

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	409
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year that our current pupil premium strategy plan covers	2021/ 2022
Date this statement was published	30.09.2021
Date on which it will be reviewed	31.08.2022
Statement authorised by	John Hayes (CoG)
Pupil premium lead	Isobel Vassallo
Governor / Trustee lead	Paul Monaghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£4205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,865

Part A: Pupil premium strategy plan

Statement of intent

St Mary's is committed to ensuring that disadvantaged children receive the support and resources they need in order to make good progress in their learning and to ensure that their outcomes are commensurate with those of their non-disadvantaged peers. It is our aim that there is no barrier to any child availing of the wider opportunities our school offers, including access to extra-curricular opportunities and instrumental tuition. We recognise the importance of parents as our partners and work closely with our families.

Our plan is based on evidence of the challenges our disadvantaged children face. We have identified these challenges through observations of our pupils, scrutiny of work and data and through discussions with families. We know our children well and understand what they need.

Our strategies are based on evidence both from our experience and on educational evidence from the Education Endowment Foundation Teaching and Learning Toolkit (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>).

Challenges

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

Challenge number	Detail of challenge
1	Almost half of our disadvantaged pupils have additional learning needs and are on the SEN register.
2	A high proportion have speech and language difficulties and a proportion have ADHD which affect their ability to access the curriculum.
3	There is a gap in attainment between disadvantaged children and non-disadvantaged children in maths.
4	Attendance of disadvantaged children is marginally below that of non-disadvantaged (96.6% and 98% respectively).
5	21% disadvantaged children joined the school as in-year admissions. A high proportion of these have additional learning and mental health needs.
6	A small number of disadvantaged children struggled to engage with remote learning during lockdown and this has impacted on their learning.

7	Some eligible pupils are from vulnerable families who are difficult to engage – e.g. housing/ social/ emotional difficulties
8	Without support, some of our disadvantaged children would not be able to access extra-curricular activities or arts 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
Disadvantaged children have targeted support for their learning and that attainment of children eligible for PPG is in line with their peers.	That attainment of disadvantaged children is in line with that of non-disadvantaged children in reading, writing and mathematics.
Disadvantaged children attend school regularly so that there is no detriment to their learning.	Attendance of children eligible for PPG is in line with that of their non-disadvantaged peers.
Disadvantaged children have access to a broad range of enrichment opportunities.	All PPG children attend at least one extra-curricular sports or performing arts activities. All PPG children from Years 3 to 6 offered 15 minutes per week of free instrumental tuition.
In the event of another lockdown, disadvantaged children will engage fully with remote learning.	Full engagement with remote learning means that disadvantaged children continue to make good progress with learning.
Staff have the necessary skills to address the additional learning needs of pupils	Through training, staff have the skills to address pupils' reading and communication needs.

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: £ 1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics training for new members of staff.</i>	EEF Teaching and Learning Toolkit	1, 5, 6
<i>Communication supportive school project for all staff</i>	EEF Teaching and Learning Toolkit	1, 2
<i>Dyslexia training for all staff</i>	EEF Teaching and Learning Toolkit	1, 6

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics interventions to help disadvantaged pupils to develop word recognition and spelling skills</i> <i>Carefully monitor progress and make any adaptations necessary</i>	EEF Teaching and Learning Toolkit	1, 5, 6
<i>Reading comprehension targeted support</i>	EEF Teaching and Learning Toolkit	1, 2, 4, 5, 6
<i>Specialist maths teacher targeted support</i>	EEF Teaching and Learning Toolkit	3, 5
<i>One to one tuition</i>	EEF Teaching and Learning Toolkit	1, 2, 3, 6, 7
<i>Homework support</i>	EEF Teaching and Learning Toolkit	3, 4, 6, 7
<i>Small group tuition</i>	EEF Teaching and Learning Toolkit	1, 2, 3, 5, 6, 7
<i>Access to extra-curricular activities and instrumental tuition (arts participation)</i>	EEF Teaching and Learning Toolkit	8

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parental engagement through the mental health trailblazer</i>	EEF Teaching and Learning Toolkit	2, 6
<i>Workshops for parents on supporting children with reading, phonics and maths</i>	EEF Teaching and Learning Toolkit	1, 2, 3, 6, 7
<i>Engagement with parents to improve attendance</i>	EEF Teaching and Learning Toolkit	4

Total budgeted cost: £ 42,700

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.

Target	Impact
PPG children have targeted support for their learning and that attainment of children eligible for PPG is in line with their peers.	<p>This remains a target in 2021-2022. The differences between disadvantaged and non-disadvantaged who are on track to be at the expected standard are as follows:</p> <p>Reading: 7.9%</p> <p>Writing: 9.8%</p> <p>Maths: 11.4%</p>
Provide subsidies which ensures are pupils able to access school and curriculum without feeling disadvantaged. PPG children have access to a broad range of enrichment opportunities.	<p>All disadvantaged children were provided with funded places for at least one extra-curricular activity and all eligible children availed of this.</p> <p>All disadvantaged children were offered a funded instrumental lesson per week and a quarter of them availed of this.</p> <p>Investment in laptops and dongles meant that disadvantaged children had the equipment they needed to access live teaching during lockdowns and bubble closures.</p>
Emotional wellbeing support for pupils and their families	<p>Four disadvantaged children referred to Bromley Wellbeing and received mental health support.</p> <p>Close work with all families during lockdowns with a particular focus on disadvantaged families. Places offered at school during lockdowns for disadvantaged children who struggled with remote learning.</p>
Attendance of disadvantaged children is in line with that of non-disadvantaged.	<p>Disadvantaged: 96.7%</p> <p>Non-disadvantaged: 98%</p>

	Commentary: a small number of children temporarily moved abroad at the beginning of lockdown. They were not able to return to the country when school reopened in March due to 'red list' rules.
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