

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 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	309
Proportion (%) of pupil premium eligible pupils	30 children 9.7%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rosemary Akehurst, Headteacher
Pupil premium lead	Liz Jones
Governor / Trustee lead	Kelly Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43240
Recovery premium funding allocation this academic year	£4205
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£47445

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 or at socio-economic disadvantage. The activity we have outlined in this statement is also intended to support their academic and emotional needs, as well as taking into consideration the important spiritual values that are integral to teaching at St Mary's.

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, notably in the coming years, for pupils whose education has been worst affected by the Coronavirus pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in detailed diagnostic assessment, rather than 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
- ensure that all staff know who their pupil premium children are.

Challenges

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

Challenge number	Detail of challenge
1	Internal barrier: Specific difficulty in reading, writing or maths We know from both summative assessment and teacher assessment that disadvantaged pupils commonly have specific difficulty in reading (including phonics), writing and/or maths. Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Internal barrier: Cognition and learning (including narrow vocabulary, poor memory, limited recall). We know from diagnostic assessment by our class teachers that one of the most common barriers disadvantaged pupils have, is challenges in their cognition and learning.
3	External barrier: Emotional wellbeing / Low self-esteem We know from both teacher observations and discussion with our SENDCo that disadvantaged pupils (and their families) commonly have low self-esteem and need additional support with their emotional and mental health. These findings are also supported by national studies.
4	External barrier: Low aspirations & limited life experiences We know from research and our teacher observations that disadvantaged pupils have lower aspirations compared to their peers. We know that they do not have the same life experiences outside of school, which results in lower education attainment.
5	External barrier: Poor attendance Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than non – disadvantaged peers. Though absence across school is high, it is improving including disadvantaged pupils.

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.	KS2 reading outcomes in 2022/23 show that there is a reduction in the gap between non – disadvantaged pupils and disadvantaged pupils attainment and progress. KS1 disadvantaged pupil progress is improved and in line with peers progress. Improvement in attainments has been made and the gap is closing between disadvantaged and non - disadvantaged pupils. All Year 1 disadvantaged pupils reach the pass mark in phonics. Pupils in EYFS reach a good level of progress and attainment in reading, closing the gap between St Mary's and national average.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that disadvantaged pupils are making progress in line with their non – disadvantaged peers.
Ensure all children can access the intended school curriculum.	The curriculum is continuing to be improved and adapted to the needs of our most disadvantaged children. Teachers are aware of their pupil premium children and have made provisions to personalise their learning experience and provide intervention with teacher or TA as necessary.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - ELSA groups provided to targeted children across the school - a significant increase in participation in enrichment activities (including after-school clubs where provided), particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/23 demonstrated by: - A reduction in missed days by disadvantaged pupils - A reduction in the amount of lates by disadvantaged pupils - The gap is closing between disadvantaged pupils and their non – disadvantaged peers.

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: **£12000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of curriculum tools: MyON AR Reader Maths Whizz Number Stacks	Links with home / school learning is important for enabling children to over learn at home to feel confident in lessons in school. Having a systematic approach to maths and reading ensures that children are well practised in using their skills in lessons. Feeling of achieving on online platforms enables children to feel more confident.	1, 2, 3, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will partially fund an additional maths teacher to support small maths classes, teaching in year groups to improve QfT and support.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
TenTen PSHE resource	Children will have a larger language for their emotional skills and therefore be able to feel more confident in school. They will therefore attend more and be able to speak through any barriers they feel they have to their learning. Research article: https://www.tes.com/magazine/archive/pshe-lessons-improve-pupils-grades-study-finds Attendance issues need understanding as cited in the flow chart on page 8: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611111/Attendance-issues-need-understanding.pdf	3, 4, 5

	data/file/1099677/Working_together_to_improve_school_attendance.pdf	
Continued professional development for all staff.	https://tdtrust.org/2013/09/05/what-makes-effective-cpd-2/ https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2, 3, 4

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

Budgeted cost: **£14000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Maths and Literacy interventions delivered by Teaching Assistants.	https://www.gov.uk/government/news/ofsted-publishes-research-review-on-mathematics-education	1 - 3
Additional English and Math sessions targeted at disadvantaged pupils who require further support. This will be delivered by a qualified teacher.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/news/eef-evaluation-of-affordable-tutoring	1 - 4

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

Budgeted cost: **£21445**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Parental Support Worker as a main point of communication between home and school regarding social, emotional challenges and identifying poor attendance.	https://v2.educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/	5
Funds for Other Costs (uniform, attendance, trips, provision of books and school resources).	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium#:~:text=The%20pupil%20premium%20strategy%20is%20embedded%20within%20a,selected%20on%20the%20basis%20of%20strong%20educational%20evidence.	All
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: £47445

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes' points primarily to the continuing Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure has been the most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by continued dedication to maintain a high-quality curriculum, and develop upon the creation of a personalised curriculum to adapt to the needs of our children. We have been particularly lucky to have HLTA's to provide extra support and move away from mixed-age teaching in Maths. The smaller groups benefitted from the extra support which positively impacted their quality of education in mathematics. With the data we have, the extra support given by the Maths teachers enabled our pupil premium children to make good or better progress, similar to the progress made by non-pupil premium children. The White Rose scheme was adopted and implemented across the school, giving access to high quality resources to support their interest in learning.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. ELSA and work supporting emotional wellbeing enabled students to develop their social and emotional skills with both adults and their peers. In turn, the children were better equipped when undertaking challenges within the classroom. We are continuing to build on this approach with the activities detailed in next year's plan.

Data Snapshot Year end 2021 / 2022:

EYFS attainment 2021 / 2022

Attainment:

Area Of Learning	WTS	EXS
Physical Development	0%	3 (100%)
PSED	0%	3 (100%)
Literacy	1 (33.3%)	2 (100%)
Math's	1 (33.3%)	2 (66.6%)
Communication and Language	0%	3 (100%)
Understanding of the World	0%	3 (100%)
Expressive arts and design	0%	3 (100%)

In most areas of learning, disadvantageded pupils achieved the expected standard with only one pupil below in literacy and math's.

Year 2 2021 – 2022:

Area of Learning	WTS	EXS
Reading	1 (50%)	1 (50%)
Writing	2 (100%)	-
Math's	-	2 (100%)
Science	-	2 (100%)

There were 2 PP children in Y2 2021/22. 100% of them achieved expected in math's and science, with 50% achieving expected level in Reading. 2022 targets in writing for both pupils.

Year 6 2021 – 2022:

Area of Learning	WTS	EXS
Reading	5 (45%)	6 (55%)
Writing	5 (45%)	6 (55%)
Math's	7 (64%)	4 (36%)
Science	6 (55%)	5 (45%)

There were 11 PP children in Y6 2021/22. It is clear to see that math's is a specific target for the year 2022 – 2023.

Externally provided programmes 2022 - 2023

Programme	Provider
Times Table Rockstars	Maths Circle
White Rose Maths	White Rose
Reading Eggs	3P Learning
Reading VIPERS	Literacy Shed
Tapestry	Tapestry
Maths Whizz	Maths whizz
Ten:ten	Ten ten resources
Spelling Shed	Literacy Shed
Number Stacks	Number Stacks

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable