

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 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	223 (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 published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Ann Slavin Executive Headteacher
Pupil premium lead	Louise Donohue Assistant Headteacher
Governor / Trustee lead	Marie Cositgan Dave Hallbery Mikael Gustavson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,000 approx.
Recovery premium funding allocation this academic year	£ 12,000 approx.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 156,000 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 40% not making the expected standard in English and Maths. This is due to missed schooling due to Covid-19. 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 during the pandemic. 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 has been between 4 - 5% lower than for non-disadvantaged pupils. 16% of disadvantaged pupils have been 'persistently absent' compared to 11-12% of their peers during that period. 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.
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 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: £ 50,000

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>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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:</p> <p>Phonics 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</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

school improvement		
<p>Regular, targeted monitoring of pupil progress (including release time for teachers and CPD)</p> <p>Including at least termly pupil progress meetings</p>	<p>EEF's COVID-19 support guide for schools 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
<p>Implement 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 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
<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 Third Space Learning maths tuition to reduce gaps in maths for PPG pupils in Year 5/6 (2 x10 children for 15 hours each)</p> <p>Delivery of FFT Lightening</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>	1, 2, 3, 4, 5, 7

<p>Squad Reading Intervention Programme (40 children Year 2-5)</p> <p>School-led tutoring delivered by HLTA and support staff (including school's contribution to tutoring)</p>		
<p>Booster sessions for 6 to address any gaps and further challenge pupils</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 EY and KS1</p> <p>Participation in WELLCOMM language project</p> <p>Introduce Language for Thinking</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 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.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5</p>
<p>Additional support from Educational Psychologist to provide support for PPG and SEND pupils. Ed Psych to work with families and pupils to improve outcomes</p>	<p>Specialist support from Educational Psychologist is fundamental to allow the needs of the most vulnerable to be addressed.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

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,
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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 Action Plan which focusses on wellbeing	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 KCSIE focus on Pupil wellbeing Ofsted framework and briefings/reports on Covid-19 KCSIE	4, 5, 8
Fund learning	Learning mentor works closely with pupils to address learning barriers, behaviour and emotional needs.	4, 5, 6

<p>mentor time to support pupils with learning, behaviour and emotional needs and to support families with absence</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>KCSIE focus on Pupil wellbeing Ofsted framework and briefings/reports on Covid-19 KCSIE</p>	
<p>Funding play and art therapist to provide emotional support for pupils including support post Grenfell</p>	<p>To support emotional needs of pupils as a result of Grenfell Tragedy and impact of Covid-19</p>	<p>5</p>
<p>Half-termly monitoring of absence and punctuality followed by meetings with parents</p>	<p>Best practice advice from LA school improvement partner and attendance officer Improving School Attendance</p>	<p>6</p>
<p>Welfare support for vulnerable families Funding for supporting families with cost of uniform, school journey, breakfast club and club fees</p>	<p>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</p> <p>NFER research into support for vulnerable pupils and the children of key workers</p>	<p>5, 9</p>

for PPG pupils		
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,

Total budgeted cost: £160,000

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 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were 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. Despite the provisions of devices a number of our disadvantage pupils/families were not able to engage with learning.

Overall attendance in 2020/21 was lower than in the preceding years at 91%. At times when all pupils were expected to attend school, 16% of disadvantaged pupils were been 'persistently absent' compared to 11-12% of their peers during that period. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, resilience, concentration, 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. We are building on that approach with the activities detailed in this plan.