

# Pupil premium strategy statement 2024/20245

## Great Crosby Catholic 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	742
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs Louise Morton Headteacher
Pupil premium lead	Miss Claire Sharrock, Assistant Headteacher
Governor / Trustee lead	Mrs Catherine Smith, Governor for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,040
Recovery premium funding allocation this academic year	£2,465
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£113,505</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We will use teaching assistants to provide the targeted interventions to close the gaps for our disadvantaged pupils. Underpinning our strategies for improvement is assessment, use of data and key information. Assessments constantly inform our planning, teaching and learning. Regular daily feedback and encouragement during every lesson within a positive learning environment, results in pupils who believe in themselves and are motivated to succeed and achieve. Great Crosby Catholic Primary School understands that the mental health of our pupils can be a barrier to learning. We endeavour to offer training to support and nurture our pupils.

## 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 when beginning to learn phonics than their peers. This negatively impacts on their development as readers.
3	Internal and external assessments indicate that KS1 and KS2 maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	25% of our Disadvantaged pupils are also on our SEND register. Combined, these conditions have an impact on children's social and emotional wellbeing as well as their ability to access the curriculum without support.
5	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. 35 families currently require additional support with social and emotional needs.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils was 4% lower than for non-disadvantaged pupils.</p> <p>26% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among 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, pupil voice, book scrutiny and ongoing summative and formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show that the % of disadvantaged pupils who met the expected standard has improved year on year.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 will show that the % of disadvantaged pupils who met the expected standard has improved year on year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li><li>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li></ul>

## 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: £36,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Excellence training for all EYFS staff.</p> <p>Looking at how our learning environments must be adapted to meet the needs of each individual cohort.</p>	<p>In the early years, young children learn through a wonderful mix of dynamic, hands-on learning experiences supported by highly skilled adults who have a thorough understanding of child development. The early years curriculum is continually delivered through the many experiences provided for children – the resources they use, the interactions that we build into their play and the moments of ‘direct teaching’ that occur throughout the day, every day.</p> <p>This means that the learning environment is inextricably linked to how and what children learn and can be valued as a ‘teacher’.</p> <p><a href="https://earlyexcellence.com/practice-and-pedagogy/why-quality-environments-matter-in-early-years/">https://earlyexcellence.com/practice-and-pedagogy/why-quality-environments-matter-in-early-years/</a></p>	1,2,3,4,5,6
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time – Mastering Number in EYFS, KS1 and KS2</p>	<p>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:</p> <p>Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. Through dialogue, teachers can elicit students' everyday, 'common sense' perspectives, engage with their developing ideas and help them overcome misunderstandings.</p> <p>The expectation of stem sentences in all maths lessons, and full sentences in reading mastery lessons provides pupils with opportunities to use their oral skills.</p>	1,2,3,4,5,6

	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Mastery learning</a>	
Maintaining a DfE validated Systematic Synthetic Phonics programme ( Little Wandle) to secure stronger phonics teaching for all pupils.	<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.</p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-EXTERNAL.pdf">https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-EXTERNAL.pdf</a></p>	2,4
Reform our reading practice in EYFS and KS1 in line with recommendations from Little Wandle's 'Three Reads model'.	<p>Each of the three Little Wandle reading practice sessions is a dedicated 20 minutes of reading. Teachers 'tap in' to hear every child read without any distraction three times a week. Every child gets individual attention, and each session has a very clear focus.</p> <p><a href="https://faq.s.littlewandlelettersandsounds.org.uk/knowledge/what-is-the-three-reads-model">https://faq.s.littlewandlelettersandsounds.org.uk/knowledge/what-is-the-three-reads-model</a></p>	1,2,4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Teachers to follow the WRM planning</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>As a school we follow the White Rose Maths scheme, using additional Mastering resources wherever possible.</p>	3,4
<p>Improve the quality of Mental Health / SEL awareness.</p> <p>Well-being approaches will be embedded into</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>	4,5,6

routine educational practices and supported by professional development and training for staff.	<a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
<p>Forest School</p> <ul style="list-style-type: none"> <li>- two Level 3 TA's fully trained to deliver the Forest School curriculum to all of EYFS</li> </ul>	<p>Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.</p> <p>Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.</p> <p>Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.</p> <p>Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p>5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.</p> <p>6. Forest School uses a range of learner-centered processes to create a community for development and learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	1,3,4,5,6

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

Budgeted cost: £34,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of books to complement phonics scheme so that pupils are reading from a book rather than a screen.	To develop a love of reading, children need to experiences holding a book and turning the pages. A hybrid approach of 'real books' and e-books provides the opportunity for pupils to have a wide range of, but also feel for, high quality reading texts.	1,2,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4
Learning mentor to support children with SEND and offer training and support to TAs	Learning mentors work with children and young people on a group or one-to-one basis. They provide support, motivation and guidance to help pupils overcome obstacles to their learning. These could include learning difficulties, family issues, mental health problems or a lack of confidence.	1,3,4,5,6
Continuing commitment to Mastering Number from NCETM in EYFS, KS1 and KS2	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 5. The aim over time is that children will leave KS2 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 and then KS2 to support success in the future.	3,4
Additional maths sessions targeted at disadvantaged pupils who require further numeracy support.	Booster approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted maths interventions have been shown to be more effective	



	<p>when delivered as regular sessions over a period up to 12 weeks.</p> <p>Pre teach lessons being used for children who would benefit from early exposure to new/reviewed vocabulary/patterns/methods</p> <p>TAs trained in WRM interventions, to be used to plug gaps after the lesson.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£42,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.  Attendance/support officers to work with LA to monitor and improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <b>Regular school attendance is an important part of giving children the best possible start in life.</b> The aim should be to attend 100% of the time. Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable.	1,2,3,4,5,6
Purchase time from a children's counselling service (Brighter Horizons) to provide external support for families showing issues of well-being.	The DfE guidelines encourage positive mental health in children's early years and school settings. Schools offer pupils an educational opportunity for personal development; a counselling service complements and supports the aims set out in the National Curriculum Guidelines.	4,5,6
Play Therapist for 1 day a week to spend time with allocated pupils who are experiencing difficulties in school/life.	Play therapists help children to make sense of difficult life experiences, or complex psychological issues through play.	4,5,6
Our own Parent Support Advisor to work alongside the safeguarding team. Attendance will be a priority of this role, along with	Parent support advisers (sometimes known as education welfare officers or family support advisers) work with schools, pupils and families to resolve issues of poor attendance. They overcome barriers to learning to help	1,2,3,4,5,6

EHAT's and contact with social workers.	parents support their children's learning. Closely linked to this job is schools attendance officer.	
Musical Instruments – all pupils in Year 4 are offered the opportunity to learn to play an instrument for a whole year. Pupils receive a lesson in school on a weekly basis.	There is increasing international evidence that playing a musical instrument has a positive impact on attainment at school. <a href="https://gallionsmusictrust.org.uk/2021/06/02/playing-music-makes-you-clever/">https://gallionsmusictrust.org.uk/2021/06/02/playing-music-makes-you-clever/</a>	5,6
Support for Residentials, trips, uniform, parties etc	To ensure our vulnerable families are exposed to the cultural capital that is offered to all pupils, these experiences will be funded.	5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £113,505**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Great Crosby Primary KS2 results**

29% PP achieved RWM 49% non pp RWM (gap -20%, -17% last year)

85% PP achieved EXS in reading 84% non PP reading (gap +1%, -19% last year)

57% PP achieved EXS in maths 73% non pp maths (gap -16%, -18% last year)

#### **National KS2 results**

45% PP RWM 67% non pp RWM (gap -22%, last year -22%)

53% PP reading 72% non PP reading (gap -19%, last year -18%)

59% PP maths 79% non PP maths (gap -20%, last year -20%)

At KS2, PP reading results were significantly above the National. Maths PP results were slightly below and RWM were significantly below. Our gap between Disadvantaged and Non-disadvantaged remains lower than the National gap in both RWM and Maths. Our reading PP results were higher than our Non-PP.

#### **Great Crosby Primary Phonics**

86% PP, 84% non PP (gap +2%, last year -49%)

We have seen a significant improvement in the performance of our disadvantaged children in phonics. Results were marginally higher than our non-disadvantaged.

#### **National Phonics results**

68% PP, 80% non pp

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#### **Great Crosby Primary GLD**

30% PP 70%, non PP (gap 40, last year 42)

Our GLD Disadvantaged % was significantly below our non-disadvantaged.

#### **National GLD**

51% PP, 72% non PP

### **Great Crosby Primary KS1 results**

43% PP achieved EXS in reading 73% non PP reading (gap -30%, last year -30%)

29% PP achieved EXS in maths 77% non pp maths (gap -48%, last year 36%)

There are no national KS1 data comparisons. Our assessments were carried out internally using Nfer Reading and White Rose Maths.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

The gap between disadvantaged and non disadvantaged is widest in Early Years and KS1 maths.

*Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.*

*We will purchase resources and fund ongoing teacher training and release time – Mastering Number in EYFS, KS1 and KS2*

Mastering Number is now a core part of the curriculum in EYFS, KS1, Y4 and Y5.

*Maintaining a DfE validated Systematic Synthetic Phonics programme ( Little Wandle) to secure stronger phonics teaching for all pupils.*

Our Phonics results (87%) were above the National average (80%) for the entire cohort. Our PP Phonics results (86%) were well above the National average (68%). The training and further implementation of the Little Wandle scheme, plus the purchase of reading books has impacted positively on these results. Staff have been to observe excellent practice in 'Little Wandle' schools.

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).

Staff are planning using the White Rose Maths guidance, including Teaching for Mastery materials at every opportunity. CPD is provided for year topic, each year group. Teachers all observed Maths lead demonstrating importance of oracy and thinking deeply.

Improve the quality of Mental Health / SEL awareness.

Well-being approaches have been embedded into routine educational practices and supported by professional development and training for staff.

We trained Mental Health Champions in both Y5 and Y6, supporting them to support others. We signpost families and staff towards courses and/or training that can support them in a wide variety of ways. We promote a healthy and active lifestyle as we know that contributes massively to good mental health. Sefton's Mental Health Support team ran coffee mornings for our parents, which were well attended.

Forest School - two Level 3 TA's fully trained to deliver the Forest School curriculum to all of EYFS

Forest school is active weekly, providing our EYFS pupils with small group, intensive opportunities to improve their oracy and gross/fine motor skills. There is a big focus on communication and language during these sessions.

Additional maths sessions targeted at disadvantaged pupils who require further numeracy support.

TAs training following the White Rose Maths Intervention program. Shown resources, looked at importance of high level vocabulary and questioning.

Embedding principles of good practice set out in the DfE's Improving School Attendance advice.

*This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.*

Attendance is above average. Our disadvantaged at the end of year was 91%, non disadvantaged was 95%. Our attendance team monitor attendance of all groups of pupils weekly. Attendance support plans were put in place to provide those families who were struggling with a plan to improve. These plans were 90% successful in improving attendance.

*Purchase time from a children's counselling service (Brighter Horizons) to provide external support for families showing issues of well-being.*

Our Brighter Horizons counselor worked with 8 families over the course of the year, 4 of whom successfully left the service. The others either remain on the service next year, or were transferred to a similar service at High School. In addition to Brighter Horizons, 6 children worked with our Mental Health support worker from the Sefton team, who provided a less formal form of support for those with no additional needs. Our support worker worked with children on a 6-8 week plan, working closely with their families during the course.

*Play Therapist for 1 day a week to spend time with allocated pupils who are experiencing difficulties in school/life.*

Our play therapist worked with 6 pupils last year, 2 of which successfully finished the course of tailored therapy sessions, allowing them to move back into mainstream classrooms with minimal support.

*Our own Parent Support Advisor to work alongside the safeguarding team. Attendance will be a priority of this role, along with EHAT's and contact with social workers.*

Weekly pastoral meetings make sure that all DSLs are up to date with current safeguarding issues. Attendance is monitored closely during these sessions. Updates on EHATs, CP, CIN, Core groups are all discussed at these meetings.

*Musical Instruments – all pupils in Year 4 are offered the opportunity to learn to play an instrument for a whole year. Pupils receive a lesson in school on a weekly basis.*

Pupils attended weekly sessions and performed for parents at the end of year. Pupils invited to continue with lessons, and disadvantaged children were supported financially to do this.

*Support for Residentials, trips, uniform, parties etc*

PP money was also used to pay for school trips, residentials and to provide uniform for some of our most vulnerable families.