

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	88
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	1 <sup>st</sup> November 2023
Date on which it will be reviewed	1 <sup>st</sup> November 2024
Statement authorised by	Sharon Betts
Pupil premium lead	Sharon Betts
Governor / Trustee lead	Nicola Denham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,334
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£26,654

# Part A: Pupil premium strategy plan

## Statement of intent

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”**

**(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi***

### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

### **Our ultimate objectives for our disadvantaged pupils are to:**

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

- Access a wide range of opportunities to develop their knowledge and understanding of the world

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### **Key Principles:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Gaps in phonetic knowledge
2	Poor vocabulary on entry to school and language development throughout the school is below expectations for their age. (Lack of wider reading and poor language/vocabulary skills, communication through media devices etc)
3	High number of pupils who have one or more number of vulnerabilities. (PP = 22% SEN, 6% EHCP)
4	Varied engagement during pandemic has widened gap both academically and emotionally (despite 77% of PPG pupils being in school over lockdown period)
5	Pupils in receipt of pupil premium funding demonstrate lower levels of self-esteem and resilience when compared to their peers, impacting directly on attainment and progress

## 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
<p>1. Academic and emotional gaps identified due to pandemic will be closed and pupils will quickly catch up</p>	<p>All children in receipt of PPG funding will engage with catch up programmes in order to diminish the gaps identified due to pandemic. Progress will be at least in line with non PPG pupils</p> <p>PP children will develop a love of reading</p> <p>They will be prioritised for reading and phonics interventions.</p> <p>They will be regularly heard read by an adult in school, with support given for reading at home.</p>
<p>2. Gap between speech and language acquisition of PP and non-PP children will be diminished. PP children will have a wide vocabulary to call on</p>	<p>The gap between those children in receipt of PPG funding and those who are not will be minimised.</p> <p>The vocabulary of pupil premium children will be assessed by the British Picture Vocabulary Scale (BPVS) test to track their vocabulary ages.</p>
<p>3. All 'vulnerable' children make expected or better progress in reading, writing and maths. Measured using statutory assessments where applicable and internal assessment data</p>	<p>All children in receipt of PPG funding and children with additional needs will make at least expected progress with a visible acceleration. Children will be able to talk about their progress. Progress will be evident from looking at their work.</p> <p>The gap between disadvantaged and non-disadvantaged pupils will be minimised at the end of the EYFS, KS1 and KS2.</p>
<p>4. Children will become more resilient, secure and confident</p> <p>Measured using ELSA assessment</p>	<p>Attainment for children in receipt of PPG funding will be at least in line with all other children from relative starting points</p>
<p>5. Pupils' mental health and emotional needs will be supported, resulting in happier children who are more motivated and engaged with their learning, with the desired impact of raising attendance in line with national average and the gap between all and PP children diminishing</p> <p>Measured using national, county and internal attendance data</p>	<p>Children will show increased levels of engagement and motivation for their schoolwork</p> <p>Spaces at breakfast and/or after-school club will be offered to children, upon request, if it is deemed necessary to improve their interest in learning and school life.</p> <p>Clubs will be discounted at 50% for all PP children.</p> <p>Attendance will rise</p> <p>Families will engage effectively with the school</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: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received paid-for training to deliver Read Write Inc scheme effectively	Early reading strategies and resources maximise child's ability to access all areas of the curriculum <b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; Phonics +4</b>	1, 2, 4, 5
CPD to further develop explicit teaching of reading ensuring a rigorous and sequential approach to the reading curriculum that develops pupils' fluency, vocabulary, understanding, confidence and enjoyment in reading	Reading comprehension strategies work through a number of different mechanisms – all focused on improving the understanding of meaning of text effectively are high impact on average <b>(+6 months)</b> . Alongside phonics it is a crucial component of early reading instruction. <b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; Phonics +4</b>	2, 4, 5
Ensure all relevant staff (including new staff) have received paid-for training to deliver Jane Considine approach to teaching writing so that children's vocabulary and spelling improves.	The Write Stuff approach teaches writing strategies explicitly focusing on rich vocabulary which is organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. <b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; meta-cognition and self-regulation, individualised instruction +2 months</b>	2, 3, 4, 5
Ensure all staff have received PACE+ (Trauma-Informed) Approaches and Everyone's Wellbeing training to develop children's ability to become more resilient, secure and confident.	PACE+ (Playfulness, Acceptance, Curiosity and Empathy) (Trauma-Informed) Approaches Evidence-based interventions to work effectively with children with Social, Emotional and Mental Health (SEMH) Needs. 100% of the staff trained have identified improvements in their practice as a result of attending the course, which has an average rating of 6.9 out of 7 for usefulness. <b>EEF Toolkit – Social and Emotional Learning +4 months</b>	4, 5

Ensure ELSA attends all termly supervision so that they are supported and kept up to date with new initiatives to support children's emotional needs	Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically.  <b>Educational Psychologist supervision EEF Toolkit – Social and Emotional Learning +4 months</b>	4, 5
CPD to be undertaken by Headteacher to ensure Pupil Premium children with SEND have the most appropriate support	National Award for SENCO Evidence shows that once pupils needs are correctly identified, then appropriate intervention can be put in place to meet those needs.	2,3,4,5

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

Budgeted cost: £10,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback, including Pupil Conferencing and individualised instruction strategies such as regular 'scooping' led by class teachers	Effective feedback and individualised instruction will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.  <b>Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2 months EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention</b>	2, 3, 4, 5
Specific, individualised programs to be planned for and delivered children with SALT difficulties	<b>Sutton trust: Early years interventions + 5 months, 1:1 intervention +5 months, oral language intervention +5 months EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention</b>	2, 3, 4, 5
Phonics and reading interventions utilising Read Write Inc	Read Write Inc is one of the DfE validated systematic synthetic phonics programmes. The EEF are currently conducting research using Read Write Inc phonics, with results due to be published in 2023.  <b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; Phonics +4</b>	1, 2, 3, 4, 5

<p>Individual ELSA sessions</p> <p>Dependent on the needs of the child, individual therapies may be deemed appropriate.</p>	<p>Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.</p> <p>Research evidence shows that education and health are closely linked. Pupils with better health and wellbeing are likely to achieve better academically.</p> <p><b>Sutton trust: Social and emotional aspects of learning +4 mths, behavioural intervention +3mths</b></p>	4, 5
<p>A school-led tutor will provide tutoring to small groups and individuals</p>	<p><b>EEF research – 5+ months additional progress on average for 1:1 tuition as an intervention</b></p> <p>The government School-Led Tutoring guidance states: “short, regular and sustained tutoring sessions tend to have the greatest impact,” especially when it is “planned well, supported by teaching resources and has clear objectives for the course of delivery.”</p>	2, 3, 4, 5

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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide free breakfast (from 8am) and after school club (till 6:00pm) places for children if requested by parents/carers and deemed necessary to support the child with regards to attendance, behaviour or wellbeing. To request this option, parents/carers will contact the school office.</p>	<p>The EEF produced a study analysing the impact of a breakfast club (Magic Breakfast) and found that there were large improvements in the perceived levels of concentration and behaviour in the classroom and that many academic outcomes also moderately improved. They found that breakfast club provision also improved student attendance and that the social environment of the breakfast club provided more time to relax before lessons start and benefited the students due to the nature of other activities taking place alongside breakfast.</p> <p>Children are in school on time, settled and emotionally able to learn can focus through the morning</p> <p><b>Sutton trust: Extending school time +2; Parental involvement +3</b></p>	4, 5

<p>To provide subsidised access to music lessons, trips and visits.</p> <ul style="list-style-type: none"> <li>• Music lessons will be funded for two terms after the first term has been paid for by the parent and the child shows commitment to the instrument.</li> <li>• Residential and day trips will be subsidised at the rate of 50%.</li> <li>• Clubs will be subsidised at a rate of 50%.</li> </ul>	<p>The EEF has stated that arts and sports participation can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Third Space Learning have identified that “one of the areas in which disadvantaged young people can suffer is in what’s known as ‘Cultural Capital’ (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes).”</p> <p>In order to improve the cultural capital of our pupil premium children, we will subsidise trips, clubs and visits to ensure that no child misses out on these opportunities provided by the school.</p> <p><b>Sutton trust: Sports Participation +2 months, Arts Participation +2 months; Outdoor Learning +3 months</b></p>	<p>4, 5</p>
<p>Yearly subscription to TT Rockstars &amp; Numbots targeted for PP and SEND pupils</p>	<p>NumBots is a comprehensive learning platform which builds children's understanding of core maths skills.</p> <p>NumBots is suitable for children in Key Stage 1, who are learning these foundational maths skills for the first time, as well as some older children, who need to secure gaps in their knowledge in order to succeed going forward.</p> <p>TT Rockstars increases pupils' engagement with and awareness of times table facts and ways to improve the recall of them</p> <p><b>Sutton Trust: Collaborative learning +5; 1:1 tuition +5; individualised instruction +2 months</b></p>	<p>2, 3, 4, 5</p>
<p>To provide regular contact with parents to encourage raised attendance at school</p>	<p><b>Sutton trust: Parental involvement +3</b></p>	<p>2, 3, 4, 5</p>

**Total budgeted cost: £22,063**



## 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 following academic years.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

For the academic year 2020-21, the following were identified as barriers:

- A. Varied engagement during Covid crisis has widened gap both academically and emotionally
  - B. Pupils in receipt of pupil premium funding demonstrate lower levels of self-esteem and resilience when compared to their peers, impacting directly on attainment and progress
  - C. High number of pupils who have one or more number of vulnerabilities.
  - D. Poor vocabulary on entry to school and language development throughout the school is below expectations for their age.
  - E. Low attendance rates
  - F. Limited support from home
- To address these barriers, numerous measures were put into place including 1:1 conferencing time with teachers, additional TA support, and additional interventions. In response to the national lockdowns, chromebooks were offered to all pupil premium families.
  - 75% of PP children achieved phonic standard in Year 1 and Year 2. 100% of KS1 children made expected progress in reading with 25% making more than expected. 100% of PP children across the school made expected progress with 18% making more than expected progress - effectiveness of scooping and TA interventions to continue.
  - 64% accessed ELSA programme. TA to receive ELSA supervision in order to continue in role in order to maximise continuous impact.
  - Residential visits did not take place due to Covid crisis. Initiative to continue next year.
  - 33% of PPG pupils accessed Breakfast Club/After School Club

#### **Attendance**

Whole school attendance for the academic year 2020-21 (including the change in reporting during the lockdowns) was 97% whereas the pupil premium attendance was 93%. Strategies put in place to improve attendance were hampered due to Covid regulations surrounding isolations and attendance will continue to be a priority.

Internal school data from July 2021 showed that Pupil Premium children are performing below that of the whole school. The table below shows the percentage of children achieving Expected+.

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Pupil Premium</b>	38%	38%	46%
<b>Whole School</b>	69%	67%	65%

**Review: 2021-2022**

In this period of review, attainment in Reading for pupils in receipt of PP improved with 9/15 reaching ARE. This indicates the impact of the whole school strategies to improve reading attainment. Progress also improved with 93% pupils making at least expected progress with 27% making better than expected from their starting points.

In writing pupils in receipt of PP also improved with 8/15 pupils achieving ARE, indicating the positive impact of whole school writing improvements and the specific focus on vocabulary within Jane Considine approach to writing.

In Maths 10/15 pupils in receipt of PP achieved ARE which indicates improvement. Progress also improved with 87% pupils making at least expected progress with 33% making better than expected from their starting points.

Strategy outcomes for improving attendance also had impact, despite continued challenges presented by COVID and pupil absence. 6/15 pupils had attendance below 90% - of these 6 pupils, 4 had recurring health issues. This continues to be a focus for the PP strategy.

**Review: 2022-2023**

In this period of review, attainment in Reading for pupils in receipt of PP improved with 76% (13/17) reaching ARE. This indicates the impact of the whole school strategies to improve reading attainment. Progress also improved with 94% (16/17) pupils making at least expected progress with 29% (5/17) making better than expected from their starting points.

100% (3/3) pupils passed Phonics Screening Check.

In writing pupils in receipt of PP also improved with 76% (13/17) pupils achieving ARE, indicating the positive impact of whole school writing improvements and the specific focus on vocabulary within Jane Considine approach to writing. Progress also improved with 100% (17/17) pupils making at least expected progress with 35% (6/17) making better than expected from their starting points.

In Maths 76% (13/17) pupils in receipt of PP achieved ARE which indicates improvement. Progress also improved with 94% (16/17) pupils making at least expected progress with 41% (7/17) making better than expected from their starting points. 100% (4/4) pupils who had School Led Tutoring in Maths

Strategy outcomes for improving attendance also had impact, despite continued challenges presented by pupil absence and that of one pupil who was on a reduced timetable. Attendance for pupils in receipt of PP was 93.1%, which was in line with attendance for all pupils 93.7%. 4/16 pupils had attendance below 90% - of these 4 pupils, 1 had recurring health issues, 2 had ongoing family issues. This continues to be a focus for the PP strategy.

## 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*

<b>Programme</b>	<b>Provider</b>
Read Write Inc Phonics	Ruth Miskin
Accelerated Reader	Renaissance

## Further information

The plan has been designed for the specific needs of the cohort of pupil premium children 2021/22 however, as a three year plan, many initiatives will stay the same due to evaluation showing they were success in the previous year. All initiatives will be monitored mid-year and changes made if they are not proving to be effective.

