

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	St. Mary's Catholic Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Mrs I. Borriello
Pupil premium lead	Ms R. Mosley
Governor	Mr M. Rowley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,635
Recovery premium funding allocation this academic year	£7395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£78030</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's Catholic Primary School, we have high aspirations and ambitions for all of our children and we believe that all learners should be given the opportunity to reach their full potential. We know that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Therefore, our aim is that all children make good progress and achieve high attainment, regardless of their background or the individual challenges they may face. While our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, we are determined to provide the support and guidance they need to help them overcome these barriers.

Our strategy is also integral to our plans for education recovery (including through the National Tutoring Programme), for pupils whose education has been worst affected, including non-disadvantaged pupils. Our intention to ensure non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The key principles of our plan are:

- to identify pupil needs, intervene early and provide pupils with 1-to-1 and small group booster sessions, to help overcome any gaps in education brought on by a variety of factors, including during COVID-19 school closures.
- to adopt an approach where all staff take responsibility for pupil outcomes and raise expectations for all (including disadvantaged pupils).
- to help towards activity costs, to enable us to provide a rich diverse experience for our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Analysis and observations show that disadvantaged pupils have lower, on average, attendance in school, in comparison to non-PP pupils <small>(21-22 89% comparatively to 95%, 65% of persistent absentees 21-22 year were disadvantaged pupils)</small>
2	Assessment, analysis and observations shows that disadvantaged pupils have lower, on average, academic starting points, in comparison to non-PP pupils <small>(e.g.: PSED 67% compared 80%, Literacy 33% compared 55%)</small>

3	Pupil Premium children, on average, have acquired and use less spoken words on entry in Reception, in comparison to non-PP pupils
4	Assessment, analysis and observations suggest that disadvantaged pupils display a greater number of behavioural challenges than non-PP pupils
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils are more likely to need support with their mental health and wellbeing than non-PP pupils
6	A number of disadvantaged pupils are also included in other pupil groups, such as SEND or GRT

## 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
Pupil Premium children attendance increases and persistent absenteeism decreases	<p>Average PP pupils' attendance data (including persistent absenteeism) is closer to the national average or better.</p> <p>Pupils report a desire to come to school</p>
Most pupils with low starting points, make at least expected progress and appropriate challenge is given to those who are academically more able.	<p>Pupils make at least expected progress against their starting points in RWM</p> <p>Progress is evident in pupils' work</p>
The whole curriculum is language rich, increasing children's vocabulary and exposing them to a variety of texts.	<p>Children can explain and share new vocabulary they have learnt</p> <p>Children in Reception make good progress on the language screen assessment following NELI/other language &amp; literacy skills programmes</p> <p>Children progressively build a varied and rich vocabulary which is evident in both written and spoken work</p> <p>Pupils make at least expected progress, against their starting points, in reading fluency (word reading- EYFS)</p>
Pupil Premium pupils more regularly display positive behaviour and conduct.	<p>Pupils report feeling safe and secure in school.</p> <p>Staff report improvement in behaviour</p>

	Relative to additional needs, the number of negative behavioural incidents will decrease over time
To support children with their social, emotional and mental health.	<p>Pupils report feeling safe and secure in school</p> <p>Individual pupil's behaviour and conduct will be more positive</p> <p>Pupils' progress against the BOXALL profile improves</p> <p>Engagement in teaching and learning improves</p>

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.

## High- Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom environments include relevant language. The meaning of this language is discussed and pupils are encouraged to use this throughout their learning (including assemblies)	EEF teaching and learning toolkit- oral language interventions	3
Daily opportunities for reading are included in class timetables, including targeted reading aloud and book discussion	EEF teaching and learning toolkit- oral language interventions	2, 3
Embed VIPERS initiative across the school, to ensure pupils are discussing and using meanings of new words (which are relevant to learning to learning)	EEF teaching and learning toolkit- oral language interventions	2, 3
Provide internal and external training (and subsequent release time) and monitoring to ensure teaching is effective/Quality First Teaching, including robust transition and induction for new staff	Education Development Trust- Effective Teaching EEF Pupil Premium Guide	2,3
In specific cases, provide activity and resources to meet the specific needs of disadvantaged children with SEND	EEF Pupil Premium Guide EEF: Evidence-based strategies to support high-quality teaching for pupils with SEND	6

Allocate mentor and provide training, including a robust transition/induction, to develop ECT	EEF “Early-career support” and DfE guidance	2,3
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate and meaningful interventions (led by teachers and teaching assistants and including School Led Tutoring) are in place which directly link to pupils gaps in learning in RWM and spoken language	EEF teaching and learning toolkit- Small group tuition	2, 3

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

Budgeted cost: £31,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement, embed (including continuous review) behaviour policy, including providing training and subsequent release time  All staff consistently and fairly apply the behaviour policy, linking to the school’s mission	EEF- Behaviour interventions  Previous successful school-based initiatives	4

<p>and Catholic Schools' Pupil Profile</p> <p>Nurture groups continue, founded on observations from staff</p> <p>Break out space for pupils during unstructured time</p> <p>Continue to implement incentives for positive behaviour and conduct</p> <p>Create individualised behaviour pathways where appropriate to meet pupils' needs</p> <p>Staff apply external agency recommendations</p> <p>Continue to utilise SLA with Sycamore Behaviour Support</p>		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Continue with SLA with Education Attendance Solution for support, advice and home visits</p> <p>Engage with families of low-attenders to implement support</p> <p>Where necessary, consideration is given to providing a place in breakfast clubs to identified pupils</p>	<p>DfE "Improving school attendance: support for schools and local authorities"</p> <p>Previous successful school-based initiatives</p> <p>EWO to restart attendance clinics for those families identified as having low attendance</p> <p>Include celebration of good attendance in weekly assemblies, including parents</p> <p>Ensure attendance display is updated regularly and referred to</p>	<p>1</p>
<p>Weekly nurture groups for children identified</p>	<p>Previous successful school-based initiatives</p>	<p>5</p>

<p>through BOXALL assessments</p> <p>Renew SLA with EPE and review use of “Relax Kids” sessions both whole school and for small groups, considering more effective alternatives</p> <p>Apply recommendations from external agencies</p> <p>Include internal training for staff on supporting pupil’s mental health and wellbeing</p> <p>Support pupils understanding their mental health and wellbeing through the RSHE curriculum, purchased via diocesan-approved schema</p>	<p>EEF Teaching and Learning Toolkit - Social and emotional learning</p> <p>DfE guidance - Teaching about mental wellbeing</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: £79350**



## 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

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, overall, disadvantaged pupils are making positive progress in Reading, Writing and Maths, including (in most areas) an increase in the number of pupils meeting national expectation, in comparison to 2019. However, there remains still an attainment gap between disadvantaged and non-disadvantaged pupils and therefore, to ensure this gap doesn't widen, we have reviewed our strategy plan to build on the good practice which has brought about the positive progress so far.

Our observations and data (including BOXALL assessment showing 81% making progress) demonstrated positive outcomes for supporting pupils with their mental health and wellbeing and improvements in pupil behaviour. However, through observations and activities, we know many pupils need ongoing support for this and some of our approaches have been reviewed for 22/23, in terms of their effectiveness.

Absence among disadvantaged pupils was 6% higher than their peers in 2021/22 and persistent absence 39% higher. We recognise this gap is significantly too large, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

These results mean that we are not at present on course to achieve all of the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have

reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## Externally provided programme

Programme	Provider
Senior Mental Health Lead	National College (DfE funded)