

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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's Catholic Primary School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22, 2022/23, 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Peter Edgington
Pupil premium lead	Paula Lockwood
Governor / Trustee lead	Kelly Morris

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,455.00
Recovery premium funding allocation this academic year	£ 5,800.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,664.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 71,919.00

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's we use Pupil Premium to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. 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 and develop resilience in the face of challenges.

**We are currently supporting 38 children.** However, we serve an area of high deprivation and we believe that many more children are disadvantaged. We also receive £14070.00 of funding for children who were previously looked after.

The main barriers to educational achievement which our disadvantaged children face are:

- Complex and varied emotional needs.
- Certain pupils do not have access to a language rich home environment that is needed to underpin confident speaking, listening, reading, writing and numeracy.
- Many parents of these children have busy home lives with financial constraints which affect the amount of quality time and resources they can make available to their children.

Currently the grant is being spent in the following ways:

- Providing PP children with small group and one-to-one quality focus teaching of Maths, Reading and Writing.
- Allocated Teacher Assistant support for specific individual children.
- Supporting PP children financially to go on school visits and residential opportunities.
- Provision of counselling and playtherapy to promote wellbeing and good mental health.

We will measure the impact of all these interventions this year by plotting progress against individual learning/developmental targets and the use of standardised tests.

The academic results of all Key Stage 1 and KS2 pupils, including separate sections on PP children, are published annually by the Department for Education and are available to all parents. This information will be rigorously used to monitor our progress by diminishing the difference between Pupil Premium children and the remainder of the school.

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.

We also recognise the importance of education recovery following the pandemic, and use the Recovery Premium for pupils whose education has been worst affected, including non-disadvantaged pupils.

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're 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

## Challenges

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

Challenge number	Detail of challenge
1	Differences in attainment in reading attainment (EYFS, PSC, KS1 and KS2)
2	Differences in attainment in Maths attainment (KS1,KS2)
3	Wellbeing and Inclusion: Need for social, emotional and therapeutic support
4	Attendance and Punctuality: PPG attendance is below that on non-PPG attendance which impacts outcomes.

## 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
Targeted Academic Support: PPG children struggling with reading will receive targeted support to enable them to grow in skill and confidence	The gap in reading attainment between PPG and non-PPG children will narrow year on year

<p>High quality Teaching: PPG children in KS1 and KS2 struggling with maths will receive targeted support to enable them to grow in skill and confidence</p>	<p>The gap in maths attainment between PPG and non-PPG children will narrow year on year</p>
<p>Behaviour Interventions: PPG children with social, emotional and mental health (SEMH) needs will be prioritised for therapeutic interventions</p>	<p>SEMH barriers to progress will be mitigated by targeted therapeutic support improving behaviour for learning</p>
<p>Parental engagement: The gap in attendance between PPG and non-PPG children will narrow and close</p>	<p>PPG children will have the same attendance percentages as non-PPG children by July 2024</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: £ 29884.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery Learning: Single year group approach to Singapore Maths	Mastery learning is a cost-effective approach (EEF Toolkit), <i>on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</i>	2
Phonics: <i>Purchase and training is Essential Letters and Sounds</i>	Phonics has a positive impact overall (+5 months) <i>with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit)</i>	1

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

Budgeted cost: £ 17136.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading comprehension strategies provided by and outside tutor.</i>	Reading comprehension strategies are high impact on average (+6 months – EEF Toolkit). <i>Alongside phonics it is a crucial component of early reading instruction.</i>	1
<i>One to One reading and writing tuition</i>	On average, one to one tuition is very effective at improving pupil outcomes. <i>One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF Toolkit)</i>	1

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

Budgeted cost: £ 13254.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Ensuring access to residential and day trips, swimming, karate, afterschool clubs, uniform subsidies and visits.</i></p>	<p><b>Parental engagement (EEF Toolkit)</b>  <i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p>	<p>3 and 4</p>
<p><i>Play Therapy, Therapeutic interventions</i></p>	<p><b>Social and emotional learning approaches (EEF Toolkit)</b> <i>have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i></p>	<p>3 and 4</p>

**Total budgeted cost: £ 60275.00**

# 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 2020 to 2021 academic year.

Please see table below
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BARRIERS TO ACHIEVEMENT	OVERCOMING BARRIERS	REASONS	IMPACT MEASURE	REVIEW
Consistent attendance and punctuality	<ul style="list-style-type: none"> <li>Attendance and punctuality awards;</li> <li>Early Help Plans</li> </ul>	<ul style="list-style-type: none"> <li>To motivate pupils to come to school;</li> <li>To explore underlying issues and support to the whole family.</li> </ul>	Attendance data.  Punctuality data. <i>PPG children to be in line with non PPG children</i>	PPG children were in 93.3%  Non PPG children were in 94.2% showing the gap in narrowing
Mental / Emotional health issues	<ul style="list-style-type: none"> <li>Family and Pupil Mentor and setting up resilience group</li> <li>TA Therapeutic interventions</li> <li>Inclusion on Locality Project MHST</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Children cannot learn effectively if their emotions are significantly heightened;</li> <li>By providing emotional support we can help children to separate emotions and therefore increase capacity to learn.</li> </ul>	Review of Early Help cases and Therapeutic data.  <i>PPG children to have equitable access to therapeutic and family support services.</i>	72% of PPG children benefited from a therapeutic intervention including Play therapy, MHST referral, Rainbows group, ELSA work.
Behaviour for Learning	<ul style="list-style-type: none"> <li>Play Therapist;</li> <li>Uniform vouchers;</li> <li>Additional lunchtime support.</li> <li>Consistent high expectations of all pupils by all staff across the staff</li> <li>Ongoing CPD opportunities for teaching staff and TA's/LSA's</li> </ul>	<ul style="list-style-type: none"> <li>Social difficulties can lead to low self-esteem which then impacts on attendance as well as progress. By providing additional support and uniforms etc. we can prevent situations arising.</li> <li>By ensuring there is a consistency in the expectation of behaviour, attendance, punctuality and uniform as well as in work, the children will respond to this and we will see an improvement in behaviour for learning across the school.</li> </ul>	Exclusions data.  Pupil Profiles.  <i>PPG children data on behaviour and exclusions to be in line with non PPG children</i>	There were 3 fixed term exclusions in 2020/21. None of these children were PPG.  There were no permanent exclusions.
Gaps in knowledge in literacy and/or numeracy	<ul style="list-style-type: none"> <li>QFT;</li> <li>TA Interventions across phases (Y3/4) (Y5/6)</li> <li>Pre-teaching</li> <li>Quality feedback/conferencing</li> <li>After school small group intervention groups with teachers</li> </ul>	<ul style="list-style-type: none"> <li>To enable children to access the age appropriate curriculum in order for them to achieve success.</li> <li>To fill gaps which will boost self-esteem and enable children to engage more in whole class lessons</li> </ul>	Drop-ins.  Work scrutiny  Star Reading Data  <i>Evidence from Book Looks and data indicates that PPG children are making progress in line with non PPG children and have</i>	Catch-up and Teacher-led tutoring was directed towards PPG children in Autumn term 2020 and Summer Term 2021. Data indicates rapid progress in reading but the gap remains in writing and maths



			<i>access to regular Pupil Conferencing</i>	
Lower attainment in Maths	<ul style="list-style-type: none"> <li>• Employment of Teacher to enable QFT in smaller classes.</li> <li>• Continuation of Power Maths scheme to fully embed</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment data for Maths show that we are currently performing below the national average for mathematics. The new scheme introduced in September 2019 is designed to be taught to single year group classes, therefore we have employed a teacher for every morning to enable us to split the phases into 2 classes per year group in KS1 and LKS2 rather than teaching 3 mixed age classes. The scheme is designed for all children to master the content before moving on to new content and skills.</li> </ul>	<p>A continued rise in maths progress and attainment. Sources: iTrack, NFER Tests and Power Maths Assessments</p> <p><i>PPG children close the gap in attainment with non PPG children (Maths at Expected standard)</i></p>	<p>Because of lockdown both PPG and non PPG had gaps at the end of the academic year but the gaps are narrowing in KS2:</p> <p>Y2 PPG – 25%; non PPG – 11%;</p> <p>Y4 PPG – 20%, non-PPG – 8%;</p> <p>Y5 PPG – 13%. Non-PPG -14%</p> <p>Y6 PPG 0%, non PPG +6%</p>
Inability to participate in school trips/after school clubs leading to lower self-esteem	<ul style="list-style-type: none"> <li>• Free places for PP children in after school clubs;</li> <li>• Free trips for PPG children;</li> <li>• Free or reduced access to residential trip.</li> </ul>	<ul style="list-style-type: none"> <li>• Trips are a basis for curriculum topic and vital to learning;</li> <li>• Celebrating sporting achievements raises self-esteem;</li> <li>• Involvement in team sports increases positive social skills;</li> <li>• Increased activity impacts positively on health issues;</li> <li>• Motivator for attendance.</li> </ul>	<p>Participations rates in clubs/trips.</p> <p><i>Participation rates in clubs and trips matches or exceeds that of non PPG children</i></p>	<p>12% of our children are PPG</p> <p>Participation in school clubs: 2020/21: On average 15</p> <p>% of attendees were PPG children</p>
Hunger and poor diet	<ul style="list-style-type: none"> <li>• Free after school club including healthy snacks;</li> <li>• Provision of free fruit and milk;</li> <li>• Provision of breakfasts.</li> </ul>	<ul style="list-style-type: none"> <li>• Concentration levels are significantly impacted by poor diet. By providing breakfast, fruit and milk we should see an increase in concentration;</li> <li>• If children begin to achieve success they will be more motivated to learn.</li> </ul>	<p>Attendance data.</p> <p>Work rate in class.</p> <p><i>PPG children close the gap in attainment with non PPG children.</i></p>	<p>See attendance data above.</p> <p>Gap in attainment in July 2021 was measured via NFER tests and previous Sats in Y6. This indicated an overall gap of 6% in reading, 19% gap in writing and 14% in Maths</p>

## 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
Accelerated Reader	Renaissance Learning