

Pupil premium strategy statement – St Mary Magdalen’s Church of England Primary School

2024 -2025

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	43.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	FIRST YEAR 2024
Date this statement was published	SEPTEMBER 2024
Date on which it will be reviewed	TERMLY
Statement authorised by	MRS HELEN V BIRD
Pupil premium lead	MRS HELEN V BIRD
Governor / Trustee lead	MRS NATALIE MOORE

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,420
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£6,453
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	£148,873

Part A: Pupil premium strategy plan

Statement of intent

At St Mary Magdalen's CE Primary School, We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **'live and live splendidly' John 10:10 'By reaching our potential together in Christ.'** We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do **Galatians 5:22-23**. It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. **John 13:34**.

We have a child- centred approach that is underpinned by our Christian vision and values. We aim to ensure all pupils leave St Mary Magdalen's CE Primary School with the knowledge and skills that will enable them to carry on with their learning, to become successful in life and to make a purposeful contribution to society

We plan to provide an enriched curriculum that meets the needs for all children, regardless of background and ability, within a supportive environment of high expectations. We place a high focus on developing children's moral, spiritual, social, and cultural understanding within a safe, caring setting in which children can thrive and succeed. What we want for all our pupils – no matter what their starting points or backgrounds:

- To access consistently high quality learning opportunities
- To be able to read fluently with good comprehension skills so that they can access learning across and beyond the National Curriculum.

To have developed self-confidence and to have their own voice; speaking up for what they believe in and having their views listened to.

- To leave our school having a necessary skills and knowledge to support them as they move to secondary school; understanding the value of education.
- To have achieved the expected standards in English and Maths so that they can build on their learning and be fully literate.
- Our Pupil Premium Strategy is built on research evidence and aims to ensure good relationships between pupils, school and parents so that we are all working together towards the same goals – the goals that our leave St Mary Magdalen's CE Primary School Pupil Premium Strategy identifies and the our biggest priority – to ensure all children are readers.

It is our firm belief that by ensuring we have a rich and well-resourced phonics / reading programme we will enable our youngest pupils to become good readers who draw primarily on their phonic

knowledge. Once a pupil is a fluent reader this will allow pupils to access independently the school's rich curriculum.

Our curriculum is designed to support all learners to 'know more and remember more', it is subject based and we support all teachers to have good subject knowledge so that they can inspire and motivate our pupils to have a love of learning.

Through our Pupil Premium Strategy we also involve the parents of our pupils, providing them with information and skills to support their children at home. We have used current research related to the impact of being able to meet age related expectations in reading and how this influences a pupil's life chances and success in later life.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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. Parents may not have the necessary knowledge to fully support their child/children in the acquisition of phonic skills or the development of reading comprehension skills. We will support parents to create an environment at home that promotes the acquisition of key reading skills through a range of 1:1 meetings, workshops and whole school events. We will provide pupils with high quality texts and a well-planned and resourced reading programme. This will extend beyond early years / Key Stage 1 into Key Stage 2.
3	Understanding the role of reading in future well-being and success Pupils with poor phonological awareness are less likely to be fluent readers at the end of Key Stage 1. As pupils move through the school the time given to implementing phonic interventions is reduced and teachers in Key Stage 2 may not have the relevant training to use a phonic approach / strategies to teaching reading or intervention. Poor reading comprehension skills impedes access to the school's wider curriculum offer. Poor reading comprehension is linked to poor phonic knowledge. Vocabulary acquisition is not extensive and impacts reading and writing outcomes. We will provide pupils with teachers and resources that can implement a high quality reading programme of study that focuses on excellent outcomes.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils.
5	Ensuring that parents and pupils understand the important of good attendance to support lifelong learning.

	Our attendance data indicates that attendance for 2023 -2024 is Pupil Premium Children is 93.25% Non Pupil Premium Children is 95.12% Therefore PP attendance is lower by 1.87% Authorised absence is Pupil Premium Children is 4.16% Non Pupil Premium Children is 3.62% Therefore PP authorised absence is higher by 0.48%
6	Well-Being / Healthy Lifestyles - Pupils may face a range of barriers to their wider development at school; for example they may not be aware of the importance of: • personal well-being • good mental health • dealing with anxiety • building resilience • having a positive view of themselves as a learners • Understanding the importance of good attendance on • achievement and well-being • The Link between positive self-image, good mental health and healthy lifestyles and their progress in learning.
7	Ensure ALL pupils are able to access a wide range of opportunities to develop their knowledge and understanding of the world and their rights and responsibilities within it

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
1. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.	KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. • Parents attend workshops and events that provide the necessary information and training to support pupils at home. • SENDCo provides support for parents who need additional support • Parent surveys indicate that parents feel supported by the school to improve their

	knowledge and skills linked to home learning. • Parents engage with home reading and understand the importance of regular home reading – for all pupils.
3. Understanding the role of reading in future well-being and success	KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. • Pupils have good reading comprehension skills and this is evidenced across the curriculum as well as in more formal assessments. • Subject leader monitoring evidences that pupils have good understanding in a range of subjects and pupils can access reading materials in the subjects that we teach. • Governor monitoring evidences that pupils are able to read fluently, can talk about their reading and how they are supported at home and in school to develop their reading skills.
4. Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils	KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
5. Ensuring that parents and pupils understand the important of good attendance to support lifelong learning.	All children to be attending school fully. • Families where persistent absence is an issue understand the impact absence has on their child's learning and wellbeing. • Pupil Attendance Lead has good working relationships with such families and supports where necessary.
6. Well-Being / Healthy Lifestyles - Pupils may face a range of barriers to their wider development at school	Children can talk about their own mental health and wellbeing e.g. through the PSHE curriculum and Happy Minds Support for both children and Parents. Children and families know how, where and when to get support if it is needed. Children and families engage with support from the Attendance Lead, staff and external agencies. Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

7. Ensure ALL pupils are able to access a wide range of opportunities to develop their knowledge and understanding of the world and their rights and responsibilities within it	More resilience in children. • All children know how to reach their goals. • All children's aspirations are widened. Children understand the wider world and are able to apply personal experiences to learning.
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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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop provision within the reception classroom so as to prioritise development of early learning behaviours (listening and attention, managing feelings and behaviour and making relationships). Establish routines which promote high expectations for self regulation (inc engagement, positive social interactions and learning) Prioritise resourcing to support collaborative learning and high engagement activities Ensure staff training for EYFS is effective in supporting improved outcomes in Reception. Speech Therapist employed one day a week to focus on early identification of need in Reception and KS1, and to assess individuals with SLCN across school.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF ORAL LANGUAGE	1
Introduce and Embed a DfE validated Systematic Synthetic Phonics programme to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension),	1,2

stronger phonics teaching for all pupils. Phonics Leader release time to develop and embed high quality phonics programme and teaching materials. (1/2 day per week)	particularly for disadvantaged pupils: Education Endowment Foundation (EEF) Guidance 'Improving Literacy at KS1' Strand 2 Effectively implement a systematic phonics programme : Training: ensure all staff have the necessary pedagogical skills and content knowledge. Improving staff subject knowledge is a key part of the school's development plan for 2024/25 Education Endowment Foundation (EEF) 'closing the attainment gap' – also identifies 'what happens in the classroom' makes the biggest difference. We are therefore investing our funding in teacher training to ensure that all children benefit from teacher subject knowledge. The Reading Framework identifies the need for a systematic approach to teaching of phonics. EEF PHONICS	
Training in the teaching of reading with a focus on all teachers/teaching team having a good understanding of how to teach phonics, comprehension and fluency Training in the teaching of reading strategies with a focus on comprehension to teachers in KS1 and KS2 – Provide training for Phonics Lead in monitoring the Impact of the school's reading curriculum - Training in the teaching of vocabulary acquisition to all staff Resources Purchase of resources to support the teaching of reading Purchase of high quality texts to enhance the school's reading diet. PD: whole school training sessions / INSET through the English Hub using curriculum materials to improve outcomes in reading.	Evidence suggests that being a fluent reader will improve life outcomes for all pupils. Evidence shows that the acquisition of good phonics knowledge will impact a child's ability to become a lifelong reader EEF evidence suggests that high quality teaching is the most important lever schools have to improve pupil attainment for all pupils – including disadvantaged pupils.	1,2,3 2,3
Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance. We will introduce white rose maths and ensure teacher	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: DFE MATHEMATICS GUIDANCE	4

release time to embed key elements of guidance in school (including teaching for mastery training).	The EEF guidance is based on a range of the best available evidence: IMPROVING MATHS EYFS AND KS1 IMPROVING MATHS KS2	
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Targeted academic support

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF ORAL LANGUAGE	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. With a named adult leading phonic intervention	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: PHONICS	2
Teaching Team training to enable targeted interventions within the classroom to ensure effective challenge from starting points.	MAKING BEST USE OF TEACHING ASSISTANTS identifies that research on Tas delivering targeted intervention in one-to-one small group settings shows a consistent impact on attainment of approximately three to four additional months' progress EEF- Teaching Assistants can provide a large positive impact on learner outcomes.	1, 2, 3, 4,

Wider strategies

Budgeted cost: £38,873

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Procuring IT equipment that is serviceable to the pupils	Digital technology is driving extraordinary global changes that some are calling the Fourth Industrial Revolution. [footnote 1] Navigating these changes effectively and safely requires a significant understanding of digital literacy, information technology and computer science. This knowledge is also crucial if business, industry and individuals are to exploit the opportunities offered by this revolution. The national curriculum makes it clear that computing is mandatory at key stages 1 to 4 and that ‘a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world’ 1. ‘Regulation for the Fourth Industrial Revolution’, Department for Business, Energy and Industrial Strategy, June 2019; K Schwab, ‘The Fourth Industrial Revolution: what it means and how to respond’, World Economic Forum, January 2016. ↩ DFE COMPUTING RESEARCH	1, 2, 3, 4, 5, 6, 7
Training for Attendance Lead to implement the new criteria IMPROVING SCHOOL ATTENDANCE DFE Recruitment of a new office member to aid release time for attendance lead.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Good attendance in school will improve children’s attainment and progress. Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015). When a child attends school on a regular basis, they take an important step towards reaching their full potential	5, 6 5, 6
Improved strategic approach to disadvantaged pupils within school. Provision for disadvantaged pupils is significant strand on	EEF GUIDE TO PUPIL PREMIUM rightly states: ‘getting the most out of the Pupil Premium requires careful consideration and planning. Strategies for managing Pupil Premium spend must be clearly defined and responsive to the particular needs of	6, 7

SDP Planning, implementation and evaluation of strategy in place to be more robust and embed school vision that outcomes can be improved for these pupils	individual schools and specific pupils. Robust, ongoing analysis and assessment is central to developing a strategy that is fit for purpose'	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school	Both targeted interventions and universal approaches can have positive overall effects: BEHAVIOUR EEF	
Support groups at lunchtimes with Learning mentor and/or health mentor – structured games / use of coach of lunchtimes	Children who are well supported at home thrive in school. Children's who's basic, physical, emotional and social needs thrive in school and ensuring they are ready to learn	6. 7

Total budgeted cost: £148,873

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 academic year.

Our attendance data indicates that attendance for 2023 -2024 is

94 Pupil Premium Children is 93.25%

109 Non Pupil Premium Children is 95.12%

Therefore PP attendance is lower by 1.87%

Authorised absence is

Pupil Premium Children is 4.16%

Non Pupil Premium Children is 3.62%

EYFS GLD 7/12 58.3% PP pupils gained a GLD in EYFS

Y1 PSC 75% PP pupils passed (9 pupils in total)

Y6 Reading 10/16 PP = 62.5% pupils were at the expected standard

Y6 Writing 9/16 PP = 56% of PP pupils were at the expected standard

Y6 Maths 9/16 PP = 56% of PP pupils were at the expected standard, with 43.7% at GDS–

Combined 8/30 = 26% 7/16 PP = 43.7% 1/13 NPP= 7.6%

EYFS

7/12 **PP** CHILDREN ACHIEVED ELG – 58.3%

9/18 NPP CHILDREN ACHIEVED ELG – 50%

Surname Forename	COM: Listen, Att & UndStd School Assessment - EYFS	COM: Speaking School Assessment - EYFS	PSE: Self-Regulation School Assessment - EYFS	PSE: Managing Self School Assessment - EYFS	PSE: Build Relationships School Assessment - EYFS	PHY: Gross Motor Skills School Assessment - EYFS	PHY: Fine Motor Skills School Assessment - EYFS	LIT: Comprehension School Assessment - EYFS	LIT: Word Reading School Assessment - EYFS	LIT: Writing School Assessment - EYFS	MAT: Number School Assessment - EYFS	MAT: Numerical Patterns School Assessment - EYFS	UTW: Past and Present School Assessment - EYFS	UTW: People Culture Comms School Assessment - EYFS	UTW: The Natural World School Assessment - EYFS	EXP: Creating - Materials School Assessment - EYFS	EXP: Being Imaginative School Assessment - EYFS
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	1	2	1	1	2	2	2	2	1	1	1	1	2	1	2	2	2
	19/3 0	23/3 0	21/3 0	21/3 0	24/3 0	2/30	27/3 0	22/3 0	18/3 0	19/3 0	21/3 0	19/3 0	23/3 0	20/3 0	25/3 0	25/3 0	23/3 0

YEAR 1 PHONICS

9/12 PP CHILDREN ACHIEVED EXPECTATIONS – 75%

11/18 NPP CHILDREN ACHIEVED EXPECTATIONS – 61%

YEAR 2 PHONICS

NO PP OUT OF 3/3 ACHIEVED EXPECTATIONS

NO NPP 6/6 4/4 ACHIEVED EXPECTATIONS

MTC

1/14 PP CHILDREN ACHIEVED EXPECTATIONS – 7%

5/15 NPP CHILDREN ACHIEVED EXPECTATIONS – 33%

YEAR 6 SATS

READING	WRITING	MATHS	EPGS
16/29 = 55%	17/29 = 58.6%	14/30 = 46%	9/29 = 31%
10/16 PP = 62.5%	9/16 PP = 56%	9/16 PP = 56%	7/16 PP = 43.7%
6/13 NPP = 46%	8/13 NPP = 61.5%	5/14 NPP = 37.5%	2/13 NPP = 15.3%
COMBINED			
ALL 8/30 = 26%	7/16 PP = 43.7%	1/13 NPP = 7.6%	

Improve speech and language skills for pupils (eligible for pupil premium) who experience difficulties with communication Key pupils gain necessary skills to communicate effectively with their peers and adults.

See data ABOVE.

Low self-esteem does not hinder pupil's attitude towards learning – children adopt a growth mind set, demonstrate resilience and are not apathetic Children are positive about their learning and ability.

See data ABOVE.

Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate

- Fewer referrals made to CFWB and CSC
- Parent Liaison Lead successfully working with families to support.
- School counselling – Play therapy.
- Headspace for children

Children aspire to be successful and care about their future – curriculum supports social mobility and children feel that they can achieve, we prepare our children for all aspects of life Children's social and emotional development is supported. Teachers work with children to identify academic goals early

School visitors and activities including

- Blackburn Diocesan and Church Involvement
- Embedding the School's Christian Vision with all stakeholders
- Cinema Trips
- Science Workshops
- History of Computing – The CODESHOW
- Choir Church reintroduction
- New Lunchtime supervisor to lead lunchtime interventions
- Live productions and performances from the children
- Whole school led worship – 3 times a week
- Introduction of Happy Minds
- Introduction of Track-it lights behaviour tool – focus on positive praise
- Introduction of new reward system with the introduction of the new Headteacher
- Inter School Sport competitions and events.
- School Trips and Experiences
- My Life through St Mary Mags Book
- Own developed Creative curriculum
- Cooking Experiences
- Junior First Aid
- Children Mental Health First Aid training

Children in receipt of PPG have received additional learning resources/financial support to facilitate full engagement in the wider curriculum inc. sport, music, trips, workshops and residential.

Externally provided programmes

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

Programme	Provider
ENGLISH	ENGLISH HUB
COMPUTING	THE CODE SHOW
MENTAL HEALTH AND FAMILY SUPPORT	CFWB
MENTAL AND PHYSICAL HEALTH	SCHOOL NURSING TEAM
ATTENDANCE	ATTENDANCE LCC
MENTAL HEALTH AND WELL BEING	JO WHALLEY COUNSELLING SERVICES

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

HAD ACCESS TO FREE BREAKFAST AND AFTERSCHOOL PROVISION

The impact of that spending on service pupil premium eligible pupils

WELL-BEING AND SUPPORTING THE FAMILY UNIT

Pupil premium strategy statement – St Mary Magdalen’s Church of England Primary School

2025 -2026

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	46.1%%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	FIRST YEAR 2024 SECOND YEAR 2025
Date this statement was published	OCTOBER 2025
Date on which it will be reviewed	TERMLY
Statement authorised by	MRS HELEN V BIRD
Pupil premium lead	MRS HELEN V BIRD
Governor / Trustee lead	ANNE CHIPPENDALE

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,505
Recovery premium funding allocation this academic year Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.	£11,600
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	£170,100

Part A: Pupil premium strategy plan

Statement of intent

PLEASE SEE PREVIOUS

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8. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
9. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.	KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. • Parents attend workshops and events that provide the necessary information and training to support pupils at home. • SENDCo provides support for parents who need additional support • Parent surveys indicate that parents feel supported by the school to improve their knowledge and skills linked to home learning. • Parents engage with home reading and understand the importance or regular home reading – for all pupils.

10. Understanding the role of reading in future well-being and success	KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. • Pupils have good reading comprehension skills and this is evidenced across the curriculum as well as in more formal assessments. • Subject leader monitoring evidences that pupils have good understanding in a range of subjects and pupils can access reading materials in the subjects that we teach. • Governor monitoring evidences that pupils are able to read fluently, can talk about their reading and how they are supported at home and in school to develop their reading skills.
11. Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils	KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
12. Ensuring that parents and pupils understand the important of good attendance to support lifelong learning.	All children to be attending school fully. • Families where persistent absence is an issue understand the impact absence has on their child's learning and wellbeing. • Pupil Attendance Lead has good working relationships with such families and supports where necessary.
13. Well-Being / Healthy Lifestyles - Pupils may face a range of barriers to their wider development at school	Children can talk about their own mental health and wellbeing e.g. through the PSHE curriculum and Happy Minds Support for both children and Parents. Children and families know how, where and when to get support if it is needed. Children and families engage with support from the Attendance Lead, staff and external agencies. Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
14. Ensure ALL pupils are able to access a wide range of opportunities to develop their knowledge and understanding of the world and their rights and responsibilities within it	More resilience in children. • All children know how to reach their goals. • All children's aspirations are widened. Children understand the wider world and

	are able to apply personal experiences to learning.
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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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Although the provision has been introduced and progress has been seen within the reception classroom so as to prioritise development of early learning behaviours (listening and attention, managing feelings and behaviour and making relationships). Establish routines which promote high expectations for self regulation (inc engagement, positive social interactions and learning) Prioritise resourcing to support collaborative learning and high engagement activities Ensure staff training for EYFS is effective in supporting improved outcomes in Reception. Welkom to be introduced	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF ORAL LANGUAGE	1
Embed a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Phonics Leader release time to develop and embed high quality phonics programme and teaching materials. (1/2 day per week)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Education Endowment Foundation (EEF) Guidance 'Improving Literacy at KS1' Strand 2 Effectively implement a systematic phonics programme : Training: ensure all staff have the necessary pedagogical skills and content knowledge. Improving staff subject knowledge is a	1,2

	key part of the school's development plan for 2024/25 Education Endowment Foundation (EEF) 'closing the attainment gap' – also identifies 'what happens in the classroom' makes the biggest difference. We are therefore investing our funding in teacher training to ensure that all children benefit from teacher subject knowledge. The Reading Framework identifies the need for a systematic approach to teaching of phonics. EEF PHONICS	
Embed the training in the teaching of reading with a focus on all teachers/teaching team having a good understanding of how to teach phonics, comprehension and fluency Training and consistent approaches in the teaching of reading strategies with a focus on comprehension to teachers in KS1 and KS2 Provide training for Phonics Lead in monitoring the Impact of the school's reading curriculum - Training in the teaching of vocabulary acquisition to all staff Resources Purchase of resources to support the teaching of reading especially in KS2 Purchase of high quality texts to enhance the school's reading diet.	Evidence suggests that being a fluent reader will improve life outcomes for all pupils. Evidence shows that the acquisition of good phonics knowledge will impact a child's ability to become a lifelong reader	1,2,3
PD: whole school training sessions / INSET through the English Hub using curriculum materials to improve outcomes in reading.	EEF evidence suggests that high quality teaching is the most important lever schools have to improve pupil attainment for all pupils – including disadvantaged pupils.	2,3
Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance with a focus on Mental arithmetic. Embed white rose maths and ensure subject lead has release	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: DFE MATHEMATICS GUIDANCE	4

time to embed key elements of guidance in school (including teaching for mastery training).	The EEF guidance is based on a range of the best available evidence: IMPROVING MATHS EYFS AND KS1 IMPROVING MATHS KS2	
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Targeted academic support

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF ORAL LANGUAGE	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. With a named adult leading phonic intervention	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: PHONICS	2
Teaching Team training to enable targeted interventions within the classroom to ensure effective challenge from starting points.	MAKING BEST USE OF TEACHING ASSISTANTS identifies that research on Tas delivering targeted intervention in one-to-one small group settings shows a consistent impact on attainment of approximately three to four additional months' progress EEF- Teaching Assistants can provide a large positive impact on learner outcomes.	1, 2, 3, 4,

Wider strategies

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Procuring IT equipment that is serviceable to the pupils. Reading Pens Visualisers	Digital technology is driving extraordinary global changes that some are calling the Fourth Industrial Revolution. [footnote 1] Navigating these changes effectively and safely requires a significant understanding of digital literacy, information technology and computer science. This knowledge is also crucial if business, industry and individuals are to exploit the opportunities offered by this revolution. The national curriculum makes it clear that computing is mandatory at key stages 1 to 4 and that ‘a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world’ 2. ‘Regulation for the Fourth Industrial Revolution’, Department for Business, Energy and Industrial Strategy, June 2019; K Schwab, ‘The Fourth Industrial Revolution: what it means and how to respond’, World Economic Forum, January 2016. ↩ DFE COMPUTING RESEARCH	1, 2, 3, 4, 5, 6, 7
Training for Attendance Lead to implement the new criteria IMPROVING SCHOOL ATTENDANCE DfE Release time for attendance team to embed new DfE guidance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Good attendance in school will improve children’s attainment and progress. Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015). When a child attends school on a regular basis, they take an important step towards reaching their full potential	5, 6 5, 6
Improved strategic approach to disadvantaged pupils within school. Provision for disadvantaged pupils is significant strand on	EEF GUIDE TO PUPIL PREMIUM rightly states: ‘getting the most out of the Pupil Premium requires careful consideration and planning. Strategies for managing Pupil Premium spend must be clearly defined and responsive to the particular needs of	6, 7

SDP Planning, implementation and evaluation of strategy in place to be more robust and embed school vision that outcomes can be improved for these pupils	individual schools and specific pupils. Robust, ongoing analysis and assessment is central to developing a strategy that is fit for purpose'	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school	Both targeted interventions and universal approaches can have positive overall effects: BEHAVIOUR EEF	
Support groups at lunchtimes with Learning mentor and/or health mentor – structured games / use of coach of lunchtimes	Children who are well supported at home thrive in school. Children's who's basic, physical, emotional and social needs thrive in school and ensuring they are ready to learn	6. 7

Total budgeted cost: £170,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 – 2025 academic year.

Our attendance data indicates that attendance for 2024 -2025 is

Pupil Premium Children is 92.54%

Non Pupil Premium Children is 96.02%

Therefore PP attendance is lower by 3.48%

Authorised absence is

Pupil Premium Children is 4.76%

Non Pupil Premium Children is 2.88%

Therefore PP authorised absence is higher by 1.88%

DATA 2024 2025

ELG

Overall GLD 66.7%

PP 54.50%

NPP 76.9%

YEAR 1 PHONICS

Overall achieved 71.4%

8/11 **PP** CHILDREN ACHIEVED EXPECTATIONS –2 children disapplied

10/14 NPP CHILDREN ACHIEVED EXPECTATIONS – 2 children disapplied

YEAR 2 PHONICS

PP 1/4 ACHIEVED EXPECTATIONS – one child disapplied

NPP 4/5 ACHIEVED EXPECTATIONS

MTC

PP 3/17 = 17.6% CHILDREN ACHIEVED EXPECTATIONS

NPP 5/11 = 45.4% CHILDREN ACHIEVED EXPECTATIONS

YEAR 6 SATS

	READING	WRITING	EPGS	MATHS
PP	8/12 = 67%	5/12 = 42%	6/12 = 50%	9/12 = 75%
NPP	11/14 = 79%	10/14 = 71%	11/14 = 79%	10/14 = 71%

Improve speech and language skills for pupils (eligible for pupil premium) who experience difficulties with communication Key pupils gain necessary skills to communicate effectively with their peers and adults.

See data ABOVE.

Low self-esteem does not hinder pupil's attitude towards learning – children adopt a growth mind set, demonstrate resilience and are not apathetic Children are positive about their learning and ability.

See data ABOVE.

Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate

- Fewer referrals made to CFWB and CSC
- Parent Liaison Lead successfully working with families to support.
- School counselling – Play therapy.
- Headspace for children

Children aspire to be successful and care about their future – curriculum supports social mobility and children feel that they can achieve, we prepare our children for all aspects of life Children's social and emotional development is supported. Teachers work with children to identify academic goals early

School visitors and activities including

- Blackburn Diocesan and Church Involvement
- Embedding the School's Christian Vision with all stakeholders
- Cinema Trips
- Science Workshops
- History of Computing – The CODESHOW
- Choir Church reintroduction
- New Lunchtime supervisor to lead lunchtime interventions
- Live productions and performances from the children
- Whole school led worship – 3 times a week
- Introduction of Happy Minds
- Introduction of Track-it lights behaviour tool – focus on positive praise
- Introduction of new reward system with the introduction of the new Headteacher
- Inter School Sport competitions and events.
- School Trips and Experiences
- My Life through St Mary Mags Book
- Own developed Creative curriculum
- Cooking Experiences
- Junior First Aid
- Children Mental Health First Aid training

Children in receipt of PPG have received additional learning resources/financial support to facilitate full engagement in the wider curriculum inc. sport, music, trips, workshops and residential.

Externally provided programmes

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

Programme	Provider
ENGLISH	ENGLISH HUB
COMPUTING	THE CODE SHOW
MENTAL HEALTH AND FAMILY SUPPORT	CFWB
MENTAL AND PHYSICAL HEALTH	SCHOOL NURSING TEAM
ATTENDANCE	ATTENDANCE LCC
MENTAL HEALTH AND WELL BEING	JO WHALLEY COUNSELLING SERVICES

Service pupil premium funding (optional)

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