

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2022 – 2023	Data
School name	St Mary's Catholic Primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	11.33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022/23, 2023/24
Date this statement was published	December 2022
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 2022 – 2023	Amount
Pupil premium funding allocation this academic year	£ 62,935
Recovery premium funding allocation this academic year	£ 5,945
Pupil premium, including Recovery Premium funding carried forward from previous years (enter £0 if not applicable)	£ 1641
Total budget for 2021-2022 academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 70,521

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 35 children. However, we serve an area of high deprivation and we believe that many more children are disadvantaged. We also receive £14,460 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 nondisadvantaged 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: £ 30,000

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), on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.	2
Phonics: Purchase and training is Essential Letters and Sounds	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.(EEF Toolkit)	1

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

Budgeted cost: £ 11,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension strategies provided by and outside tutor.	Reading comprehension strategies are high impact on average (+6 months – EEF Toolkit). Alongside phonics it is a crucial component of early reading instruction.	1
One to One reading and writing tuition	On average, one to one tuition is very effective at improving pupil outcomes. 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)	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Budgeted cost: £ 28,841

<p>Ensuring access to residential and day trips, swimming, karate, music, afterschool clubs, uniform subsidies and visits.</p>	<p>Parental engagement (EEF Toolkit) 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.</p>	<p>3 and 4</p>
<p>Play Therapy, Therapeutic interventions</p>	<p>Social and emotional learning approaches (EEF Toolkit) 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.</p>	<p>3 and 4</p>

Total budgeted cost: £ 70,521

Part B: Review of outcomes in the previous academic year

Detail 2021 - 2022	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
Total budget for 2021 – 2022 academic year 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

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

1. Targeted Academic Support: PPG children struggling with reading will receive targeted support to enable them to grow in skill and confidence
- Interventions within each phase targeted both lowest 20% of children and PPG children.

	PPG Children	All children
Phonics Screening Check 2022	3 of the 4 passed: 75% One was disapplied	82% pass rate
KS1 Reading Sats	25% reached the expected standard	60% reached the expected standard
KS2 Reading Sats	86% reached expected standard	72% reached expected standard

2. 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

	PPG Children	All children
KS1 Maths Sats	0% reached the expected standard	50% reached the expected standard
KS2 Maths Sats	71% reached expected standard	72% reached expected standard

3. Behaviour Interventions: PPG children with social, emotional and mental health (SEMH) needs will be prioritised for therapeutic interventions

	PPG Children (38)	Non-PPG children (309)
Therapeutic Interventions	Play Therapy (7) ELSA – EMHPs –	Play Therapy (11) ELSA – EMHPs –
Suspensions (Fixed term exclusions)	2 days (4 days in 2020/21)	0 days

4. Parental engagement: The gap in attendance between PPG and non-PPG children will narrow and close

	PPG Children	All children	Difference
2021/22	89.8%*	93.6	3.8%
2020/21	93.7%	96.6	2.9%

- This is due to two of our PPG children being unable to access school because of relocation due to safeguarding (Year 4 child) and Emotionally Based School Avoidance - EBSA (Year 5 child).

We are working with the EP, LBAT and Fair Access Teams to mitigate EBSA.

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
Essential Letters and Sounds	OUP
Accelerated Reader	Renaissance Learning