

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	ST MARY MAGDALEN'S CE PRIMARY SCHOOL
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 YEAR PLAN
Date this statement was published	8.11.2023
Date on which it will be reviewed	FEBRUARY 2024
Statement authorised by	MRS K HARDMAN
Pupil premium lead	MRS H V BIRD
Governor / Trustee lead	FR JORDAN DERMOTT

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,830
Recovery premium funding allocation this academic year	£ 12,905
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 142,735

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language
2	Social needs: building relationships (knowing which are appropriate) understanding barriers; appropriate behaviours
3	Resilience and confidence
4	Enjoyable life experiences (days out, cinema trips etc)
5	Welfare and social issues

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
<p>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.</p>	<p>Continued staff training in supporting pupils with S and L difficulties.</p> <p>Pupils eligible for PP in Reception class to make good progress by the end of the year in Phonics and Reading so that the majority of pupils meet age related expectations.</p> <p>Children in Year 1 to make rapid progress in reading and writing in order to close the gap further.</p> <p>Pupils in Year 1 PP group to reach the expected standards in the phonics check and the gap across KS1 is closed with reading and writing attainment.</p>
<p>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</p>	<p>Attainment gap is narrowed for pupil premium children</p> <p>Targeted intervention. Nurture and family support.</p>
<p>Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate</p>	<p>Targeted intervention. Nurture and family support.</p> <p>Fewer behavioural or welfare issues are recorded for pupil premium children.</p>
<p>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.</p>	<p>Children understand the wider world and are able to apply personal experiences to learning. All children's aspirations are widened. Embedded new curriculum is more creative and meaningful as a result.</p>

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: **£105,000**

activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil and Parent Wellbeing Mentor	Pupils eligible for PP make accelerated progress so they close the gap by the end of the academic year in 2024	1, 2, 3. 4. 5
Support Staff in class	contribute to the attainment gap closing and those eligible for PP make accelerated progress.	2, 3
Speech and Language Teacher	contribute to the attainment gap closing and those eligible for PP make accelerated progress.	1, 2, 3,
Catch-up	Pupils eligible for PP make accelerated progress so they close the gap by the end of the academic year in 2024	3

Targeted academic support

Budgeted cost: £96,575

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

Budgeted cost: **£40,555**

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor	Work with target children on boosting self esteem Children understand the wider world and are able to apply personal experiences to learning. All children's aspirations are widened.	2,3,4,5

Wider Curriculum	Work with target children on boosting self esteem Children understand the wider world and are able to apply personal experiences to learning. All children's aspirations are widened.	2,3,4,5
Subsidied Trips	Children understand the wider world and are able to apply personal experiences to learning. All children's aspirations are widened.	2,3,4,5

Total budgeted cost: £40,555.00

£10,640	School Counsellor
£5,000	Subsidied Clubs
£635	Magic Breakfast
£6,000	Wider Curriculum
£5,000	Subsidied Trips
£2,000	Supervision Whole School
£5000	CPD
£4,000	Additional Lunchtime support
£685	CPOMs

£600	Forest Schools
£60	PSHE Association
£935	Speech and Language

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcomes 22-23

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 below.

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 below.

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.

Adult Learning Workshops well attended.

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

Revisiting the School Mission with all stakeholders

Cinema Trips

Science Workshops

History of Computing – The CODESHOW

Choir Church

Drama and Positive Lunchtime interventions

Drama ASC and Performances

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

Data 2022-2023

EYFS	PHONICS		WRITING		NUMBER		KUW		GLD	
	EX	GD								
All	73%		73%						65	
Girls	85%		85%						77	
Boys	61%		61%						54	
PP										
	National ex National GDS		National ex National GDS		National ex National GDS		National ex National GDS		National ex National GDS	

Y1	PHONIC		WRITING		MATHS		SCIENCE		READING	
	EX	GD	EX	GD	EX	GD	EX	GD	EX	GD
All	65%	N/A	50%	0%	53%	7%	70%	N/A	50%	0%
Girls	58%	N/A	42%	0%	58%	0%	67%	N/A	50%	0%
Boys	71%	N/A	50%	0%	50%	11%	72%	N/A	50%	0%
PP	40%	N/A	31%	0%	46%	0%	62	N/A	31%	0%

Y2	READING		WRITING		MATHS		SCIENCE		PHONIC	
	EX	GD	EX	GD	EX	GD	EX	GD	EX	GD
All	77%	10%	67%	3%	67%	3%	70%	0%	90%	N/A
Girls	81%	19%	69%	6%	69%	12%	75%	0%	80%	N/A
Boys	71%	0%	57%	0%	64%	7%	64%	0%	100%	N/A
PP	76%	12%	59%	0%	71%	6%	71%	0%	88%	N/A
	National ex 67% National GDS 18%		National ex 58% National GDS 8%		National ex 68% National GDS 15%		National ex 77% National GDS N/A			

Y3	READING		WRITING		MATHS		SCIENCE		EGPS	
	EX	GD	EX	GD	EX	GD	EX	GD	EX	GD
All	70%	7%	50%	3%	60%	3%	77%	N/A	67%	3%
Girls	64%	7%	50%	7%	50%	7%	71%	N/A	64%	7%
Boys	75%	0%	50%	0%	69%	0%	81%	N/A	69%	0%
PP	73%	0%	60%	8%	60%	7%	87%	N/A	73%	7%
	National ex National GDS		National ex National GDS		National ex National GDS		National ex National GDS		National ex National GDS	

Y4	READING		WRITING		MATHS	
	EX	GD	EX	GD	EX	GD
All	77%	12%	65%	0%	69%	12%
Girls	80%	13%	66%	0%	66%	13%
Boys	73%	9%	64%	0%	73%	9%
PP	92%	8%	67%	0%	75%	0%
	National ex National GDS		National ex National GDS		National ex National GDS	

Y5	READING		WRITING		MATHS		SCIENCE		EGPS	
	EX	GD	EX	GD	EX	GD	EX	GD	EX	GD
All	63%	14%	50%	7%	67%	10%	50%	N/A		6
Girls	67%	13%	67%	7%	67%	13%	60%	N/A		
Boys	60%	13%	33%	0%	67%	3%	40%	N/A		
PP	42%	3%	42%	0%	42%	7%	33%	N/A		
	National ex National GDS		National ex National GDS		National ex 73% National GDS		National ex National GDS		National ex National GDS	

Y6	READING		WRITING		MATHS		SCIENCE		EGPS	
	EX	GD	EX	GD	EX	GD	EX	GD	EX	GD
All	57%	18%	70%	7%	71%	7%	70%	N/A	46%	7%
Girls	71%	18%	94%	12%	82%	12%	94%	N/A	65%	6%
Boys	36%	27%	30%	0%	54%	0%	30%	N/A	18%	9%
PP	53%	13%	64%	0%	80%	0%	71%	N/A	47%	0%
	National ex 75% National GDS 28%		National ex 69% National GDS 13%		National ex 71% National GDS 23%		National ex 79% National GDS N/A		National ex 72% National GDS 28%	

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
History of Computing	THE CODESHOW