

St Mary's Catholic Primary School - 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	Data
School name	St. Mary's Catholic Primary School
Number of pupils in school	213 (including Nursery)
Proportion (%) of pupil premium eligible pupils	51.9%
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 first published	December 2021
Date this statement was reviewed	November 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Ann Slavin Executive Headteacher
Pupil premium lead	Louise Donohue Assistant Headteacher
Governor / Trustee lead	Dave Hallbery Mikael Gustavson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,965
Recovery premium funding allocation this academic year	£17,000 approx.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 158,000 approx.

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 strategy is also integral to wider school plans for education recovery, we know that many of our pupils have been adversely affected by the disruption to education brought about by coronavirus, including vulnerable, disadvantaged and non-disadvantaged pupils. Our pupil premium strategy recognises this and seeks to address any issues that have arisen, both emotional and academic. Our strategy is closely allied to our school improvement priorities and is linked to the school's plans for recovery through the delivery of the National Tutoring Programme for pupils whose education has been 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	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 with phonics than their peers. This negatively impacts their development as readers. PPG and non-disadvantaged pupils are showing gaps in phonics skills. Lowest 20% in phonics are predominantly PPG including in Lower KS2.
3	Word recognition, writing and Maths outcomes in Reception are significantly lower than in previous years with approximately 30% not making the expected standard in English and Maths.. These gaps will have an impact on learning and attainment in Year 1 and beyond.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities during school closure. Teacher referrals for support have markedly increased with many pupils currently require additional support with social and emotional needs, a high proportion of whom are disadvantaged, receiving small group interventions.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils is low. Although attendance was affected last year across the school, attendance of PPG pupils was 91.3% for 2021/22 compared to 93.8% for non-PPG pupils. Unauthorised absence for PPG pupils was also considerably higher than that of the school as a whole at 3.9%. Lateness was also much higher for PPG pupils compared to the average level for the school. Attendance is further impacted for PPG pupils who also have SEND. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

7.	Our assessments and observations indicate a deterioration in handwriting and fine motor skills in KS1 and EYFS. Although this affects most pupils, it is particularly evident for PPG and other vulnerable pupils. This is impacting writing outcomes.
8.	We have found there is a lack of engagement from PPG parents.
9.	There has been increased evidence of a negative financial impact on many of PPG families due to Covid-19 and the current cost of living crisis and the changes to many families financial circumstances (job loss, benefits changes etc.)

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, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	% of pupils with good grasp of basic skills, handwriting, sentence writing, fluency and comprehension in reading increases across all year groups % of pupils passing screening is in line with national figures % of pupils achieving expected standards at the end of KS2 is in line with national figures
Improved attendance for PPG pupils Reduction in unauthorised absences	Over period of the strategy: Sustained high attendance for all groups including PPG and the disadvantaged Persistent absenteeism level for PPG less than 3.1% and in line with non-PPG pupils Attendance for targeted pupils (those with attendance less than 90%) improves compared to last year
Improved attainment for PPG pupils in Reading, Writing and Maths	Over period of the strategy: To be in line with or above national average

	Average scaled scores to be in line with national average 104/105
Improved engagement from parents of PPG pupils	Conversations with parents, parent/teacher consultations and other indicators show that parents better support pupils to engage with learning at home, completion of homework improves. Improved behaviour for targeted pupils
EYFS and KS1 are able to form meaningful relationships with peers and adults Positive behaviour in the playground and in classes	Assessments and observations show that over the period of this strategy: 75%+/80%+ of pupils able to form good relationships in EYFS in line with national Positive play in playground Reduction of behaviour incidents in playground – monitored using CPOMS
Children in EYFS achieve ARE in English and maths	Increased number of pupils achieve ARE in English and Maths in line with other children
Improved handwriting and fine motor skills	At least 65% of Reception children use appropriate grip and form letters correctly Most children in KS1 write with neat cursive script by the end of Year 1 Improved handwriting across KS2
Children have basic needs of food, clothing, warmth met. Children have equal access to all opportunities and are not disadvantaged by economic factors	All PPG pupils have access to clubs, trips, Breakfast club etc. PPG pupils supported financially as necessary

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: £ 67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted professional development for teachers to address specific needs, develop subject knowledge so that they can support pupils emotionally and academically</p> <p>Targeted CPD for support staff to support learning in class and the emotional development of pupils</p>	<p>High quality professional development is key to ensuring that all staff can support pupils emotional and academically. Support staff play a key role in supporting learning and emotional development so training will be provided for them.</p> <p>Professional development is most effective when it addresses school priorities and specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</p> <p>EEF's COVID-19 support guide for schools</p>	<p>1, 2, 3, 4, 7</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 7</p>

and administered correctly.		
<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.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Consultant support to develop broad, balanced and inspirational curriculum that meets the needs of all pupils</p> <p>Consultant support for school improvement</p>	<p>Delivering a broad, balanced and inspirational curriculum is key focus for schools (Ofsted – EIF/DfE). We will continue to work to improve our curriculum with support from consultants to be broad, inspirational and meet the needs of our children.</p>	1, 2, 3, 4, 5, 7
<p>Regular, targeted monitoring of pupil progress (including release time for teachers and CPD)</p>	<p>EEF's COVID-19 support guide for schools</p> <p>DfE's catch-up premium guidance</p> <p>Close monitoring of outcomes and progress ensures that gaps are addressed and closed. It allows support to be provided where necessary to ensure pupils achieve to their full potential</p>	1, 2, 4, 8, 9

Including at least termly pupil progress meetings		
<p>Continue to deliver a consistent and effective Phonics programme across the school</p> <p>Develop teaching and monitoring of Early Reading and Reading generally across the school</p> <p>Promote reading for pleasure</p> <p>CPD for staff on Early Reading</p>	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Participation in English Hub with focus on Early Reading and phonics to develop pedagogy and share best practice</p> <p>CPD is key to ensuring consistent delivery of phonics and early reading to all pupils. It is also important to establish clear monitoring practices around reading</p> <p>Includes release time for staff to attend CPD meetings and disseminate good practice more widely</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</p>	1, 2, 3, 8

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Engaging with the National Tutoring Programme (including School-led tuition) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Delivery of FFT Lightning Squad Reading Intervention Programme (40 children Year 2-5) School-led tutoring delivered by HLTA and support staff (including school's contribution to tutoring)</p>	<p>DfE's national tutoring programme is designed to address gaps that have arisen as a result of disruption to education from coronavirus</p> <p>EEF evidence of widening gaps for PPG following lockdown</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Booster sessions for Year 6 to address any gaps and further challenge pupils</p> <p>Booster sessions for phonics</p>	<p>Evidence from EEF and Sutton trust demonstrate the effectiveness of small group interventions groups on progress and on addressing gaps in learning</p>	<p>1, 2, 3, 7</p>
<p>Improving language proficiency in EYFS and KS1</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a</p>	<p>1, 2, 3, 5</p>

Participation in WELLCOMM language project Introduce Language for Thinking	combination of the two show positive impacts on attainment. Improving language acquisition and proficiency in EY/KS1 will support learning and progress later. Also poor language skills can impact on behaviour as well as learning. Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional support from Educational Psychologist to provide support for PPG and SEND pupils. Ed Psych to work with families and pupils to improve outcomes	Specialist support from Educational Psychologist is fundamental to allow the needs of the most vulnerable to be addressed.	1, 2, 3, 4, 5, 6, 7, 8
Structured interventions across the school to support reading (including early reading), EAL interventions, SEND interventions and other interventions to close gaps	Evidence from EEF and Sutton trust for small group interventions groups https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy EEF reports into literacy and maths support	1, 2, 4, 5, 7, 8,

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to support children's emotional wellbeing: Mind Up, Trauma Informed teaching, ELSA, emotion coaching Deliver Healthy Schools Silver	Emotional wellbeing has been affected by disruption to education and by lockdowns. Locally, Grenfell has had an impact on pupils and staff. Pupils including PPG and vulnerable pupils are demonstrating difficulties with relationships. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4, 5, 8

Action Plan which focusses on wellbeing	KCSIE focus on Pupil wellbeing Ofsted framework and briefings/reports on Covid-19 KCSIE	
Fund learning mentor time to support pupils with learning, behaviour and emotional needs and to support families with absence	Learning mentor works closely with pupils to address learning barriers, behaviour and emotional needs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel KCSIE focus on Pupil wellbeing Ofsted framework and briefings/reports on Covid-19 KCSIE	4, 5, 6
Funding play and art therapist to provide emotional support for pupils including support post Grenfell	To support emotional needs of pupils as a result of Grenfell Tragedy and impact of Covid-19	5
Half-termly monitoring of absence and punctuality followed by meetings with parents	Best practice advice from LA school improvement partner and attendance officer Improving School Attendance	6
Welfare support for vulnerable families Funding for supporting families with cost of uniform, school journey, breakfast club and club fees for PPG pupils	Many of our PPG and vulnerable pupils are struggling to meet financial challenges of uniform, clubs, trips etc. We believe that no child should be prevented to taking part in the wider school curriculum because of financial pressures. PPG conditions of grant NFER research into support for vulnerable pupils and the children of key workers	5, 9
Targeted lunchtime play support	Targeted lunchtime play support has proved to be effective in reducing behaviour and bullying issues. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	4, 5,
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: £177,000

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.

Our internal assessments during 2021/22 show that although pupils in receipt of PPG achieved below their non-disadvantaged peers in most year groups, however, their outcomes improved significantly from the previous year. The greatest impact on outcomes for PPG pupils were in reading and maths in KS2. Progress was made against the outcomes we aimed to achieve in our previous strategy by the end of 2020/21. While some gaps in attainment persist between PPG pupils and their peers, these have closed over the last year.

Pupils in receipt of PPG achieved well overall in statutory assessments. Their outcomes were in line or above national averages. This has been achieved through targeted support (including the delivery of school-led tutoring, boosters and other interventions), rigorous monitoring and high quality teaching. Despite these successes, the impact of Covid-19 persists and continues to affect some of our disadvantaged pupils. The school has continued to provide our disadvantaged families with devices to support learning.

Our newly introduced phonics programme has delivered improved outcomes in phonics for all our pupils. Our outcomes are above national averages with 90% of pupils passing the Year 1 phonics screening. Improved tracking and assessment last year, as well as interventions, ensured pupils performed well in the screening. The school had phonics and reading as a priority last year; as a result, outcomes in reading were strong across the school. We will continue to prioritise reading in the coming year, engaging with parents with strategies to support at home. We will also deliver support and interventions in maths to ensure gaps continue to close.

Handwriting emerged as an area of focus through our monitoring cycle. The pandemic, lockdowns and disruption to education has impacted on fine motor skills and handwriting. The school has identified this as a priority for the year 22/23.

Schools continued to see attendance affected by Covid-19 in 2021/22. Our attendance of 92.5% was well below our target of 96%; it was line national figures supplied by the Fisher Family Trust (92.8%). Attendance for pupils in receipt of PPG was over 1% lower than the school average. For a number of disadvantaged pupils, attendance was affected by family circumstances and anxiety resulting from the pandemic. A number of disadvantaged families had high levels of persistent and unauthorised absence. The

school worked closely with these families to improve attendance, making use of outside agencies where necessary.

Our assessments and observations indicate that pupil behaviour, resilience, concentration and wellbeing and mental health continue to be impacted by Covid-19-related issues. The use of the recovery curriculum, pastoral and behaviour support have led to improvements in these over the course of the year. We continue to invest heavily in providing emotional, wellbeing and mental health support to pupils including the disadvantaged through therapists and learning mentors. We propose continuing this support going forward. Programmes such as Language for Thinking, Wellcomm and NELI had an impact in improving language development and vocabulary skills for pupils in EYFS and KS1.

Additionally, the pandemic placed our disadvantaged families under increased financial pressure and the school ensured that we supported them with the provision of food, uniform and subsidised fees.

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
Little Wandle Phonics Programme	
Aspire	Fisher Family Trust
Wellcomm Language Programme	
NELI	