

# Pupil premium strategy statement

## St Mary Queen of Martyrs



### Updated for academic year 2024-2025

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 effect that last year's spending of pupil premium had within our school.

#### School overview:

Detail	Data
School name	St Mary Queen of Martyrs
Number of pupils in school	288+ 30 nursery = 318
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 <b>2024-2025</b>
Date this statement was published	<b>September 2024</b>
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs C Coldham
Pupil premium lead	Miss A Uney

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-2025	£109,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£109,520</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

#### Context of our school:

St Mary Queen of Martyrs VC Academy is located to the east of the city and borders several large housing estates. 41% of our children live in the 5% highest level of deprivation nationally. The IDACI information below shows this information.

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	155	46%	1099
2	10% to 20%	3285 to 6568	32	9%	4712
3	20% to 30%	6569 to 9853	7	2%	7014
4	30% to 40%	9854 to 13137	1	0%	13117
5	40% to 50%	13138 to 16422	2	1%	16159
6	50% to 60%	16423 to 19706	23	7%	18102
7	60% to 70%	19707 to 22990	62	18%	21082
8	70% to 80%	22991 to 26275	30	9%	23536
9	80% to 90%	26276 to 29559	26	8%	27148
10	10% Least Deprived	29560 to 32844	0	0%	
	UNKNOWN		0	0%	
	TOTAL		338	32.0%	10506

#### Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	139	41%	997
	6% to 10%	1643 to 3284	16	5%	1979
2	10% to 15%	3285 to 4927	29	9%	4550
	16% to 20%	4928 to 6568	3	1%	6280
3	20% to 25%	6569 to 8211	6	2%	6778
	26% to 30%	8212 to 9853	1	0%	8431

We are profoundly aware of that disadvantaged pupils often face barriers to their learning, including:

- \* complex family situations
- \* social and emotional issues, including a lack of confidence towards education
- \* attendance and punctuality issues
- \* underdeveloped language and communication skills

At St Mary Queen of Martyrs we ensure that all members of our staffing team have an understanding of the level of deprivation that all our children may have, the barriers that they may face and the support that our children and families have access to. Data analysis of pupil groups on a pupil level is shared so that staff are aware of specific areas to target alongside the approaches which have had previous success.

**Our principles:**

- 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 the 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 which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Careful planning to ensure all approaches to teaching and learning meet the needs of all pupils.
- Provision is tailored to ensure that all children are ready and confident to access learning.

**Our ultimate objectives are:**

- Support all our children socially and emotionally
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure attendance is above national for all groups of children.

**Achieving these objectives:**

Our current pupil premium plan ensures the best provision of all children to “be the best that they can be”. These approaches are informed by national research, previous experience and impact alongside the knowledge of our school community. Our plan to achieve our objectives will include:

- Quality first teaching for all pupils
- Reducing class sizes
- Effective small group support
- TA Intervention – “keep up not catch up”
- 1:1 targeted support including speech and language
- ELSA intervention
- Pastoral and Inclusion support
- Funding of enrichment opportunities such as: breakfast club, music lessons, visits, activities etc.
- Access to extra-curricular clubs

Our list may change upon need of individual pupils however the focus will never deviate from ensuring that all children “can be the best that they can be”.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of language and communication skills
2	Lower than average levels of confidence which can affect attitudes to learning, social skills, behaviour and attendance
3	Lower than average phonics skills when starting EYFS/KS1 (linked to challenge number 1)
4	Reluctance to engage with external agencies (social care support, health, speech etc)
5	Attendance and punctuality difficulties
6	Limited experiences beyond local community/area

## 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
Progress in language and communication skills (CN1)	Confident and articulate speakers
Increased levels of confidence (CN2)	Pupil voice and TA (ELSA) support demonstrate increasing levels of confidence Pupil participation in Leadership roles and club attendance
Progress in Read Write Inc (CN3) Development of early reading skills (CN3)	Rapid movement within groups and more children passing Phonics Screening Check; with more children attaining a higher pass mark and the cohort not achieving less than 90%.
Increase Attendance and decrease levels of persistent absenteeism (CN5) Targeted support vulnerable families	Attendance is above national average. (97%) Rates of persistent absenteeism continue to decrease and persistent absenteeism families work in collaboration with the school
Pastoral and inclusion support helps support families in accessing services. (CN4)	Rates of closed cases due to non-attendance decrease

Increased Enrichment opportunities for children (CN6)	Children value school and enrichment opportunities and they can talk confidently about experiences beyond the classroom.
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### Activity in this academic year

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

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

Budgeted cost: £35,500 (including leadership support for Y6 and SENDCo release)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Changes to last year
SENDCO two day per week release time to support staff with the developmental of how to support SEND needs.	Use of EEF SEND research- Special Educational Needs in Mainstream schools recommendations	1,2, 4	Remains – increasing number of EHCp children from 7 - 9 in 2023-2024
Daily phonics session through RWi scheme with coaching lead released daily to ensure targeted CPD in particular supporting of new staff.	EEF +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1 3 4	Remains – target of 90% for academic year 2024-2025. Achieved 75% in Y1 and 100% with Y2 retakes.
Staff to access CPD beyond own school to improve quality of teaching and learning in Phonics, Reading & Writing	High quality staff CPD is essential to follow EEF principles. Weak language and communication skills. Pupils assessed as 'not on track' and will therefore not have the breadth of vocabulary on entry to FS1/2 Due to disadvantaged home context children unlikely to have the experiences to inform a wide ranging well developed vocabulary	1 2 3	Remaining from previous academic year. Staff to focus on adaptation and scaffolding

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

Budgeted cost: £42,340 (Teaching Assistants and CPD including updates)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Changes to last year
Neli intervention programme in EYFS	<p>Targeted group support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Low levels of language and communication skills.</p>	1 2	Remaining for academic year 2024-2025
RWi- phonics intervention is monitored daily by the Reading Lead as well as all pupils assessed and tracked. Children identified making slower than expected progress are provided with additional phonics intervention, 1:1.	<p><a href="https://www.ruthmiskin.com/en/about-us/case-studies/">https://www.ruthmiskin.com/en/about-us/case-studies/</a></p> <p><a href="https://www.ruthmiskin.com/en/about-us/mission/">https://www.ruthmiskin.com/en/about-us/mission/</a></p>	1 3	<p>Remaining for academic year 2024-2025</p> <p>Outwood English Hub supporting school during this academic year.</p>
Additional Reading sessions using Read Theory	<p>Improves children's reading comprehension skills.</p> <p>Previous success in school.</p>		Remaining for academic year 2024-2025
<p>In class targeted support and intervention to enhance provision in all areas for disadvantaged pupils. Developing pupil's confidence and vocabulary must be a part of this.</p> <p>Small group and 1:1 linked to the</p>	<p>Sutton Trust identifies that smaller group teaching could be reteaching, gap/misconception addressing or vocabulary based work (EEF toolkit).</p> <p>EEF states 'evidence consistency shows the positive impact that targeted academic intervention support can have, including those who are not making good progress across the spectrum of achievement' Why we have specifically selected small group work, where possible, delivered by the/a teacher</p> <p>We know the importance of good implementation and the regular review of this. The EEF A</p>		Remaining for academic year 2024-2025

classroom teaching.  Accurately monitor pupils and identify areas for support.	School's Guide to Implementation (Dec 2019) highlights the 'important use of expert coaching/mentoring with structured peer-to-peer collaboration and implantation data to actively tailor and improve the approach'		
Before/after school 1:1 tutoring	As above. Targeted pupils for 1:1 tutoring	2	
New Options Speech and Language Therapy (£1000 per term)	+7 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1	Remaining from last year.

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

Budgeted cost: £31,680

Activity	Evidence that supports this approach	Challenge number(s) addressed	Changes to last year
Attendance Lead to work with DSL to analyse attendance and contact low attenders/persistent absenteeism. Provide support with school attendance including free places at breakfast club for PP children and free music lessons for PP children with subsidised places for other children.	EEF (+3) Pastoral team work proactively to support attendance and improvements are starting to be seen and we wish to maintain this  According to Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics' Historically disadvantaged pupils experience more frequent behaviour difficulties, however, implementation of these strategies in previous years has seen reductions in incidents across recent years.	5	Remaining for academic year 2024-2025
ELSA support for vulnerable pupils	Metacognition and self-regulation (+7) More identified SEMH issues with children has identified that resilience is low and PP children	2, 5, 6	Remaining for academic



<p>Full time Elsa to deliver both support for families and bespoke and group support for children. Expand the ELSA role to reduce anxieties for the children with low attendance or PAS</p>	<p>are more likely to be given Red card letters and/or struggle on the playground impacting both on academic and personal progress. ELSA support work is available for all children.</p>		<p>year 2024-2025</p>
<p>Pastoral and Inclusion team to meet weekly to strategically plan the links with external agencies and dedicate time to building trusted relationships, allowing for the best wider support for all pupils.</p>	<p>As safeguarding is the most important focus in our school, we have increased capacity within our school by extending the team to meet the need of our families. An increase in social care and wider agency engagement has resulted in the need for capacity and building these relationships.</p>		<p>Remaining for academic year 2024-2025</p>

**Total budgeted cost: £ 109,520**

## 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 2023 to 2024 academic year.

#### **Attendance:**

**September 2023-July 2024, whole school attendance was 96%**

September 2022-July 2023, whole school attendance was **94%**. **This is a 2% improvement on the previous year.**

#### **Pastoral & Inclusion:**

The strong Pastoral & Inclusion team which is crucial to the school, helped support and challenge families with attendance and persistent absenteeism. This resulted in increased attendance figures, a decrease in persistent absenteeism and a decrease in minutes late to school. Families were less anxious about sending children to school and appreciated the much needed ELSA, Pastoral and Inclusion support provided by our DSL and ELSA.

We continued to support over twenty children across the school with them receiving ELSA formally and further children were supported informally through daily check ins, Advotalk and Letterbox sessions.

We increased our Pupil Leadership roles, cumulating in over 50% of children of the school being a Pupil Leader in some capacity. Roles included, Eco-warriors, playground leaders, corridor monitors, and team captains. Further roles are being introduced for 2024-2025.

The staff increased parent events for 2023-2024 which resulted in over 40 opportunities for parents to be in school such as craft days, grandparent afternoons, and stay and prays.

#### **Phonics:**

Year 1 children achieved a **75%** pass rate in the Phonics Screening Check.

June 2025 Target is 90%

#### **EYFS:**

EYFS children achieved a GLD of **63%**.

#### **Key Stage 2:**

Reading: 80%

Writing: 74%

Maths: 70%

SPAG: 76%  
Combined: 61%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Timestable Rockstar	Tt Rockstars
Nessy	Nessy Learning
Read Theory	Read Theory
Advotalk	Advotalk
Be Squared	Be Squared
Speech and Language	New Options

