

St. Mary's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 RC Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	I.Jones
Pupil premium lead	I.Jones
Governor / Trustee lead	R. Baldwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,460
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,960

Part A: Pupil Premium Strategy Plan

Statement of intent

At St. Mary's RC Primary School we aim to educate each child to develop and achieve their full potential within a caring, Catholic community, governed by Gospel values. Our ultimate objective is to ensure all pupils have the opportunity to succeed in school, especially our most vulnerable and disadvantaged pupils.

At St. Mary's RC Primary we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- A wide range of opportunities to develop their knowledge and understanding of the world through a broad and balanced curriculum

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we adopt the EEF tiered approach as recommended by the DfE:

- Quality of Teaching
- Targeted Academic Support
- Wider Strategies

Key Principles:

- Aligned to our SIP priorities
- Diagnostic- identify the barriers
- Implement strategies to overcome barriers (whole class, group, individual)
- Balanced approach EEF Tiered (Quality of Teaching, Targeted Academic, Wider Strategies)
- Evidenced based strategies
- Review

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, mental health and wellbeing There are barriers to learning for some disadvantaged pupils due to low social, emotional, mental health and wellbeing. These difficulties have many root causes; for eg. impact of Covid; family/home circumstances; SEND. The number of pupils requiring support has increased post-pandemic.
2	Academic Attainment Disadvantaged pupils do not achieve as highly as non-disadvantaged pupils in reading, writing and maths by the end of KS2. Post-covid, some of our pupils struggle with motivation and being able to cope with the pace of learning/recalling and remembering prior learning
3	Broad and Balanced Curriculum Disadvantaged pupils have limited wider experiences and this impacts on their vocabulary, knowledge of the world and cultural capital.
4	Speech, language and communication Speech, language and communication skills are less well developed by disadvantaged pupils when starting school.
5	Attendance and punctuality Some disadvantaged pupils do not attend school as often as they could and some are categorised as persistent absentees.

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
1	Improve social, emotional and mental health for all pupils, particularly our disadvantaged pupils	Sustain high levels of wellbeing from 2023-2024 by: <ul style="list-style-type: none"> • Thrive assessments show progress • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in behaviour incidents
2	Improve Academic Outcomes for our pupils, particularly our disadvantaged pupils	By 2023/2024: <ul style="list-style-type: none"> • % of disadvantaged pupils meeting the expected standard in RWM are

		<p>in line with non-disadvantaged pupils and national</p> <ul style="list-style-type: none"> • % of disadvantaged passing phonics screening are in line with national
3	Provide a Broad and Balanced Curriculum enhanced by a wide range of curriculum enrichment experiences	<p>By 2023-2024:</p> <ul style="list-style-type: none"> • % of disadvantaged pupils working at ARE across the curriculum are in line with non-disadvantaged pupils • % of PP engaging in curriculum enrichment is high • Qualitative data from pupil voice
4	Improve speech, language and communication skills, particularly our disadvantaged pupils	<p>By 2023-2024</p> <ul style="list-style-type: none"> • Assessments show significantly improved oral language among disadvantaged pupils (pupil voice, books, assessments) • Engagement with Wellcomm indicate no significant gap between PP and non PP.
5	Improve Attendance, particularly our disadvantaged pupils	<p>By 2023-2024</p> <ul style="list-style-type: none"> • Attendance of disadvantaged pupils is at least 96%+ • Persistent absence decreased

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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance our Maths teaching and curriculum by embedding Maths Mastery approach across school:</p> <ul style="list-style-type: none"> - Staff CPD Y4/5 - Red Rose Maths - TA CPD 	<p>EEF Mastery Learning – high impact, low cost based on limited evidence (+5 impact)</p>	<p>2</p>
<p>Enhance our English teaching and curriculum through improving vocabulary/consolidating understanding:</p> <ul style="list-style-type: none"> - embedding Talk for Writing across school (Y4 and Y5) - Phonics Training Essential Letters and Sounds (TA CPD) - Reading Comprehension through Accelerated Reader 	<p>EEF Oral Language Intervention – very high impact, very low cost, extensive evidence (+6 impact)</p> <p>EEF Phonics – high impact, very low cost on very extensive evidence (+5 impact)</p> <p>EEF Reading Comprehension - very high impact, very low cost, extensive research (+6 impact)</p>	<p>2 and 4</p>
<p>Improve behaviours for learning and using and applying prior learning:</p> <ul style="list-style-type: none"> - CPD for staff re metacognition 	<p>EEF Metacognition and Self-Regulation (+7 impact)</p>	<p>2</p>

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

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA English Interventions: <ul style="list-style-type: none"> - Lexia KS2 - Talkboost - Bounceback Phonics - Reading Explorers - 1:1 Daily reading lowest 20% 	EEF Teaching Assistant Interventions – moderate impact, moderate cost, moderate evidence (+4 impact)	2 and 4
TA Maths Interventions: <ul style="list-style-type: none"> - Number Stacks - Total Maths Tutor (Y5, Y6) 	EEF Teaching Assistant Interventions – moderate impact, moderate cost, moderate evidence (+4 impact)	2
Enhance Speech, Language and Communication in EYFS and KS1 by providing: <ul style="list-style-type: none"> - a Total Communication Environment - Introduce Wellcomm - Specific 1:1 support for pupils 	Recommended by SALT to facilitate communication between adults and children with speech and language difficulties EEF Oral Language Intervention – very high impact, very low cost, extensive evidence (+6 impact)	4
School led Maths tuition <ul style="list-style-type: none"> - Y6 - Y5 	EEF Small group tuition – moderate impact, low cost, moderate evidence (+4 impact)	2

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

Budgeted cost: £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed consistent relationship based behaviour policy with approach for supporting our most vulnerable pupils <ul style="list-style-type: none"> - Staff CPD - Other agencies - Support Plans 	EEF Behaviour Interventions- moderate impact, low cost, limited evidence (+4 impact) DfE Behaviour in Schools (September 2022)	1 and 5
Develop support for Social, Emotional and Mental Health and Wellbeing <ul style="list-style-type: none"> - Introduce Thrive - Develop Pastoral Team (ELSA and Thrive) - Staff CPD - RSE curriculum - Nurture Club (before school) 	EEF Social and emotional learning – moderate impact, very low cost, very limited evidence (+4 impact)	1 and 5
Curriculum and Wider Opportunities: <ul style="list-style-type: none"> - Art Projects - Wider Opportunities (Music) - Celebration days - Visits/visitors - Library and Museum Loan 	Ofsted Research (2019) places emphasis on improving cultural capital. Particularly for disadvantaged pupils EEF Arts Participation – moderate impact, low cost, moderate evidence (+3 impact), DfE using Pupil Premium Guidance for Schools (March 2022)	3
Attendance <ul style="list-style-type: none"> - CPD for Attendance and DSLs 	DfE School Attendance Guidance May 2022	5

Total budgeted cost: £133,960

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.

	Aim	Outcome
1	Improve social, emotional and mental health for all pupils, particularly our disadvantaged pupils	<p>Whole School Impact: Embedding a relationship based approach through Paul Dix 'When the Adults Change' and improving capacity to manage dysregulated pupils. Developed Pastoral support through two ELSA trained practitioners, dedicated space and time-tabling.</p> <p>Impact for pupils: In 2021-2022, 48% of our pupils (99/205) received some support from our pastoral team in relation to their social, emotional and mental health and wellbeing needs (60% of PP pupils vs 39% of non-pp pupils). Some pupils were also supported via external agencies such as CSC, New Era,</p>
2	Improve Academic Outcomes for our pupils, particularly our disadvantaged pupils	<p>Whole School Impact: Rolling out Maths Mastery approach and Talk 4 Writing across school (scaling up each year). Introduced a new phonics scheme.</p> <p>Impact for pupils (data):</p> <p>Reading: PP outperforming NPP in KS1, but less than NPP in KS2</p> <p>Writing: PP outperforming NPP across the school by a small percentage.</p> <p>Maths: PP achieving lower than NPP across the school – very slight in KS1 but the gap grows in KS2.</p> <p>Combined: Overall, PP outperform NPP at combined across the school by a small percentage.</p>
3	Broad and Balanced Curriculum enhanced by a wide range of curriculum enrichment experiences	<p>Whole School Impact: Launched broad and balance curriculum and all subjects been taught discretely. Assessment system in place for most subjects.</p> <p>Wider opportunities: Sports Premium – targeting disadvantaged (after school clubs, extra curriculum opportunities)</p> <p>Wider opportunities: Theatre, shows, Art Project. Music wider opportunities.</p>

4	Improve speech, language and communication skills, particularly our disadvantaged pupils	<p>Whole School Impact: Bought in SALT to focus on Reception and Year:</p> <ul style="list-style-type: none"> - Provided programmes of work for staff to follow (CPD for staff) and worked with parents. - Supported requests for 3 EHCP's - Staff CPD re Makaton for non-verbal pupils. - Supporting delivery of SALT for 10 pupils across Rec and Y1-pupil's making progress
5	Improve Attendance, particularly our disadvantaged pupils	<p>Impact on Pupils:</p> <p>We were still affected by Covid through the 2021-2022 academic year – with Covid symptoms and in some cases pre-cautionary, and other illnesses.</p> <p>Overall attendance = 94.1%</p> <p>Pupil Premium: 93.3% and Non Pupil Premium: 94.7%</p> <p>Of the pupils who were persistently absent 53% were Pupil Premium pupils.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Red Rose Maths	Lancashire LEA
White Rose Maths	White Rose Maths
Bug Club	Pearsons
Spelling Shed	Ed Shed
Timestable Rock Stars	Maths Circle Ltd
Accelerated Reader	Renaissance Learning
Letter Join	Green and Tempest Ltd
Phonics Play	Phonics Play Ltd
Essential Letters and Sounds	Oxford University Press
Vocabulary Ninja	Vocab Ninja
Spelling Book	Jane Considine Education
Picture News	Picture News
Life to the Full	Ten:Ten
Charanga	Charanga Musical School
National College	National College
CPOMS	CPOMS