

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	300
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rosemary Akehurst, Headteacher
Pupil premium lead	Bethany Woods, Teacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39315
Recovery premium funding allocation this academic year	£7880
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£47195

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

Challenges

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

Challenge number	Detail of challenge
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1	<p>Internal barrier: Specific difficulty in reading, writing or maths</p> <p>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.</p>
2	<p>Internal barrier: Cognition and learning (including narrow vocabulary, poor memory, limited recall).</p> <p>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.</p>
3	<p>External barrier: Emotional wellbeing / Low self-esteem</p> <p>We know from both teacher observations and discussion with our inclusion manager 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.</p>
4	<p>External barrier: Low aspirations & limited life experiences</p> <p>We know from research and our teacher assessment 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.</p>
5	<p>External barrier: Poor attendance</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4% lower than for non-disadvantaged pupils.</p> <p>92% of disadvantaged pupils have been 'persistently absent' compared to 96% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard.
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. Subject leaders share expertise for areas of development across the school in staff meetings, observations and book scrutiny.
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: <ul style="list-style-type: none"> - 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), 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: <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. - the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their 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: **£TBC**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments - STAR Assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access White Rose resources and continued professional development.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 4

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

Budgeted cost: £TBC

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
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

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

Budgeted cost: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>ELSA training and support for Teaching Assistants across the school.</p>	<p>https://v2.educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p> <p>https://core.ac.uk/download/pdf/153779827.pdf</p> <p>https://theses.ncl.ac.uk/jspui/bitstream/10443/3923/1/Barker%2C%20H%202017.pdf</p>	<p>3, 4</p>
<p>Employment of Parental Support Worker as a main point of communication between home and school regarding social, emotional challenges and identifying poor attendance.</p>	<p>https://v2.educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	<p>5</p>
<p>Funds for Other Costs (uniform, attendance, trips, provision of books and school resources).</p>	<p>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.</p>	<p>All</p>
<p>Contingency fund for acute issues</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £47195

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 2020/21 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 Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was 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 our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Upon return to school, an additional maths teacher was provided to move away from mixed-age teaching. 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. Power Maths workbooks were also purchased, 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 work conducted 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 this year's plan.

Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle
White Rose Maths	White Rose

Reading Eggs	3P Learning
The Write Stuff	Jane Considine Learning
Reading VIPERS	Literacy Shed
Language Nut	Language Nut
Tapestry	Tapestry
iLearn2	iLearn2

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.