

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 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	162
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Body
Pupil premium lead	Lucy Black
Governor / Trustee lead	Michelle Phooko

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,592
Recovery premium funding allocation this academic year	£14,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£1,551,880

Part A: Pupil premium strategy plan

Statement of intent

As a school in receipt of Pupil Premium funding, we are accountable for how we are using this additional resource to narrow the achievement gaps and raise the attainment of our disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

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.

At St Marys, our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Quality first 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.

In conjunction to high-quality teaching, we aim to diminish the gaps in attainment through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensuring that pupils who are academically able are entitled to the same provision, feeling challenged in school

- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- Extending pupils' vocabulary and reading skills, across the curriculum, so pupils grow in knowledge and skills
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Challenges

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

Challenge number	Detail of challenge
1	Reading – fluency, vocabulary knowledge and comprehension strategies as there is often poor parental engagement in reading which means many children are not been read to by parents.
2	There are still gaps in knowledge and understanding due to school closures during the pandemic.
3	Vulnerable groups need to make expected progress in line with their peers and these pupils are often below year group expectations in more than one subject.
4	Communication and Language – our assessments show that a large proportion of pupils enter school with extremely low levels of oral language. Pupils also require support with focus and attention, alongside the development of their speech and language skills as many of our pupils have lacked opportunities to interact with others throughout periods of lockdown. Many pupils in our EY missed the opportunity to be in a nursery due to the pandemic.
5	Maths – mathematical basic skills, confidence and fluency. Challenges of interpreting mathematical problems and applications of skill.
6	Unsupported learning habits – many of our vulnerable pupils do not live in a home where learning is valued and supported.
7	Attendance and punctuality issues for our vulnerable groups.
8	Rising cost of living is affecting our pupils and many of our vulnerable pupils arrive at school hungry.

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
To improve pupils reading skills, both within phonics and reading lessons, as well as across the curriculum	<ul style="list-style-type: none"> • Pupils achieve at least in line with national average progress scores in Reading • All pupils have access to quality texts, which reading lessons are based on • Focus on fluency when reading • Pupils can articulate their next steps in reading with enthusiasm
To extend pupils vocabulary and oral language skills so they are able to access all parts of the curriculum	<ul style="list-style-type: none"> • Pupils use a rich vocabulary across all curriculum subjects • S&L is a focus in all year groups; interventions show that pupils are making progress
To ensure that pupils make good or better progress in maths across a key stage	<ul style="list-style-type: none"> • Track pupils rigorously through pupil progress meetings to ensure they are making good or better progress • Ensure quality first teaching in maths is leading to strong progress • Use AfL to ensure pupils are progressing in lessons • Pupils achieve at least in line with national average progress scores in Maths
To improve attendance and punctuality for our disadvantaged pupils.	<ul style="list-style-type: none"> • Ensure attendance of disadvantaged pupils is above 95% • Use Family Support services to assist families in ensuring attendance and punctuality improves • Provide breakfast club for vulnerable pupils

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching £6,000	Vocabulary and S& L skills have been negatively affected through lockdowns and in particular our EY pupils are low in these areas. 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Ongoing coaching and mentoring for staff in phonics using Read Write Inc £3,000	Pupils who have more vocabulary and can read effectively are able to access the wider curriculum.	1
Ensure increased levels of attendance and punctuality £1,500	Phone call home if a message is not received by 9:10am. Punctuality recorded daily. Referrals to Family Support made for poor attenders. Attendance contracts used. Positive rewards used for pupils to improve attendance and punctuality. Free breakfast club offered to vulnerable pupils.	5
Staff training on strategies to engage learners; eg, TLAC, Claire Gadsby techniques £2,000 Staff training (external consultant) to further develop staff pedagogy to support oral language, metacognition and behaviour for learning £2,500	AfL is used to analyse gaps in knowledge and skills. TLAC strategies used to maximise pupil participation in lessons and to ensure strong behaviour for learning.	1

<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be taught through Ten Ten scheme of learning and supported by professional development and training for staff. £3,000</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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1,2,3,4
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Targeted academic support

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions for pupils in R, Y1 and Y2 targeted at disadvantaged pupils who require further phonics support £15,000</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Speech and Language Therapy (SALT) support ½ day a fortnight. SALT to assess pupils and work with SENCO, support staff, teachers and parents for small group interventions £11,000</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,3

<p>Talk Boost Interventions for targeted pupils £5,000</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>	<p>3</p>
<p>Interventions for targeted pupils with a focus on reading comprehension, writing and maths £6,000</p> <p>Interventions for lowest 20% of readers in each year group. £7,000</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>Reading Comprehension Strategies Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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>	<p>1</p>
<p>School Led Tutoring for reading in Y3 to Y6 – led by experienced class teachers £14,000</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>	<p>1</p>
<p>Use of INSPIRE to support children who are finding reading and comprehension difficult – individual and small group sessions £8,000</p>	<p>Individualised programmes that target specific needs and knowledge gaps can be an effective method of ensuring progress for pupils:</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>	<p>1,2</p>

<p>ELSA support for those children identified as lacking in self-esteem/confidence £8,000</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play therapist supports children who are having difficulty accessing learning through emotional issues £15,000</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3,5
<p>Emotional Literacy Support Assistant (ELSA) Individual and small group sessions dealing with themes such as bereavement, low self-esteem and friendship group problems £8,000</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3
<p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations. £1,500</p>	<p>The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</p>	6

<p>Cultural capital experiences promoted in the curriculum.</p> <p>Essential experiences built into curriculum</p> <p>£4,000</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p>	<p>2,3</p>
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Total budgeted cost: £116,500

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.

Targeted support continued for all pupils. Pupils were assessed regularly and progress was monitored. Vulnerable pupils were further supported through regular interventions. Senior leaders worked in year groups to support with interventions. Despite the challenges we faced there was a continual drive to improve standards.

Progress in most year groups was better than expected. Where the teaching was weaker; progress was also less.

Moving forward, we need to ensure that we rigorously track pupils to ensure they are making better or better than expected progress from their starting points.

Disadvantaged families continued to access free school meal vouchers throughout the holidays and a foodbank was set up in school to support our more vulnerable families in term time. This is now an even more increasing need due to the cost of living crisis.

Assessment	School Data	National
FS GLD	56%	65%
Y1 Phonics	75%	75%
Y2 Phonics	89%	87%

KS1	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	71%	67%	25%	18%
Writing	68%	58%	18%	8%
Maths	75%	68%	21%	15%
SPAG	68%	N/A	18%	N/A

KS2	School Expected +	National Expected +	School Exceeding	National Exceeding
Reading	79%	73%	32%	28%
Writing	68%	71%	16%	13%
Maths	79%	73%	32%	22%
SPAG	84%	72%	58%	28%
R, W, M	68%	59%	5%	7%

Red figures are 2021-22 national averages

Externally provided programmes – No non-DfE programmes purchased this year.

Further information (optional)

Leaders with a responsibility for subject areas worked with teachers to ensure planning was robust and that knowledge and skills were a focus.

Senior leaders led interventions daily and support pupils to bridge gaps. This targeted support was effective and led to strong progress for our more vulnerable pupils.

A falling roll and smaller classes has meant that we have massive restraints on our budget; but it also means that pupils have access to more support from the adults in their class and so receive more targeted support.