

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	192
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
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	£43040
Recovery premium funding allocation this academic year	£7250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50290

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	Pupil Premium children have lower, on average, attendance in school, in comparison to non-PP pupils
2	Pupil Premium children have lower, on average, academic starting points, in comparison to non-PP pupils
3	Pupils Premium children, on average, have acquired and use less spoken words on entry in Reception, in comparison to non-PP pupils

4	On average, Pupil Premium children display a greater number of behavioural challenges than non-PP pupils
5	On average, Pupil Premium children are more likely to need support with their mental health and wellbeing than non-PP 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
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> <p>Number of negative behavioural incidents will decrease in comparison to last year (71% incidents PP pupils)</p>
Pupil Premium children attendance increases	<p>Average PP pupils attendance data increases in comparison to previous year (83%)</p> <p>Pupils report a desire to come to school</p>
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>
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</p> <p>Children progressively build a varied and rich vocabulary which is evident in both written and spoken work</p>

	Pupils make at least expected progress, against their starting points, in reading fluency (word reading- EYFS)
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>

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: £21,890

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 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	3
Implement 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	3
Provide internal and external training and monitoring to ensure teaching is effective	Education Development Trust- Effective Teaching	2,3
Allocate mentor and provide training to develop ECT	EEF "Early-career support" and DfE guidance	2,3

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) 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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review and adapt behaviour policy</p> <p>All staff consistently and fairly apply the behaviour policy, linking to the Catholic Schools Pupil Profile</p> <p>Nurture groups re-start</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>EEF- Behaviour interventions</p> <p>Previous successful school-based initiatives</p>	4

Re-establish SLA with Sycamore Behaviour Support		
<p>Re-establish SLA with Education Attendance Solution for support, advice and home visits</p> <p>Engage with families of low-attenders to implement support</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>	1
<p>Weekly nurture groups for children identified through BOXALL assessments</p> <p>Renew SLA with EPE and continue to run “Relax Kids” sessions both whole school and for small groups</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</p>	<p>Previous successful school-based initiatives</p> <p>EEF Teaching and Learning Toolkit - Social and emotional learning</p> <p>DfE guidance - Teaching about mental wellbeing</p>	5

Total budgeted cost: £50290

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

Aim	Impact
Gaps in Pupil Premium children's knowledge and understanding identified through baseline assessments and lessons/interventions planned to fill these to ensure children make expected progress.	From internal teacher assessed data, based on NTS assessments: PP children with identified gaps took part in COVID-19 catch-up interventions in reading, writing and maths. 93% exp+ progress Reading, 89% exp+ Writing, 100% exp+ Maths.
A higher proportion of pupils reach age related expectations in reading, writing and maths.	While PP children have made good progress, ARE remains an issue. However, 33.3% of PP children have additional needs and nearly all pupils have made expected or better progress
To support children with their social, emotional and mental health.	Positive feedback from parents, e.g.: "The sessions are great. I can remind my child of the strategies when she needs to use them" "I can already see it's [the support] having a positive impact"

Externally provided programme

Programme	Provider
NELI	Nuffield Foundation Education
Clever Writer	Clever Writer – Sarah Lilley