

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 to 2024 academic year.

Objective 1: The attainment of our Pupil Premium children will be in line with or better than their non-Pupil Premium peers.

Pupil Premium Attainment Data - 2023-2024

	Reading				Writing				Maths							
KS1	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
At or above:	45%	27%	68%	59%	37%	12%	56%	44%	53%	30%	70%	56%				
Non pp	77%	67%	71%	84%	69%	49%	66%	69%	80%	70%	71%	73%				
Gap	32%	40%	3%	25%	32%	37%	10%	25%	27%	40%	1%	17%				
	Reading				Writing				Maths				Combined			
Summer 2023	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
At or above:	45%	30%	55%	62%	37%	27%	49%	45%	53%	27%	55%	62%	32%	21%	45%	45%
Non pp	77%	71%	76%	70%	69%	52%	68%	59%	80%	66%	74%	72%	61%	50%	63%	57%
Gap	32%	41%	21%	12%	32%	25%	19%	14%	27%	39%	19%	10%	29%	29%	18%	12%
Autumn 2023	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
At or above:	46%	30%	46%	41%	34%	24%	46%	45%	49%	36%	50%	34%	29%	24%	35%	24%
Non pp	74%	67%	69%	67%	62%	56%	67%	56%	70%	71%	64%	60%	57%	54%	57%	48%
Gap	28%	37%	23%	26%	18%	32%	21%	11%	21%	35%	14%	26%	28%	30%	22%	24%
Spring 2024	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
At or above:	43%	30%	52%	68%	38%	24%	52%	55%	50%	39%	48%	69%	33%	24%	39%	54%
Non pp	75%	68%	72%	83%	68%	58%	67%	73%	74%	73%	67%	74%	64%	57%	60%	62%
Gap	32%	38%	20%	15%	30%	34%	15%	18%	24%	34%	19%	5%	31%	33%	21%	8%
Summer 2024	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6	Year 3	Year 4	Year 5	Year 6
At or above:	53%	34%	51%	76%	40%	27%	44%	69%	60%	42%	51%	76%	35%	24%	40%	62%
Non pp	84%	70%	76%	88%	75%	67%	68%	82%	79%	77%	71%	86%	70%	62%	61%	75%
Gap	31%	36%	25%	12%	35%	40%	24%	13%	19%	35%	20%	10%	35%	38%		13%

- The data shows improving attainment throughout the school year (green) in thirteen areas. The focus areas (red) are reading, writing and maths in Year 6 (cohort of 2025)

St Margaret Mary's Catholic Junior School

Pupil Premium Data 2023-2024



		Year 3	Year 4	Year 5	Year 6
Reading	% of PP At or + KS1	45%	27%	68%	59%
	% of PP At or + Summer 2023	45%	30%	55%	62%
	% of PP At or + Summer 2024	53%	34%	51%	76%
Writing	% of PP At or + KS1	37%	12%	56%	44%
	% of PP At or + Summer 2023	37%	27%	49%	45%
	% of PP At or + Summer 2024	40%	27%	44%	69%
Maths	% of PP At or + KS1	53%	30%	70%	56%
	% of PP At or + Summer 2023	53%	27%	55%	62%
	% of PP At or + Summer 2024	60%	42%	51%	76%
Combined	% of PP At or + Summer 2023	32%	21%	45%	45%
	% of PP At or + Summer 2024	35%	24%	40%	62%

- The data above shows the progress of our PP children from the end of Key Stage 1 to Summer 2023 and the progress from Summer 2023 to Summer 2024. Improved progress is evident from KS1 to Summer 2024 in 13 of the areas (green). Reading, writing and maths will be a priority in Yr 6 for (cohort of 2025).
- Every PP child received intervention determined by their individual needs. This may have been:
 - * Small groups sessions
 - * 1 to 1 support
 - * In class support
 - * Read Write Inc
 - * First Class @ Number
 - * IDL- Bespoke support SEND/PP children
 - * Additional Reading / Writing / Maths intervention.
 - * Thrive 1 to 1 sessions
 - * Mental Health Support Team
 - * Listening Ear Counselling
- As a result of these interventions, the attainment data above shows the gap has either maintained or reduced in most areas. However, the focus for 2024- 2025 will be writing across all year groups and attainment 3 (across the board) in the cohort of 2025.
- 28 PP children started Read Write Inc intervention in September 2022. Of these 12 children completed the programme in July 2023 and no longer require Read, Write Inc intervention. 10 children progressed 1 or more groups and 6 children, with additional needs, made progress with sounds but maintained their group. Those still receiving the intervention will continue to be supported this academic year.

Next steps 2024 -2025:

- Year 6 (cohort of 2025) PP children need to be targeted for Reading, Writing & Maths
- To increase the % of pupils reaching ARE expectation in all three areas in Year 3- 6.

- PP children will continue to be targeted and monitored through the four weekly Pastoral Team meetings and pupil progress meetings during this academic year.
- Read, Write Inc will continue in school this academic year following its powerful impact since its introduction in school.
- TA staff will continue to be timetabled in the afternoons for intervention, delivering interventions in their areas of strength.

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
Thrive Online	Thrive Approach
Read Write Inc	Ruth Miskin
P4C	School Improvement Liverpool
Power Maths	Pearson
Rock Band	Rock Steady

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Child A received in class support and flexible maths intervention depending on daily tasks. She also received daily wellbeing ‘check ins’ with the class TA .</p> <p>Child A also received funding to attend the year 6 residential and the whole school pantomime.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Child A needed the Maths support less and less as the year progressed and became a more independent and confident learner in this subject. The flexible maths intervention was effective when the class were completing a more challenging maths task.</p> <p>It enabled the child to be fully involved in all year 6 activities with her friends which boosted her self esteem ad confidence.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Objective 2: Children will be able to listen and respect each other. They will be clear thinkers and make responsible and deliberate judgements

- Pastoral Team meetings continue to be a strength and are now embedded into the school's calendar. Staff contribute to the document before each meeting and children are identified in a timely manner for intervention.
- Behaviour for Learning in Classes was identified as excellent during the RE inspection (February 2023).
- OFSTED reported that 'pupils know that all staff expect them to behave well. They are attentive in lessons and focus on their learning. Pupils with more complex needs get the help that they need to manage their feelings. This helps pupils to learn without distraction' (March 2024).
- School has built up effective relationships with the Behaviour Improvement Team to support those children whose behaviour is challenging who require an action plan.
- We use P4C to facilitate many aspects of learning within our curriculum especially in our bespoke PSHE curriculum- SHINE.
- Staff confidence has increased as a result of training in P4C.
- Our bespoke SHINE Curriculum is a purpose built PSHE curriculum. The curriculum has been designed to help our children develop the knowledge, skills and attributes they need to become well-rounded individuals who make a positive contribution to the world. The impact of the SHINE curriculum is highlighted within our recent OFSTED report (March 2024)

Thrive Impact Data:

Whole Class Data Screened at Skills & Structure (right time development)

Class	Summer 2022	Autumn 2023	Spring 2024	Summer 2024
3ST		43%	64%	70%
3CF		39%	39%	60%
3HM		46%	47%	47%
3GT		43%	47%	46%
4SC	56%	59%	69%	78%
4HW	66%	67%	69%	71%
4CD	53%	61%	62%	69%
4KH	59%	83%	84%	86%
5JK	75%	80%	73%	94%
5AH	60%	68%	82%	84%
5PS	81%	81%	81%	91%
5KL	73%	73%	73%	73%
6SA	84%	80%	83%	83%
6LT	91%	84%	85%	85%
6AC	76%	91%	95%	97%
6JP	84%	84%	82%	86 %

3GT - a job share class, where both staff had absence due to illness. A child in this class also had additional and complex needs.

5KL- class teacher's absence / maternity may have contributed to the lack of progress

6LT- complex needs within the class may have contributed to the lack of progress



	Summer 2023	Autumn 2023	Spring 2024	Summer 2024
Year 3 Average		44% (starting point)	49.2%	55.75%
Year 4 Average	58.5%	67.5%	71%	76%
Year 5 Average	72.25%	75.5%	77.2%	85.5%
Year 6 Average	83.75%	84.7%	86.2%	87.75%

All year groups made progress across the year

Reparative Data

Child	Summer 2023	Autumn 2023	Spring 2024	Summer 2024
Year 3				
Child A *	SMMI	9%	9%	9%
Child B *	SMMI		25% (behaviour)	35%
Group A (* 2 out of the group)	SMMI	17% 20% 20%	17% 20% 20%	17% 20% 20%
Year 4				
Child C	24%	17%	28%	35%
Child D * (completed Christmas)	13%	35%	35%	38%
Child E (completed Christmas)	20%	20%	42%	46%
Child F	2%	28%	35%	35%
Child G	13%	49%	49%	57%
Child H (* completed Christmas)	2%	35%	35%	35%
Child I	24%	24%	24%	28%
Child J *	20%	28%	31%	31%
Year 5				
Child K * (completed Easter)	17%	24%	49%	60%
Child L (completed Easter)	20%	28%	35%	48%
Year 6 (Behaviour related- identified Summer Term)				
Child M *	82%	82%	82%	82% *
Child N	64%	67%	64%	64%
Child O	57%	46%	49%	49%
Child P	78%	64%	71%	71%
Child Q *	53%	53%	64%	64%

- Children were screened 3 times during the school year to create a class action plan for right time development strategies to be used at class level. This identified the children above who were then supported with 1 to 1 or small group reparative intervention work. * highlights a child eligible for PP. Yr 6 children did not make the predicted progress due to complex needs and the absence of the Lead Practitioner allocated to this group. Those children in Yr 3-5 who did not make the predicted progress will continue with 6 weeks of reparative work in Autumn 2024.

Next Steps:

- Further scrutinise the P4C resources to ensure that they are inclusive
- Parents to observe a P4C session
- Create opportunities for children to have discussions with peers/family members on a more frequent basis.
- P4C Refresher Training to be organised
- Fourth Lead Practitioner to be begin training

Objective 3: The attendance and punctuality of our Pupil Premium children will be in line with their non-Pupil Premium peers.

- Overall school attendance is 0.7% above the borough average. All year groups continue to perform above the borough average.
- School have consistently performed above the borough average.
- The attendance of our disadvantaged pupils is 1.3% higher than the National figure for disadvantaged pupils and 1% higher than the Disadvantaged percentage for the North

West of England (the gap between disadvantaged and non-disadvantaged is 0.3% less than the National Gap and is in line with the regional gap.

- Our school ranks in the top 10% schools in Knowsley for attendance and in the top 25% similar schools nationally (based on Fischer Family Trust)
- Breakfast Club and lifts to school were utilised by 9 families at various times in the school year.

Attendance data:

- Whole school attendance 2023-2024- 94.4%
- PP attendance 2023-2024- 92.14%

PA data:

- 2023-2024 Whole school figure for children who reached PA status- 62 (40 of whom were PP)

	Attendance (All Pupils)	Attendance Non Disadvantaged pupils	Attendance Disadvantaged pupils	Gap between Non Disadvantaged and Disadvantaged	% Persistent Absentees
School	94.4%	95.49%	92.14%	3.35%	13.22%
National	Yet to be released				
Regional (North West)					

Next Steps 2023 -2024:

Attendance and punctuality remain our biggest concern for our Pupil Premium children. Even with weekly meetings, Knowsley’s graduated response, incentives, work with SAS, attendance panels with SAS, collecting children in the school minibus and Early Help assessments. Data from FFT above shows a 3.35% gap between our PP children and non PP children. School will be implementing a range of strategies this academic year including:

- In a bid to reduce this, we will continue the school project with a Pupil Premium consultant (Mark Rowland).
- Members of the SLT have completed Inclusive Attendance training and will disseminate the appropriate modules of this to the appropriate staff starting in September 2024
- Attendance and absence will be referred to in days rather than % from September 2024 it is hoped this will mean more to parents.
- This year the Attendance Team aims to focus their attention towards those at risk of PA (those who have an increasing number of occasions absent) as well as PA children.
- To amend the school policy in line with Keeping Children Safe in Education and Inclusive Attendance September 2024
- Review of the Attendance section of the website
- Attendance Recognition to be finalised with the help of our Attendance Ambassadors
- Mini Bus Rota to be used when required
- Continue to make use of the texting service to praise attendance and improve attendance.
- Increase the number of home visits when required
- Set attendance targets during TAF/TAC meetings and set a review date with parents.
- Purchase attendance postcards to be sent home for improved attendance, 97+% etc
- Gain the pupil voice of our children in relation to attendance via Google form

Objective 4: Our most vulnerable children will have an improved wellbeing and mental health.

- Power of Parenting sessions began again this year, supporting 4 families across the infant and junior schools. Once again feedback from parents was positive.
- A Yr 6 TA has completed the Thrive Lead Practitioner training. All children were screened three times throughout the school year. 6 PP children received 1 to 1 reparative Thrive sessions.
- Approximately 25-30 children attended lunch club three times a week. The pupils voiced that this had made their lunch times more enjoyable.
- At the end of the school year the SLT received numerous messages of thanks for the support of their child/ children.
- 2 of our PP children have been referred to Listening Ear and received 1 hour 1 to 1 session for a period of 6 weeks. The feedback from both the parents and children have been really positive.
- 6 of our PP children benefited from 1 to 1 intervention from NHS Mental Health Support Team. The children spoke very positively about these sessions and the impact is visible in the children's; positive interactions, increased positive behaviour or increased self esteem.
- Extracurricular activities are a strength of the school and PP children were actively encouraged to sign up for an activity. Below is the percentage of PP children who attended.
Yr 3 -65%
Yr 4- 39%
Yr 5- 41%
Yr 6- 83%

Objective 5: Every child eligible for Pupil Premium will have the same access to educational visits that their non-Pupil Premium peers have.

- With PP funding the school was able to support our families with educational visits:
 - *Residentails - 14 families
 - *Rebound dance- 2 families
 - *Whole school pantomime - 22 families