
Identify pupils and provide Quality First Intervention so that they can accelerate progress and catch-up appropriately  Improved reading and writing attainment among disadvantaged pupils.	Assessments in reading and writing identify targeted children make progress from their starting points.  Long-term progress across the key-stages to 2024/26 show that more than 85% of disadvantaged pupils will meet the expected standard.  See Assessments
Improved reading and maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024-2025 show that more than 85% of disadvantaged pupils met the expected standard.
Our children are emotionally ready to learn and meet the demands of school and the curriculum.  To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Increasing high levels of wellbeing will be evident from July 2025 and onwards through to the next academic year. Demonstrated by: <ul style="list-style-type: none"> <li>• Children being able to regulate their behaviour and access the curriculum as they transition through the school, particularly entering KS2.</li> <li>• Confirmation evidence from pupil voice, parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

### 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 Assistants/Specialist Provision/Programmes (for example, CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher[s]/Teaching Assistants to be trained to work across EYFS/KS1 providing support.</p> <p>SENDCO ELKLAN trained to oversee training/teaching needs and the progress of children.</p> <p>SENDCO release time to work with children needing language support</p> <p>Screen children on entry and at key times in the year, to identify needs and plan programmes of work.</p>	<p>Weak language and communication skills amongst pupils upon entry into EYFS &amp; transitioning into Y1/KS1, due to inconsistent nursery/pre-school experiences/ COVID lockdown.</p> <p>Increasing number of pupils who have not passed two-year old health/emotional well-being checks</p> <p>High number of pupils working in 22-36-month age band.</p> <p>Increasing evidence of poor spoken language, positional and command language.</p> <p>Increasing SaLT involvement and speech and language referrals being made with pupils requiring key 1:1/group support.</p> <p>TALC Assessments to be completed...providing 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="#">TAKE OUT Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>4 and 5</p>
<p>Newly revised spelling and vocabulary programme devised and implemented across the whole school and curriculum areas by Teaching Lead [NPQ Project].</p> <p>English leads complete NPQ in Teaching and Learning with fo-</p>	<p>EEF evidence supports 'language gap and poverty' amongst disadvantaged pupils. Standardised reading assessments and teacher assessments identify language/knowledge gap amongst pupils and impact this has upon spoken language, comprehension and writing.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 &amp; 3</p>

<p>cus upon staff development/language acquisition/word poverty.</p> <p>Adapt/revise key vocabulary and language progression across all year groups to ensure consistent language acquisition across the school curriculum.</p> <p>Release time for English Leads to complete NPQs and work across key areas of the school with staff and pupils.</p> <p>Review and plan.</p> <p>Training provided for all staff – and to remain ongoing to fit updated programmes and interventions.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Little Wandle <a href="#">DfE validated Systematic Synthetic Phonics programme</a> implemented to secure stronger phonics teaching for all pupils.</p> <p>Release time for English Leads/DHT/EYFS Lead/SENCO to review</p> <p>Training provided for all staff across the school, with clear implementation timeframe.</p> <p>Parent workshops held to support phonics teaching and changes.</p>	<p>School has successfully transitioned to Little Wandle.</p> <p>Secure and expertise staff knowledge of Little Wandle Phonics Programme and Early Reading</p> <p>Updated interventions and SEND Programmes</p> <p>Phonics acquisition/development of all pupils established with appropriate programmes and interventions in place for all pupils particularly for our disadvantaged pupils and those who are falling behind and lack parental support from home. [See assessment data/observations]</p> <p>Quality Guided reading sessions following whole school training</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>School Review of PSHE Curriculum to ensure appropriate teaching of Social, Emotional, Mental Health.</p>	<p>Carefully mapped out PSHE Curriculum that meets the changing needs of all pupils and supports Pastoral, Personal, Social and Emotional Health.</p>	<p>1 &amp; 4</p>

<p>Training/CPD for Mental Health Lead and staff</p> <p>School to provide identified pastoral support and nurture provision for children with barriers to learning, including Social, Emotional and Mental Health</p> <p>Caritas Social Worker/SEND CO to coordinate provision alongside key Teacher/SLT and TA support</p>	<p>Miss Taylor and whole staff complete training development with Zain Aqbal [Manchester Health Lead]</p> <p>Journey towards Mentally Healthy School Award started. Miss Taylor working alongside Manchester Health Lead</p> <p>Increased number of children with social, emotional and mental health needs identified in the school.</p> <p>Pupils requiring intervention and targeted provision/support.</p> <p>Implementation of PATHS [See whole school development plan]</p> <p>Children who receive identified support and provision are now able to access the classroom and curriculum learning.</p> <p>Evidence to support that children are able to regulate their behaviours and identify, articulate emotions.</p> <p>Emotional vocabulary and regulation to improve resulting in improved relationships and friendships with their peers.</p> <p>Data highlights children are then able to make increased progress in their learning and through the curriculum.</p> <p>See EEF Moderate impact +4</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1 &amp; 4</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions, recruitment and retention)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted tutoring activity for children from Y1-Y6, in maths, reading and writing delivered by quality school teachers</p> <ul style="list-style-type: none"> <li>- Including working with teaching staff including teachers</li> </ul>	<p>EEF evidence suggests that small group, 1:1 tuition with a qualified teacher is high impact/effective.</p> <p>This will be additional tutoring beyond the school day so that children do not miss any more time and receive a broad/balanced curriculum</p> <p>Identify small number of children in each year group, targeting disadvantaged/PP/slow movers [6-7 pupils]</p> <p>Effective, high quality teaching: small group/1:1 with specific, effective feedback</p>	2 & 3
<p>Creation of a programme and progression document to improve oracy, listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. [See whole school development plan 2024-2025]</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><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Additional phonics sessions using Little Wandle Catch-Up Programme targeted at disadvantaged pupils who require further phonics support.</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 period up to 12 weeks: Clearly planned systematic teaching that ensures fidelity and quality, targeted catch-up</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 & 3
<p>To provide a range of catch-up interventions focusing upon maths, reading and writing including: Little Wandle Phonics pre-teach/catch-</p>	<p>EEF Guidance Quality First teaching from a specialist</p> <p>TA interventions Moderate impact +4</p>	2 & 3

<p>up, spelling programme, maths recovery, school SPaG curriculum delivered by teachers, trained TAs, experienced tutor</p> <p>[Quality First Teaching]</p> <p>Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>This is delivered by staff who know the need A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps an effective method to support low attaining pupils or those falling behind, both 1:1/small group:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£18,200 Caritas School Counsellor Support**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide access to a school counsellor</p> <p>Key staff including PSHE lead/DHT to receive mental health first aid training to provide targeted and strategic support</p> <p>School to access Wellcomm package/resource</p>	<p>Key social and emotional intervention can have positive overall effects:</p> <p>Children overcome barriers to learning allowing them to achieve their own potential, using a mixture of bought-in professionals and in-house qualified staff</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4 & 5

**Total budgeted cost: £132,400**

**Costings 2022-2023**

Teacher and TA salaries to support catch-up interventions	£109,650
Caritas Counsellor/Social Worker Salary	£19,175
Mental Health Training	£3,575

## **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 2024 academic year.**

We are able to provide a clear indication of the positive impact that the funding has had in supporting the school in overcoming the challenges and barriers to quality of education and achievement for those pupils eligible for Pupil Premium 2022-2024 [See Strategy Statement]

Challenges:

A] Lower Attainment of groups of our PP children in some year groups in English and Maths compared to non-pupil premium peers.

B] Poor emotional and social development for children upon entry into EYFS/Reception following pandemic/school lockdown.

A] Lower Attainment of groups of our PP children in some year groups in English and Maths compared to non-pupil premium peers.

Catch-up and acceleration of progress in key areas of English and Mathematics

- Teaching assistants carefully deployed to support targeted intervention
- Additional teacher to be brought into school two afternoons a week to accelerate progress of PP children in Y5 and Y6.
- AHT/DHT to provide targeted teaching support to identified PP children
- SENDCO released to support provision mapping for SEN PP children and support Teachers/TAs.
- Provide key supply cover internal/external for classteachers from Y3-Y6 to deliver PP teaching support.

**Progress measured from Sept 2023-2024**

**Whole School Attainment: See Internal Assessment Data**

Reading – 71% of Pupil Premium children achieved Age-Related-Expectations

Writing – 64% of Pupil Premium children achieved Age-Related-Expectations

SPaG – 66% of Pupil Premium children achieved Age-Related-Expectations

Mathematics – 75 % of Pupil Premium children achieved Age-Related-Expectations



## **Whole School Progress Measure:**

Reading and Phonics Programmes/Intervention:

Phonics Screening 2024:

- 73% of PP met expected standard
- 100% met expected standard in Y2 resit

KS1 –Y2 Results 2024

- PP – 67 % achieved ARE or better in reading [N/B 2 pupils disapplied]
- PP – 56 % achieved ARE or better in writing [TA] N/B 2 pupil disapplied]
- PP – 61 % achieved ARE or better in mathematics N/B 2 pupil disapplied]
- 90% made the expected progress from their Sept baseline targets.
- 2 out of 3 pupils eligible for Y2 Phonics re-check passed [N/B 1 pupil disapplied]

KS2 –Y6 Results 2024

- PP 62% achieved ARE or better in reading
- PP 77% achieved ARE or better in writing [TA]
- PP 91% achieved ARE or better in mathematics  
PP ch received targeted intervention from tutor [guided reading/comprehension/interventions]  
PP Combined 69%
- All pupils made the expected progress from their baseline in Sept 2023-2024

Key interventions provided by classteacher and coordinated by SENDCO. Interventions completed by teacher/Targeting phonics, reading, spelling, arithmetic and fluency. This resulted in increased confidence, retrieval and independence. Reviews of all SEN Individual Provision Maps demonstrated that the vast majority of pupils made progress towards their targets.

Reading and Writing:

To improve the CLLD of pupils in EYFS

- See Baseline progress made by all pupils in receipt of PP from level entry

On entry into EYFS for Listening and Attention only 31% of pupils at the 40-60 [National Expectations for on-entry] compared to 79% into achieving the ELG at the end of the year [National Expectations]

On entry into EYFS for Speaking only 31% of pupils at the 40-60 [National Expectations for on-entry] compared to 83% into achieving the ELG at the end of the year [National Expectations]

On entry into EYFS for Understanding only 31% of pupils at the 40-60 [National Expectations for on-entry] compared to 83% into achieving the ELG at the end of the year [National Expectations]

### **33% of PP pupils achieved overall expected GLD 2024**

To support language and vocabulary development in KS1 pupils completed:

- focused guided reading sessions using VIPERS and key question stems
- Speech and language, role-play activities that focused upon communication, language and accurate explicit teaching and development of key vocabulary for ARE.

Despite excellent progress being made towards targets set we are aware that the performance of some of our disadvantaged pupils was lower as a percentage. This in turn is due to specific, individual needs and a small number statistically [6 pupils]

Our assessment of the reasons for these outcomes continues to highlight developmental delay due to lockdown and changes to pre-school routines, nursery access etc... which in turn has disrupted social and emotional development to varying degrees. As evidenced in schools locally and nationally this is a trend most common amongst our disadvantaged pupils.

Attendance and improving absence rates continues to be an ongoing focus whole school particularly for our disadvantaged pupils. The SLT and School Attendance Officer work closely with parents to promote excellent attendance, particularly amongst our most vulnerable, disadvantaged pupils, but this remained.

### ***B] Poor emotional and social development for children upon entry into EYFS/Reception following pandemic/school lockdown.***

Our assessments and observations indicated that pupil wellbeing and mental health continue to be significantly impacted last year. The impact was particularly acute for our most disadvantaged pupils. We used pupil premium funding to provide wellbeing and nurture support for all of our pupils, and targeted interventions where required.

Our PP children were prioritised for receiving 1:1 and small group support with our Caritas Social Worker/Counsellor.

This was often on a month/half-termly cycle targeting their identified needs. The programmes included a baseline identification of need and measure of work completed and follow-up sessions, to be supported by school staff. [See records of referral/interventions/support]

We recognise the on-going need for this focus and are continuing to build on that approach with the activities detailed in this plan for 2024-2026.

### Externally provided programmes

Programme	Provider
Times Tables Rock Stars	
Spelling Shed	
SEND Programme	
Little Wandle Phonics Programme [See additional programmes/interventions and updates]	
SaLT	
Wellcomm Screening/Intervention	
PATHS	
Bespoke Oracy, Speaking and Listening Progression Document [ongoing SDP 2024]	

### Further information

#### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

**Planning, implementation, and evaluation** In planning our new pupil premium strategy we have continued to use the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which

activities and approaches are likely to work in our school, given our context, needs and the impact of the past 12-18 months. We will continue to use it through the implementation of activities.

We reflected upon the positive impact of previous areas of focus and why some aspects of these had not had the degree of impact that we had expected. Evidence was used from multiple sources of data including formal, informal observations, assessments, pupil engagement in the classroom, book scrutinies, conversations with parents and professional conversations with staff in order to identify and prioritise the challenges faced by disadvantaged pupils at St Margaret Mary's. We also used the EEF's families of schools database, to view the performance of disadvantaged pupils in schools similar to ours and looked at the case-studies of schools with high-performing disadvantaged pupils, to learn from their approach.

We have previously looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. In addition to this reflections on the progress of our PP pupils and impact of interventions has informed this plan and overview.

We believe we have a robust evaluation framework in place for this 2024-2026 Pupil Premium Strategy and will adjust our plan both short-term and long-term, over time to secure better outcomes for all pupils, particularly our most disadvantaged and those eligible for Pupil Premium funding.