



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Clitherow Catholic Voluntary Academy
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils Number as of December 2024	F1 = 4 (25%) F2 = 7 (23%) Y1=4 (13%) Y2=6 (20%) Y3=6 (19%) Y4=7 (23%) Y5=5 (16%) Y6=7 (23%) Total = 46 (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2024-2025 December 2025-2026 December 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs S Sweeney-McGinty
Pupil premium lead	Miss A Butt
Governor / Trustee lead	Patricia Bradley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,080
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	£68,080

Part A: Pupil premium strategy plan

Statement of intent

At St Margaret Clitherow Academy, the pupil premium strategy is designed to ensure that all pupil premium children achieve their full personal and academic potential. We endeavour to put Christ at the centre of everything we do at St Margaret Clitherow and ensure that children are aspirational, resilient, respectful, and tolerant global citizens who have a life-long love of learning.

We are passionate about promoting ambition and equality for all our pupils and supporting their mental wellbeing, physical health, and social skill development. We recognise that a large proportion of our pupil premium children do not build-up their cultural capital outside of school. We understand and acknowledge the challenges faced by some of our families and recognise that a large proportion of our pupil premium children do not build their cultural capital outside of school. We strive to provide enrichment opportunities that inspire and motivate children to engage in their learning. These include providing support with funding residential trips; establishing a comprehensive extra-curricular programme for all children and ensuring high quality teaching for all.

A key lever within the pupil premium strategy is to increase the attendance of a few pupil premium children who are persistently absent. By implementing a clear Attendance policy and Trust wide target of 97%; establishing a systematic monitoring system to identify persistent absence and offering targeted challenge and support to these families to improve attendance.

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.

St Margaret Clitherow's aims for disadvantaged pupils are:

- To ensure disadvantaged children have access to high quality teaching and learning opportunities which meet their needs.
- To improve standards in communication and language.
- To improve standards in reading and writing.
- To provide children and families access to an Attendance Officer.
- To provide children with access to trained Mental Health First Aiders and ELSA support.
- To improve social and emotional development and physical development through OPAL play.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Writing</u></p> <p>Writing standards across the school are significantly below Reading and Maths. Parents find it difficult to support children at home with writing.</p>
2	<p><u>Communication and Language</u></p> <p>48% of SMC children are EAL and children enter the school with communication and language levels which are significantly below national.</p>
3	<p><u>Phonics</u></p> <p>In 2023, 100% of PP children passed the phonics screening check compared to 88.5% Non-PP. In 2024, 85.7% of PP children passed the phonics screening check compared to 78.5% non-PP. The 2025 cohort needs support to maintain these standards because 2024 EYFS data was below national average.</p>
4	<p><u>Attendance</u></p> <p>Attendance of disadvantaged pupils (93.51%) is approximately 3.88% lower than for (96.01%) non-disadvantaged pupils. 8/46 (17.3%) disadvantaged children's attendance is below 90% and 15/46 (33%) disadvantaged children's attendance being below 95%.</p>
5	<p><u>Emotional, Mental and Physical Health</u></p> <p>Disadvantaged pupils are disproportionately affected by external challenges which risk preventing or limiting access to school or broader learning, including social and emotional challenges.</p> <p>Children find it difficult to play together at playtimes. Football dominates the playground and children struggle to regulate their emotions or problem solve.</p>
6	<p><u>Behaviour and Enrichment</u></p> <p>Pupils are taught explicitly what good behaviour looks like and where adults expect impeccable behaviour regardless of a pupils' background. Where good habits are shaped and bad ones are challenged. "The St Margaret Clitherow Way" Behaviour Curriculum.</p>
7	<p><u>SEND Provision and support</u></p> <p>18.75% (3/16) of SEND children are eligible for Pupil Premium. The children with significant SEND require specialist support, specialist CPD and a new enhanced resourced provision to cater for their needs.</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.

Intended outcome	Success criteria
To improve reading and writing outcomes for disadvantaged children.	<ul style="list-style-type: none"> • KS2 Reading outcomes to be above national average for disadvantaged children. • KS2 Writing outcomes to be above national average for disadvantaged children. • Children receive timely and effective intervention to ensure gaps in knowledge and understanding are closed.

	<ul style="list-style-type: none"> • Teacher and pupils are confident to apply new scheme of learning for writing and a positive impact on writing outcomes is beginning to be noticed.
	<ul style="list-style-type: none"> •
To sustain Phonics outcomes for disadvantaged children.	<ul style="list-style-type: none"> • New staff confident in delivering the Little Wandle scheme. • Current Year 1 cohort to be in line with national from low EYFS data. • To address any cohort led differences in attainment between pupil premium and other children.
For the gap to narrow in attendance between the Pupil Premium and Non-Pupil Premium groups. The number of Pupil Premium children with attendance below 96% to decrease.	<ul style="list-style-type: none"> • In the Advent 2024 Term, Whole school attendance was 95.79%. • To narrow the whole school attendance gap between PP (93.46%) and Non-PP (96.36%). (-2.9%). • To decrease the number of PP children who are persistently absent (Below 90%). Currently PP PA 8/46 (17.3%) and Non-PP PA 12/183 (6.55%). (+10.75%) • To decrease the number of PP children who are being monitored (Below 95%). Currently PP <95% 15/46 (33%) and Non-PP <95% 48/183 (26.2%). (+6.8%)
To ensure all pupil premium children have access to support to reduce SEMH barriers to learning.	<ul style="list-style-type: none"> • Children who experience social, emotional and mental health difficulties are identified quickly. • ELSA support is provided where this is needed. (Currently, 11/46 (23.9%) of PP children are either receiving ELSA or on the waiting list. • Mental health lead is a trained DSL. • The school curriculum supports well-being particularly through a carefully planned PSHE curriculum. • All staff are well-trained to support children who are experiencing SEMH difficulties. • OPAL is fully embedded at St Margaret Clitherow and children are more active during playtimes.
<u>Behaviour and Enrichment</u>	<ul style="list-style-type: none"> • Pupils are taught explicitly what good behaviour looks like and where adults expect impeccable behaviour regardless of a pupils' background. Where good habits are shaped and bad ones are challenged. "The St Margaret Clitherow Way" Behaviour Curriculum. • Disadvantaged children to enjoy the wide range of enrichment activities that we offer at St Margaret Clitherow Academy. • An Enrichment Schedule is established to return enrichment activities, including school trips, sports trips, music concerts, residential trips and child led charity fundraising return to pre-pandemic levels. • A wide range of extra-curricular activities will be offered to develop our children's interests. • Discounts will apply for disadvantaged children for all enrichment opportunities to include; educational visits, music lessons, residential visits. • Pupils are able to access music tuition in order to learn a new skill or continue to play an instrument they have been learning. • An increased number of PP children access the personal development opportunities offered at St Margaret Clitherow.
<u>SEND Provision and Support</u>	<ul style="list-style-type: none"> • All children, including PP children with SEND have access to high quality provision and resources. • Children with SEND are supported with rich, effective and tailored provision. • Children with SEND work towards and in most cases, meet their personalised targets.

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: **£ 7150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for subject leaders and teaching staff – effective quality first teaching.</p> <p>(Tom Sherrington, Doug Lemov, Mary Myatt)</p> <p>£2000</p>	<p>High Quality Teaching EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>EEF Using Pupil Premium effectively – https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>The Sutton Trust Report 2011</p>	1, 2, 3
<p>Subscription of a DfE validated Systematic Synthetic Phonics programme “Little Wandle” to secure stronger phonics teaching for all pupils.</p> <p>£1500</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>£400</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3

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

Budgeted cost: **£17000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant directed time for provision of Reading, Writing and Maths interventions to increase knowledge and skills and improve attainment of all disadvantaged children.</p> <p><u>£12000</u></p>	<p><u>EEF (+4 MONTHS) Small group tuition Education Endowment Fund Foundation.</u></p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. 	<p>1, 2, 3</p>
<p><u>Maths programme subscription</u> Enhancement of Maths curriculum through purchase of Mathletics and TTRS programmes to develop fluency skills at school and through homework.</p> <p><u>£2000</u></p>	<p>EEF research suggests that disadvantaged pupils receive additional benefits from completing homework if this can be supported by the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>3</p>
<p><u>Phonics Interventions</u> Implementation of additional targeted phonics interventions led by staff to improve standards in phonics.</p> <p><u>£3000</u></p>	<p>Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> • Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. 	<p>2</p>

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

Budgeted cost: **£16300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an Attendance Officer - to support families and ensure all pupils achieve the school's attendance target. £12,000</p>	<p>Research into how attendance can impact attainment – The Key for School Leaders</p> <p>The Department for Education (DfE) published research in 2016 that made a clear link between absence from school and lower attainment.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>4</p>
<p>Cultural Capital Experiences promoted in the curriculum. Essential experiences built in to the SMC curriculum eg Transport to support City Orchestra Concerts, Sports Events. Funding for Educational visits for disadvantaged children. Music tuition and after school club activities for disadvantaged children. £3000</p>	<p>Language is contextualised in concrete experiences and language-rich environments.</p> <p>Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest, which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational achievement and attainment.</p> <p>EEF- outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Provision of two Mental Health First Aiders and three ELSA's as part of the school's wider tiered mental health system to ensure early support. £1000</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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

Behaviour CPD and Support. (£1500)	Tom Bennett Behaviour Training on Developing Behavioural Norms. Behaviour Support Training on Restorative Justice and Emotional Literacy. Virtue Voucher Prizes	7
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Total budgeted cost: £40450

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 2023-2024 academic year.

Measure	Activity and Impact
Priority 1	<p>Reading All children now have small group Guided Reading Sessions inline with EYFS and Key Stage 1 “Little Wandle” Guided Reading Structure. Reading Events take priority in the school. Throughout the year, the English lead has led several reading events such a competitions, World Book Day and Reading Celebration Evening to celebrate our love of Reading. Children are encouraged to read at home. All children have a Reading Diary which is monitored by class teachers. The bottom 20% of readers are heard read at least 3 times a week.</p> <p>Impact Key stage 2 Reading SAT 2022 100% of PP children achieved EXP. Key Stage 1 Reading 2022 50% (2/4) achieved EXP.</p>
Priority 2	<p>The school started the DfE accredited “Little Wandle” Phonics scheme in January 2022. Staff in Key Stage 2 have had the catch-up intervention training to fill the gaps in Key Stage 2.</p> <p>Impact In Year 1 Phonics 2022, 60% of PP children achieve EXP which is in line with LA and below national of 62%. Disadvantaged children read on average 32.8 words correctly which is 6.1 above the LA average number of words for Disadvantaged pupils.</p>
Priority 3	<p>Maths and Writing Maths lessons use the White Rose Scheme as a tool with Deepening Understanding Resources to support staff with a consistent approach to teaching Maths. Jason Wades “Writing Clusters” are used in each class.</p> <p>Impact In 2022 Key Stage 2 SATs, 100% of pupils achieved the expected standard in Maths. 0% achieved GDS. In 2022 Key Stage 2 SATs, 0% of pupils achieved the expected standard in Writing. 0% achieved GDS.</p>
Priority 4	<p>To improve the attendance of pupil premium children across the school. A new Attendance Officer was employed and an even more robust monitoring system was established.</p> <p>Impact Reception to Year 6 PP Attendance for 2021-2022 was 93.51% compared to 96.21% Non-PP. (-2.7%) (An improvement of 1.18%) Year 1- PP Attendance for 2021-2022 was 94.42% compared to 96.16% Non-PP. (-1.74%) PP Persistent Absentees for 2021-2022 was 18.18% (6 pupils) compared to 6.7% for the Whole cohort.</p>
Priority 5	<p>Mental Health and Emotional Well Being</p> <ul style="list-style-type: none"> • Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. • We used pupil premium funding to provide Mental Health First Aider Training for four members of staff. • We provided wellbeing support for all pupils, and targeted interventions where required. <p>Next Steps:</p> <ul style="list-style-type: none"> • We are building on that approach with the activities detailed in this plan, to ensure all children’s needs are met. • September 2023 we will train at least one ELSA to support children who need extra support • Advent 2023 staff will receive Rainbows Training to further support children with needs such as loss and separation.

Externally provided programmes

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

Programme	Provider
Times Table Rockstars	TT Rockstars
Mathletics	3P
STAR Assessments	Renaissance
Little Wandle Phonics	Little Wandle