



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

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Pupil Premium Strategy

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 St Mary Magdalene's.

School Overview

Detail	Data
School Name	St Mary Magdalene's RC Primary School
Number of pupils in school	195
Proportion (%) of Pupil Premium eligible pupils	39 children (20%)
Academic years/years that our current pupil premium strategy plan covers (Recommendation of three years)	24 – 25, 25 – 26, 26 – 27
Date the statement is published	
Date on which it will be renewed	July 2025
Statement authorised by	Bridget Loughran
Pupil Premium Lead	Keeley Robinsworth
Governor/Trustee lead	Janine Philp

Funding Overview

Detail	Amount
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ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

Pupil premium funding allocation this academic year	£56,240
Recovery premium funding allocation this academic year	This year is the first year where this has not been allocated
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,240

Pupil Premium Strategy Plan

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by 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 will 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



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

- 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 and success that we have identified among our disadvantaged pupils.

Challenge Number	Detail of challenge
1	Children's missed learning due to absences and lates over their time at school (These can often be sporadic days)
2	Lack of resources at home/access to– Reading for pleasure, vocabulary, imagination,
3	Resilience and stamina for learning. Children's concentration span
4	Behaviour for learning When children come into school, some are not ready for the day's learning.
5	Lack of opportunities and experiences in the wider world.

Intended Outcomes

Intended Outcome	Success Criteria
Children's attainment in reading and phonics will improve amongst the disadvantaged children with accelerated progress seen to close the gaps.	Data reflects this. Engagement of parents is evident eg attending workshops/ supporting reading policies/daily reading
Children's Speech and Language will improve which will have a positive impact on the attainment of writing amongst the disadvantaged children	Data will demonstrate improvements. Identified children will be more articulate and fluent



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

with accelerated progress seen to close the gaps.	
Children's attainment in number and fluency in maths will improve amongst the disadvantaged children with accelerated progress seen to close the gaps.	Data reflects improved fluency and attainment.
To gain a broader outlook on our community and the wider world around us.	Children can articulate about the wider world and experiences. They begin to develop critical thinking skills.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children and families demonstrate that they have tools and strategies to support their individual challenges. Data reflects improvement eg reduced number of referrals

Activities in this academic year (2024/2025)

This details how we intend to spend our pupil premium academic year to address the challenges listed above.

Teaching (for example CPD, recruitment and retention)

Approx budget cost: £10,000

Activity	Evidence that supports this approach	Challenge Numbers
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ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

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<p>CPD for all staff on developing a whole school curriculum to ensure our curriculum meets the needs of all learners.</p>	<p>Pupils receive a knowledge rich curriculum which is sequenced and focused to ensure progression of learning and skills across year groups is evident. https://educationendowmentfoundation.org.uk/news/eefblog-what-do-we-mean-by-knowledge-rich-anyway</p> <p>The school has bought into the Kapow online schemes of learning to develop Geography, History, Science, Art and Design Technology.</p> <p>Red Rose maths is now a scheme used across school in maths and is being implemented in Year 6 this year, ensuring small steps of progression in the teaching and learning of maths. This is in addition to a focus on arithmetic and number.</p> <p>ELS Phonics purchased and we will continue with CPD for all staff.</p>	<p>1, 2, 3, 4, 5</p>
<p>Use of Insight tracker to identify gaps across the curriculum and provide CPD for staff to work closely with the children to close them</p>	<p>Teachers to have CPD on the use of insight and how to analyse the data.</p> <p>Subject leaders to upload outcomes onto insight to help break down and identify the areas that children have gaps. Interventions and CPD put in place to support this.</p> <p>"If I had to reduce all of the research on feedback into one simple overarching idea... it would be this: feedback should cause thinking" (Wiliam, 2011, 126). It requires 'mindfulness' – time spent thinking (really thinking) about the task (111-112), it should provide a 'recipe for future action' https://improvingteaching.co.uk/2013/08/17/closing-the-gap-marking/</p>	<p>1, 2, 3</p>
<p>Pupils with POPs to receive targeted intervention</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of,</p>	<p>1, 3, 4</p>



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

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<p>based upon needs – this includes any S&L needs.</p>	<p>school. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send</p> <p>Teachers are aware of pupils with POPs. Meetings, reviews and support of the school SENCO, ensures that POPs are completed effectively providing a clear picture of each pupil, their needs, targets and progress. SENCO liaises with outside agencies and reports back to Teachers to provide support which will enable pupil progress. Pupils with POPs will make progress through targeted support.</p>	
<p>To implement forest school which will enhance our curriculum enabling children to gain a wider prospective of the world.</p>	<p>Forest School is a philosophy and a way of working in an outdoor environment.</p> <ol style="list-style-type: none">1. It is an ethos that promotes self-esteem, creativity, confidence and independence.2. It is a series of long-term sessions that build on the needs and development of the child.3. It enables supported risk-taking, child-centred learning, exploration and play.4. Links across the national curriculum can be made in all subjects to reinforce learning in a creative way. <p>https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/</p>	<p>1, 3, 4, 5</p>
<p>Continue to enhance the maths teaching in line with DfE and EEF guidance with the importance of arithmetic and number at the forefront.</p>	<p>Quality teaching of number and maths delivered via mastery schemes in all classes.</p> <p>Intervention or development areas for pupils highlighted through mastery approach can then be addressed with teaching assistant, IDL Number, or precision teach intervention.</p>	<p>1, 3, 4</p>



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

	<p>Continued professional development of teaching staff through clusters and maths hubs, then disseminating examples and methods of good practice to colleagues.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf</u> (<u>publishing.service.gov.uk</u>)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	
<p>Programs such as Ten:Ten and Picture News</p>	<p>Programs such as these allows us to extend our curriculum for the children. It allows them to have a voice and enables children to read about current events, participate in debates and share their views and opinions.</p> <p>It develops their vocabulary and understanding of the wider world whilst linking to our Catholic Ethos.</p> <p>The ten:ten scheme of work focuses on Relationships and Health Education (RHE) in England. The programme includes all pupils and families, and presents the core belief that each of us is created, chosen and loved by God.</p>	<p>1, 2, 4, 5</p>

Targeted academic support (tutoring, 1:1 support, intervention)

Approx budget cost:



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

Activity	Evidence that supports this approach	Challenge Numbers
<p>Support children to improve their listening, narrative and vocabulary skills.</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: Booster sessions to be offered to disadvantage pupils</p> <p>The EEF state 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.'</p>	<p>1, 2, 3</p>
<p>Use of the new program EMILE for children to complete as homework, intervention and additional support</p>	<p>The Department for Education (DfE) brought together a list of online educational resources to support children's education at home while they may not be attending their normal education setting.</p> <p>The DfE "assessed these resources with the support of subject experts to make sure they are: high quality, and appropriate for the students they are aimed at". The resources were also assessed to ensure they meet a number of technical requirements.</p>	<p>1, 3, 4</p>



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

	<p>Teach Primary acknowledged 'MTC with Emile allows teachers to prepare their students for the new Year 4 Multiplication Tables Check (MTC). The interface is identical to the DfE test and so allows pupils to become accustomed to the layout and format. Teachers and pupils can alter the time per question and the times tables involved to build up confidence. Pupils' progress can be tracked and teachers can accurately forecast results'</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support across the whole school</p>	<p>EEF state ' The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicit'</p> <p>Closing the disadvantage gap</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to</p>	<p>1, 2, 3</p>



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

	<p>the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	

Wider strategies (for example relating to attendance, behaviour and wellbeing of the pupils)

Approx budget cost: £30,000



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

Activity	Evidence that supports this approach	Challenge Numbers
Specific support for those pupils who struggle to self-regulate.	<p>Positive regard training is to take place for all staff across school to support an understanding of dysregulated pupils and how to support them in school. New strategies put into use to support those pupils. Family and Pupil support worker supports specific families. Continuous reflection and review of practise across school so that the strategies taught through CPD, work for our pupils and families. Pupils feel safe and supported in a learning environment that encourages learning. Pupils use the safe spaces provided without hesitation and personal pupil plans are created to support their daily routine. Sensory circuit created for those pupils who need help to regulate before lessons. Individualised timetables continue to be created for those pupils requiring support. All staff work together to ensure these work effectively.</p> <p>If we commit to an ethic of care, building relationships and caring for our pupils, aren't strategies in the name of increasing academic achievement but the actual goal itself.</p> <p>https://www.cultofpedagogy.com/unconditional-positive-regard/</p>	3, 4
Employ a Pastoral Manager to support disadvantaged families both in school and at home to ensure children are ready for learning and	Bera research states, 'Pastoral care in education means a whole-school strategic and operational approach to improve learners' attendance, and to foster an atmosphere that is conducive for learning and promotes tolerance, resilience, fairness and equal opportunities for all, with due regard for protected characteristics. Such an approach to pastoral care should eliminate racism, inequality, discrimination and other hindrances to learning, to create an ethos that culminates in engagement	3, 4, 5



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

<p>have good attendance etc.</p>	<p>and academic achievement of learners. Therefore, effective pastoral care can:</p> <ul style="list-style-type: none"> • improve students' attendance and retention rates • foster an orderly atmosphere in which all students can access opportunities, and enhance their academic achievements • promote tolerance, especially in students and teachers with due regard for protected characteristics • subdue racism and inequality • teach respect for self and others (Benard, 1995, pp. 3–4).' <p>Teach first state, ' professional in a pastoral role can have a profound impact on students. They can be the difference between a child attending school or not, or a family engaging with their child's education. They can be crucial in ensuring that a child and their family get the intervention and support they need, whether at school or multi-agency level. Essentially, they can be the difference that ensures a child receives an effective education.'</p>	
<p>Nurture breakfast to encourage children to come in on time and ensure they have breakfast and regulated prior to learning.</p>	<p>The EEF acknowledge the importance of breakfast clubs for disadvantaged pupils finding 'Improvements were seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.</p> <p>Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments. This key conclusion is unchanged from the original report.'</p>	<p>3, 4</p>



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

<p>Opportunities provided for all pupils to access a variety of sporting activities after school and competition within the Lancashire school's sports partnership.</p>	<p>The PE subject lead liaises with the Lancashire school's sports partnership, to ensure that pupils access competitive and enriching sporting activities outside school or within the school day. A variety of sporting clubs are provided after school and arranged by the PE lead in conjunction with TAs and Teachers to meet the needs of all pupils.</p> <p>Pupils have outdoor learning experiences planned for within the curriculum as well as forest school, making the best use of our outdoor space and provision. Pupil premium pupils experience sporting activities outside the usual school PE curriculum. Pupils are invited to try new sports and develop their competitive skills. Member of staff with PE expertise, delivering PE lessons across school to ensure consistency in teaching, assessment and progression.</p> <p>Pools to schools organised to ensure all pupils across school access the opportunity to swim.</p>	<p>1, 3, 4, 5</p>

Part B: Review of outcomes in the previous academic year (2023 – 2024)

Pupil Premium Strategy Outcomes (2023 – 2024):

Outcome	Review
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Children's oral language is a focus during reading, questioning and throughout school. We liaise closely with the Speech and Language therapists making regular referrals and working on any recommendations they bring.</p>



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

	<p>We have trialled numerous speech and language programs in school but are looking at one that will be manageable with the biggest impact.</p> <p>SENCo and Pupil Premium lead are completing research and will set this up in Autumn Term.</p>
Improved reading attainment among disadvantaged pupils.	<p>Disadvantaged pupils in each year are identified as key readers and are listened to multiple times a week. When completing the whole class novels or other reading in class they are often chosen to read or answer the questions.</p> <p>Good progress has been made by the majority of disadvantaged pupils. However, we would like to see some accelerated progress to close the gap next academic year.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Maths has been a focus for End of Key Stage Two results which showed a positive increase</p> <p>Year 6 will be continuing the Red Rose Maths Mastery approach this year when the documentation is released.</p> <p>Across school there is a focus on arithmetic this academic year to ensure the children have a secure knowledge of number which develops throughout school and prepares them for the end of KS2.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>When completing a pupil survey,</p> <p>Went from having 55 pupils to EMPH to around 10. This is due to the early identification and putting a range of internal support strategies in place. This</p>



ST. MARY MAGDALENE'S

ROMAN CATHOLIC PRIMARY SCHOOL

A CATHOLIC EDUCATION FOR ALL

	<p>can include check ins and interventions within school.</p> <p>We also run the 'Inside Out' program which has a focus on child's wellbeing, resilience, bullying, health and conflict resolution</p> <p>Clear</p>
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Attainment (Summer 24 Data)

Whole School

	Below	Working towards	Met +	Greater depth
Reading	45%	18%	34%	3%
Writing	50%	24%	26%	0%
Maths	50%	13%	37%	0%

Early Years Attainment

7 pupils

14% met GLD

	Below	Met
Reading	86%	14%
Writing	86%	14%
Number	57%	43%



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ROMAN CATHOLIC PRIMARY SCHOOL

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Key Stage One Attainment

7 pupils

	Below	Working towards	Met +	Greater depth
Reading	57%	14%	29%	0%
Writing	57%	14%	29%	0%
Maths	57%	0%	43%	0%

Key Stage Two Attainment

10 pupils

	Below	Working towards	Met +	Greater depth
Reading	30%	10%	60%	0%
Writing	40%	10%	50%	0%
Maths	30%	20%	50%	0%

Overall progress

	Below expected	Expected	Above Expected
Reading	12%	79%	9%
Writing	6%	91%	3%
Maths	12%	85%	3%