

Pupil premium strategy statement

The information on the following pages summarises the interventions in place to support our PP pupils during the academic years 2021-22. It is not an exhaustive list of all interventions but gives a flavour of the provision available at St Mary & St Michael's Catholic Primary School.

DRAFT

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 & St Michael's Catholic Primary School
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	13
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Luena Archibald
Pupil premium lead	Mrs Luena Archibald
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485 (?????)
Recovery premium funding allocation this academic year	£4300
Pupil premium funding carried forward from previous years	£5130
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

The aim of Pupil Premium funding is to reduce the gap between students eligible for Pupil Premium and those who are not.

At St Mary & St Michael's Catholic School our strategy for using Pupil Premium Funding is as follows:

1. The responsibility of Pupil Premium is held by school's Headteacher.
2. The Senior Leadership team have a clear overview of how the funding is being allocated and what impact this allocation has on student outcomes.
3. The school ensures that all teachers know which pupils are eligible for pupil premium and that all teachers have shared responsibility for their progress and attainment.
4. The interventions within the strategy have a clear focus on developing / improving attendance, behaviour, progress and social development of our PP pupils.
5. The school analyses the performance and progress of PP students in all subject areas, with a particular focus on English and Maths. Regular monitoring meetings take place with regards to academic and pastoral support involving the class teacher, SEND lead and Head teacher.
6. The school ensures that children are given priority for extra- curricular activities and educational visits are subsidised.
7. The school insists that eligibility for Pupil Premium should not be considered to be coupled with low ability and supports students to achieve the highest levels possible regardless of their Pupil Premium status.

Challenges

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

Challenge number	Detail of challenge
1	<i>54% of PP chn are not at age expected</i>
2	<i>15% of PP chn are not in-line with national attendance percentages and have punctuality concerns</i>
3	8% of PP child have behavioural/anxiety issues
4	8% of are SPP child and needs pastoral support
5	100% of PP children provided with reduced school visits (trips) and/or extra curricular activities

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
Children to reach expected outcomes in-line with their peers for writing. Progress can be shown on schools own PP tracking systems	Intervention to be provided 1:1 and or group support within lessons Teachers to provide intervention weekly
Attendance and punctuality improves and reaches school expectation of 97%	PAST team involved Working with families Pastoral support Early Help Assessment/TAF support
Negative behaviour improves and enables children to access curriculum and socialise with peers.	Support from pastoral team Behaviour strategies in place Follow school Behaviour Policy Work together with families Inclusion Hub support
Confidence and self belief improves	Pastoral support
Children to be given opportunity to take part in school visits. Provide some financial support for educational visits & extra curricular activities	All children able to share experiences and cultural development Given opportunities which cannot arise without financial support

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: £3, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD- Challenging Behaviour Training (INSET extra day)	Attendance on training (INSET) Strategies given to support challenging behaviour Improvement of challenging behaviour	3
CPD-Understanding anxiety	Attendance on training Strategies to support those children with anxiety issues Improvement and gain confidence	3 & 4
CPD- Supporting bereavement	Attendance on training Strategies to support those children who have suffered bereavement	4
CPD- Can we Write?	Attendance on training Strategies to develop fine motor skills and handwriting especially linked to EYFS Improvement in fine motor and handwriting develops- see tracking/data	1
Staff attending INSET (who normally not contracted to do so) Guided reading training	Attendance on training Strategies to support those chn who need intervention in reading Improvement in reading- see data	1

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

Budgeted cost: £7, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Group & 1:1 intervention</i>	Children to raise standards in reading, writing and maths Planning and evaluation of intervention Diary monitoring- when intervention is taking place Extra hours weekly for support staff extra to basic contract	1

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monitoring of attendance and punctuality by PAST</i> <i>Pastoral support (weekly)</i>	Attendance & punctuality improvement Reports on SIMS Reports on CPOMS Reports on CPOMS Academic targets met/progress made	2
<i>Pastoral support (Weekly)</i>	Reports on CPOMS Improvement of behaviour Academic target met/progress made	3
<i>Pastoral support (Weekly)</i>	Reports on CPOMS Improvement of confidence and social interactions Academic targets met/progress made	4
<i>Financial support for school visits and extra curricular activities</i>	All children able to attend educational visits & residentials (if wanted) Parent Pay accounts Confidence improved	5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Due to change of management over last academic year the impact of pupil premium activity has not been recorded. See website for PP report 2020-2021.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

For those children who are on target to reach age expected outcomes at the end of year will receive PP support by;

Offering priority places for extra curricular activities/after school clubs

Offering subsidised school visits/residentials

Buying resources for baseline of those taking part in intervention