

Pupil premium strategy statement –St Mary and St Joseph’s RC Primary School

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	208
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Andrea Thomson
Pupil premium lead	Simone Addy
Governor / Trustee lead	Aldo Staffa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,925
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,537
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£105,462

Part A: Pupil premium strategy plan

Statement of intent

At St Mary and St Joseph's RC Primary School 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.

High-quality teaching and support are at the heart of our approach, with a focus on those areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefit the non- disadvantaged pupils in our school. Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In addition, we are responsive to challenges as they arise for our pupils, whether academically or emotionally. All of our staff are committed to raising standards for our disadvantaged pupils, this is through identification and targeted support and high expectations for all pupils.

At St Mary & St Joseph's School we work tirelessly to ensure all children achieve their full potential. To ensure our strategies and interventions have maximum affect and impact, our S.L.T routinely examine data and the impact of this additional funding upon the progress made over time by our PP learners. Through scrutiny, S.L.T are able to challenge in regards to the impact this further funding provides, determine clear routes of accountability for the additional funds received and support the rationale behind the allocation of PP funding.

As a school in making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions or enhancement activities that are being delivered for Pupil Premium.

We aim to:

- Ensure that all pupils in receipt of Pupil Premium make accelerated progress so that they are working at age related expectations in reading, writing and maths by the end of the academic year or they have made outstanding progress throughout the year so that the gap is closing.

- Ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- Ensure that standards of attainment and progress for PP pupils meet national expectations and that children reach their full potential.
- Ensure that PP pupils who are achieving well are extended and challenged to reach their full potential.

To ensure that we carry this out effectively we will:

- Ensure that there is a whole school approach for staff taking responsibility for their disadvantaged learners ensuring best outcomes and that pupils have high aspirations
- Ensure that all disadvantaged pupils are equally challenged and supported
- Ensure interventions and support are identified early and acted upon.

Challenges

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

Challenge number	Detail of challenge
1 Speaking and listening	Children enter EYFS with low levels of communication, language and literacy as shown on school readiness data. At Literacy Point 1 – Phonological Awareness 43 % of pupils entered school with no concept or skill in this area and a further 23% at the emerging stage. All PP pupils fell into either no concept or emerging. This is well below expected levels on entry to school. 60% of PP pupils identified as requiring early language intervention on baseline Wellcomm assessment. Lack of vocabulary to draw on and restricted oral language limits interactions both academically and socially within the classroom. This has an impact in attainment in all areas of the curriculum. We are also seeing an increasing number of pupils accessing S.A.L.T in the early years.
2 English and phonics	Attainment in EYFS literacy and phonics in previous academic year. Only one third of PP pupils achieved literacy ELG. Larger PP gap than is the case locally for phonics screening check. Those pupils who were working within the early emerging phase of literacy on entry to Reception class, despite making accelerated progress, did not meet the required end of year ELGs.

3 Attendance and punctuality.	Attendance and persistent absents. In all year groups the % attendance of PP pupils falls slightly below non PP pupils. Data also shows that PP pupils have a greater number of late before register marks than non- PP pupils. If pupils are not in school the strategy is simply words on a page, attendance is key to success. Therefore, attendance will always be a focus for our strategy. This includes 'active attendance' as simply being in school isn't enough. Our pupils need to be in the right place, with the right mindset each day to ensure they are making progress. School doors open at 8:45am and many additional sessions run in this time such as maths boosters, hand writing and reading sessions. We want all of our pupils to take advantage of this opportunity.
4 English and Maths Post Pandemic	Support UKS2 pupils in Maths and English post pandemic. Our internal data shows that pupils in year 5 are performing below expected levels – 24% of pupils not on track in all subjects. 40% of these children are eligible for pupil premium. Many pupils in this year grp have previously been working on catch up due to missed learning during the pandemic.
5 Personal Development	Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations – low stimulation outside school and lack of life experiences.
6 Mental Health and well being	Pupils are not in the best position to learn when they suffer with less developed social and emotional intelligence. Low self-esteem, anxiety, ACES often require additional nurturing support and the intervention of outside agencies. Many of our PP families are at the forefront of the cost of living crisis and facing financial difficulties. This has an impact on pupils' health, social and emotional development and life experiences. 43% of PP pupils have regular timetabled sessions with our nurture lead. Many others require this support during difficult times. 4 PP pupils are P.L.A.C and receive regular 1:1 support session
7 SEND	38% of PP pupils are recorded as requiring additional intervention due to having SEND. These pupils have an I.E.P in place to ensure that they receive the additional support required.

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
Improve oral language skills and vocabulary among disadvantaged pupils. Improvement in EYFS in those children with language and communication needs. Pupils will have a more rich and varied vocabulary which will influence their reading and spoken word.	Chn successfully complete Wellcomm program and are assessed at age appropriate for their speaking and listening.

<p>EYFS staff provide outstanding continuous provision through which pupils can develop their speaking and listening skills.</p>	<p>Most children access Reception with improved communication, speech and language rates.</p> <p>Children make rapid progress in other areas in the curriculum due to improved communication, speech and language.</p> <p>Assessments, lesson observations and books show that improvements are being made in oral language skills.</p> <p>Through continuous provision and adult guided activities children will have the opportunity to speak and understand a wider range of vocabulary.</p>
<p>Ensure all children who received pupil premium funding make rapid progress in phonics and reading to ensure they become more fluent readers for their age.</p>	<p>Phonics outcomes for disadvantaged pupils show rapid rates of progress from their starting points.</p> <p>PP children's attainment is in line with their non PP peers.</p> <p>PP pupils' performance in PSC is inline with non PP pupils</p> <p>Pupils make rapid progress in line with the recommended trajectory.</p>
<p>To achieve and sustain improved attendance and punctuality for disadvantaged children.</p> <p>Implement a whole-school attendance strategy which aims to reduce the number of disadvantaged children who are persistently absent from school.</p>	<p>Overall attendance to improve – aim 96%. The attendance gap between PP and non PP pupils to have narrowed.</p> <p>Pupils' attitude to learning and school has improved. Children are happy to come to school and feel safe. Their attendance shows significant improvement. Parents are engaged and supportive of school high expectations.</p> <p>All disadvantaged pupils will meet national expectations for attendance/persistent absence</p>
<p>Ensure teaching, learning and academic catch-up in KS2 ensures the gaps between non-disadvantaged pupils reduces, not widens.</p>	<p>Progress rates in RWM for disadvantaged children continue to improve as they move through KS2.</p>

<p>Ensure children experience a wide range of experiences which enhance the curriculum and varied experiences away from the taught curriculum.</p>	<p>Children can talk about their experiences well and use these to deepen their knowledge of key curriculum areas.</p> <p>Children develop key social skills practiced when attending trips and experiences away from the school environment.</p> <p>OOHL registers show that PP pupils access these opportunities.</p>
<p>To quickly catch up and support disadvantaged pupils with their personal, social and emotional difficulties. Provide children with a highly effective pastoral support model to meet their social, emotion and mental health needs.</p>	<p>Disadvantaged children with behavioural issues are more regulated.</p> <p>Nurture lead and T.A.s to be sufficiently trained to deal with challenging behaviour.</p> <p>Incidents caused due to poor SEMH reduce due to the preventative approach taken.</p> <p>Identified children access learning more often due to being more regulated.</p>
<p>To provide the opportunity for disadvantaged pupils to attend the morning breakfast club for free.</p>	<p>Where identified PP pupils are provided with a nutritious breakfast and calm start to the school day.</p>
<p>To enable children to engage fully in school life and feel healthy and well during the day (buy school uniform, /or sports kit, purchase milk, subsidise meals)</p>	<p>Where identified parents are offered financial support to ensure that no child misses out due to lack of finances.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £37,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics Training for KS1 staff	<p>Ensure quality first teaching of DfE recommended phonics approach. EEF guidance reports on effective use of T.A.s in delivering support in structured and systematic group work – scheme training is required to ensure delivery is the same as best throughout the tiered RWI groups which includes teachers and T.A.s.</p> <p>Instructional Coaching Training – Ambition Institute</p> <p>EEF – Pupil Premium Guidance</p> <p>EEF – Small group Tuition</p> <p>EEF one to one tuition</p>	2
Implement a termly practise map for RWI phonics	<p>Instructional coaching for all teachers and T.A.s delivering the RWI program will ensure that all staff embed a high-quality phonics curriculum which is consistent across all sessions.</p> <p>EEF – Mentoring</p> <p>National Institute - Coaching</p>	2
A relentless focus on our existing graduated attendance strategy	DfE Improving School Attendance Guidance	1, 2, 4, 7
<p>Continuing Professional Development (CPD) / Empowerment for teachers and TAs across school - All staff engagement in CPD to support Quality First Teaching</p> <p>Ensuring every disadvantaged learner experiences quality first, inclusive learning.</p>	<p>Quality first wave 1 and 2 teaching provides consistency that every child needs to thrive.</p> <p>Monitoring to ensure quality first teaching across school.</p> <p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.</p> <p>Sutton Trust found that ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year.</p>	1, 2, 4, 7

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

Budgeted cost: £47,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fast track Phonics Additional RWI one to one sessions for pupils falling behind on phonics trajectory. (Pupils are assessed half termly therefore a fluid approach to targeting pupils).</p> <p>Access to RWI online portal for continuous CPD to teach fast track phonics.</p> <p>Support for one to one tutors alongside the school RWI.</p> <p>Ensure that the delivery of RWI phonics is monitored closely across EYFS and KS1 and pupils making below progress are identified</p> <p>Ensure all new staff have received the full day RWI phonics training module to deliver the scheme effectively.</p> <p>Coaching and practise sessions held regularly for all staff responsible for teaching phonics</p>	<p>EEF toolkit states that phonics interventions have a + 4 months impact on most vulnerable pupils.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular session (Ruth Miskin)</p> <p>Phonics approaches have a strong evidence base, indicating positive impact on pupils.</p> <p>CPD – EEF Professional Development Guidance Report</p> <p>Coaching – National Institute Training</p>	2
<p>Language Booster Groups Pre teach vocabulary</p>	<p>Using research from EEF -Preparing for Literacy - language acquisition and opportunity to use and apply new vocabulary are essential prerequisites for all learning. We selected the</p>	1

	<p>following programs to support language acquisition –</p> <p>Colourful Semantics</p> <p>Talktastic</p> <p>EAL Hub</p>	
Wellcomm programme embedded	<p>Various research from Communication Trust, I CAN, All Parliamentary Group linking pupils' vocabulary in the early years with academic achievement in later years. On entry to school many score low in CLLD and we need to narrow this gap. EEF studies of oral language interventions consistently show positive impact on learning, including oral language skills and reading comprehension. This will be used with Year One pupils and Key Stage Two pupils assessed as requiring intervention.</p> <p>EEF – Good language skills are linked to achievement and life chances.</p>	1
<p>RWM targeted intervention at KS2 – post pandemic catch up and keep up</p> <p>Closely track attainment and progress of PP pupils leading to responsive and precisely targeted teaching.</p> <p>Establish small group interventions in RWM for PP pupils and those falling behind age – related expectations.</p> <p>Quality first teaching of intervention groups led by teacher, TAs and Third Space learning.</p> <p>All T.As to complete Primary partnership CPD to ensure quality first teaching of Reading Rocketeers intervention and quality guided reading sessions for KS2</p>	<p>EEF found that small group work is effective with some studies suggesting that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Sessions will be provided from Year 4 – Year 6. Groups will be based around teacher assessment and gap analysis to ensure work reflects the needs of the pupils.</p> <p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupils Premium)</p> <p>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+ 6 months impact) Evidence is also mention in Improving Literacy in KS2.</p>	4

<p>pupils with a focus on narrowing the attainment gap . Monitor the use of Accelerated Reader to ensure regular reading opportunities are delivered and promote reading for pleasure. Triangulate AR data with termly assessments to set up reading interventions for PP pupils and those falling behind.</p> <p>Reading Rocketeers intervention to promote reading fluency and comprehension .</p>	<p>EEF Reading Comprehension Strategies +6 months</p> <p>EEF Accelerated Reader + 3 months Children’s and Young Peoples reading in 2015, National Literacy Trust Research – shows that reading for pleasure has a positive impact on children’s attainment. Those who are better readers are linked to having better test results.</p>	
<p>Additional teacher to provide booster sessions 2 x weekly to narrow the attainment gap in reading and maths for disadvantaged pupils in KS2</p> <p>Third Space learning to teach 1:1 weekly maths sessions for pupils not meeting expected standard.</p>	<p>1:1 support for children upon diagnostic analysis allows pupils to deepen their understanding and make building blocks between mathematical subjects supporting them in their learning.</p>	4

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

Budgeted cost: £21,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and Punctuality Embedding principles of good practice set out in DfE’s Improving School Attendance advice. Pupil Premium Attendance officer to supports pupils and their families.</p> <p>Pupil Premium attendance discussed at all Senior Team meetings also at middle management Year Team meetings.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Close monitoring of attendance and prompt actions.</p>	3

<p>Awards for whole classes and individuals linked to attendance and punctuality.</p> <p>Breakfast sports clubs to raise punctuality children begin the session 8:15 – attendance and attendees monitored closely by KB</p>		
<p>Cultural Capital</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. PP pupils will be encouraged and supported to participate.</p> <p>Subsidised trips and residential</p> <p>To ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development.</p> <p>Support all PP pupils financially to ensure that all pupils have access to trips and residential (where deemed necessary free of charge if access to the experience is affected due to finance)</p> <p>To provide greater enrichment opportunities for PP pupils e.g. themed curriculum days to deepen children's understanding of specific topic areas; use of specialist visitors into school, theatre/live performances to engage and enthuse.</p> <p>Offer OOHL, opportunities to represent the school, pools to school where there are no financial barriers to taking part.</p> <p>ELSA small grp intervention with Nurture Lead.</p>	<p>As a school community we see the benefit of every child having a warm nutritious breakfast daily.</p> <p>EEF Outdoor adventure learning + 4 months</p> <p>The school will be undertaking a three day residential. This is heavily subsidised for all pupils whilst PP pupils are fully funded.</p> <p>All visits for all year groups are subsidised and PP pupils funded.</p> <p>Any experiences brought into school require no funding from parents.</p> <p>Records maintained and monitored by KB – PP specific OOHL opportunities</p> <p>Behaviour Interventions + 4 months EEF</p> <p>Our Pupil Support Mentor is available throughout the week working with groups of chn on the Shooting Stars programme and</p>	<p>5, 6</p>

<p>Whole school ACE awareness training to ensure that all staff are trauma informed and can relate to, engage with and support pupils through a consistent and nurturing approach.</p>	<p>providing the support needed for pupils struggling emotionally or mentally. The PSM also picks up daily CPOM concerns and actions these where required. This ensures that barriers to learning can be addressed.</p>	
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Total budgeted cost: £ 106,402

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Cultural Capital

Our pupils took part in a wide variety of experiences to both enhance their curriculum learning and promote well-being and positive mental health. Every child took part with all visits subsidised by school and PP pupils funded. These included:

YRs 5 and 6 Bikeability

Year 6 – Imperial War Museum

KS2 Cinema Trips

Year 3 – Musical Wider Opportunities

Pool to School

Year 4 Viking Experience

Year 1 Toy Museum

Year 2 Clitheroe Castle

Year 3 Bring yer Wellies

Year 6 Primary STEM with R.A.F

EYFS – Blackpool Zoo and Pantomime

Healthy Mind, Body and Spirit week with lots of visitors and experiences

Year 6 – Robinwood Residential

All PP pupils participated in at least one sporting club or activity and all PP pupils represented our school as part of a sporting team.

Parental Engagement

Throughout KS1 phonics workshops were held for children and their parents. Of these over 70% of parents of PP pupils attended the workshops. Where parents did not attend staff used after school discussions and parents meetings to inform parents about our

phonics program and make them aware of the interactive homework resources. The new interactive videos were a useful tool in supporting parents with homework and addressed and misconceptions or EAL issues as the videos re taught letter sounds. Feedback from parents about this new resource was extremely positive.

Mr Frankland held Mathematics workshops for KS1 and KS2 parents – and tracked pupils using the resource both at home and in school to monitor uptake. Disadvantaged pupils were provided the time and resources to take part in this opportunity within school hours.

The Super Slow Way project has run throughout the year and provided our parents with the opportunity to get outdoors with their children, learn new skills and meet new people. It has been such a positive project to be involved with and an excellent way to support pupils and parents social, emotional and mental health.

Metacognition

AT and JF attended metacognition training and disseminated to staff. Teachers completed two Walkthrus activities to introduce metacognitive strategies within the classroom. These were shared in staff meetings and staff will continue to refine and embed these approaches. Remember Remember is embedded throughout school with various methods e.g. exit tickets, quiz APPS, to assess understanding and review and recall key knowledge.

Pupil Premium Data Analysis

See Below

Foundation Stage - Pupil Premium Gap Analysis

Compares the percentage of pupils in school eligible (FSM6, AFC or LAC) for the Pupil Premium achieving at least the expected standard for each goal in the stated area of learning with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

St Mary's and St Joseph's Roman Catholic Primary School Blackburn

DfE Number: 3508

number of eligible pupils in cohort:	School			PP/All Others	Local Authority																				
	6	24	PP / All Others Gap %																						
% achieving expected or exceeding for all goals in:	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">343</th> <th style="text-align: center;">1612</th> </tr> <tr> <th style="text-align: center;">LA - Pupil Premium pupils</th> <th style="text-align: center;">PP School / PP LA Gap %</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">50.7%</td> <td style="text-align: center;">-17.4%</td> </tr> <tr> <td style="text-align: center;">67.6%</td> <td style="text-align: center;">15.7%</td> </tr> <tr> <td style="text-align: center;">70.8%</td> <td style="text-align: center;">-20.8%</td> </tr> <tr> <td style="text-align: center;">73.2%</td> <td style="text-align: center;">26.8%</td> </tr> <tr> <td style="text-align: center;">52.2%</td> <td style="text-align: center;">-18.9%</td> </tr> <tr> <td style="text-align: center;">60.9%</td> <td style="text-align: center;">22.4%</td> </tr> <tr> <td style="text-align: center;">67.9%</td> <td style="text-align: center;">32.1%</td> </tr> <tr> <td style="text-align: center;">75.8%</td> <td style="text-align: center;">24.2%</td> </tr> </tbody> </table>	343	1612	LA - Pupil Premium pupils	PP School / PP LA Gap %	50.7%	-17.4%	67.6%	15.7%	70.8%	-20.8%	73.2%	26.8%	52.2%	-18.9%	60.9%	22.4%	67.9%	32.1%	75.8%	24.2%
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Good Level of Development (all Prime and Specific areas of learning)	33.3%	54.2%	-20.8%	GOOD LEVEL	50.7%	-17.4%	66.4%	-33.1%																	
Communication & Language	83.3%	70.8%	12.5%	COM	67.6%	15.7%	76.1%	7.2%																	
Physical Development	50.0%	79.2%	-29.2%	PHY	70.8%	-20.8%	82.7%	-32.7%																	
Personal, Social and Emotional Development	100.0%	79.2%	20.8%	PSE	73.2%	26.8%	81.1%	18.9%																	
Literacy	33.3%	58.3%	-25.0%	LIT	52.2%	-18.9%	68.8%	-35.5%																	
Mathematics	83.3%	70.8%	12.5%	MAT	60.9%	22.4%	74.3%	9.1%																	
Understanding the world	100.0%	70.8%	29.2%	UTW	67.9%	32.1%	76.1%	23.9%																	
Expressive arts & design	100.0%	75.0%	25.0%	EXP	75.8%	24.2%	79.2%	20.8%																	

Phonics - Pupil Premium Gap Analysis

Compares the percentage of Year 1 pupils in school eligible (deprivation, AFC or LAC) for the Pupil Premium working at the required standard with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

St Mary's and St Joseph's Roman Catholic Primary School Blackburn

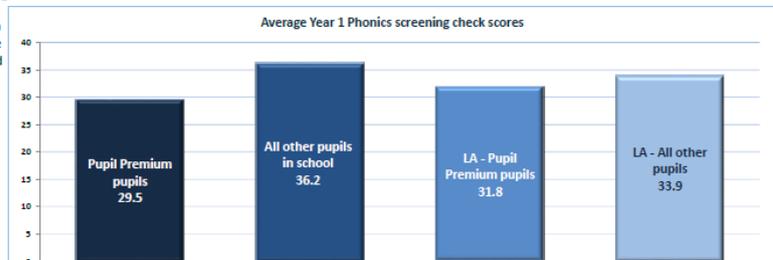
DfE Number: 3508

number of eligible pupils in cohort:	School			Pupil Premium/All Others Gap	Local Authority								
	11	19	PP / All Others Gap %										
% Working at the required standard (Wa)	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">496</th> <th style="text-align: center;">1619</th> </tr> <tr> <th style="text-align: center;">LA - Pupil Premium pupils</th> <th style="text-align: center;">PP School / PP LA Gap %</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">74.6%</td> <td style="text-align: center;">-1.9%</td> </tr> <tr> <td style="text-align: center;">81.3%</td> <td style="text-align: center;">-8.6%</td> </tr> </tbody> </table>	496	1619	LA - Pupil Premium pupils	PP School / PP LA Gap %	74.6%	-1.9%	81.3%	-8.6%
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% Working at the required standard (Wa)	72.7%	94.7%	-22.0%	-22.0%	74.6%	-1.9%	81.3%	-8.6%					

Average Year 1 Phonics screening check scores

Compares the average scores on the phonics screening check of Year 1 pupils in school eligible (deprivation, AFC or LAC) for the Pupil Premium with the average score of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

Pupil Premium pupils	29.5
All other pupils in school	36.2
LA - Pupil Premium pupils	31.8
LA - All other pupils	33.9



Key Stage 1 - Pupil Premium Gap Analysis

Compares the percentage of pupils in school eligible for the Pupil Premium (deprivation, AFC or LAC) achieving at least the expected standard for each subject area with all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

St Mary's and St Joseph's Roman Catholic Primary School Blackburn

DfE Number: 3508

# of eligible pupils in cohort:	School			PP / All Others Gap	PP/All Others ■ St Mary's and St Joseph's Roman Catholic Primary School Blackburn Gap ■ LA Average Gap		Local Authority			
	10	20					559	PP School / PP LA Gap %	1605	PP School / All Others LA Gap %
% achieving:	Pupil Premium pupils	All other pupils in school					LA - Pupil Premium pupils			
Reading >= EXS	70.0	60.0		10.0		Reading	59.0	11.0	69.2	0.8
Writing >= EXS	70.0	50.0		20.0		Writing	46.9	23.1	60.1	9.9
Maths >= EXS	90.0	65.0		25.0		Maths	61.5	28.5	72.4	17.6
Science >= EXS	90.0	70.0		20.0		Science	69.2	20.8	76.9	13.1
RWM >= EXS	70.0	45.0		25.0		RWM	43.1	26.9	56.9	13.1
RWMS >= EXS	70.0	45.0		25.0		RWMS	43.1	26.9	56.6	13.4

Key Stage 2 - Pupil Premium Gap Analysis

Compares the percentage of pupils in school eligible for the Pupil Premium (FSM6, LAC and AFC) achieving at least the expected standard for each subject area with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

St Mary's and St Joseph's Roman Catholic Primary School Blackburn

DfE Number: 3508

	Pupil Premium pupils		All other pupils in school		PP / All Others Gap %	■ St Mary's and St Joseph's Roman Catholic Primary School Blackburn Gap ■ LA Average Gap		LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %
	No. of eligible pupils	% achieving:	No. of eligible pupils	% achieving:							
Reading Exp+	10	70.0%	19	84.2%	-0.1		Reading	60.4%	9.6%	75.0%	-5.0%
Writing TA EXS	10	70.0%	19	89.5%	-0.2		Writing	57.6%	12.4%	76.4%	-6.4%
GPS Exp+	10	70.0%	19	78.9%	-0.1		GPS	62.2%	7.8%	79.4%	-9.4%
Maths Exp+	10	80.0%	19	89.5%	-0.1		Maths	61.4%	18.6%	78.4%	1.6%
Science TA EXS	10	80.0%	19	94.7%	-0.1		Science	69.1%	10.9%	83.1%	-3.1%
RWM Exp+	10	60.0%	19	78.9%	-0.2		RWM	45.9%	14.1%	65.3%	-5.3%

Communication and Language

AR and SH trained on Wellcomm as part of the BWDBC pilot scheme across all PVI pre-schools and primary schools. The program was delivered to all pupils in Year One and those PP pupils assessed as requiring support in KS2. Results from beginning to the end of the program showed marked increase in the language skills of the pupils. Those assessed working within the red stage moved at least 3 progress steps narrowing the

gap towards age related expectations. Those still underperforming will continue on the program next academic year.

Those PP pupils with additional language difficulties inc. new to country and E.A.L took part in timetabled interventions using Colourful Semantics and Talktastic. AR engaged pupils with starter activities to ensure pupils new to country settled and put at ease.

Our Pupil Support Mentor has provided 1:1 and small group sessions to engage our vulnerable PP pupils and those requiring additional support on a day to day basis. These supported our PP pupils with a calm, quiet space when they needed it, a familiar person to share/discuss concerns, access to resources and equipment to meet their needs e.g. lego therapy, outdoor therapy.

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
Maths Tuition	Third Space Learning
TTRS	Times Tables Rockstars
RWI Phonics Programme	RWI – Ruth Miskin
EAL Language support	EAL Hub
Accelerated Reader	Renaissance
Learning by Questions	LBQ
Wellcomm	GL