# 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  | 390 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | October 2022 (annually and final review 2024)  |
| Statement authorised by | M.Creed (head teacher) |
| Pupil premium lead | C.O’Neill (deputy head) |
| Governor / Trustee lead | W.Allen (chair) |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £104,910 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £104,910 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| At St Mary’s we have the highest of aspirations and ambitions for our pupils and believe no child should be left behind. High quality teaching is at the core of all that we do to ensure the best outcomes for all pupils. Pupil Premium funding is the money the government has allocated since 2011 to schools for ‘raising the attainment of disadvantaged pupils of all abilities to reach their potential.’ The groups within this specification include pupils who are currently eligible, or have been eligible for free school meals in the last six years (recorded as Ever 6 free school meals), looked-after children, children under a special guardianship order or child arrangements order and the children of service personnel. Currently schools receive £1345 for each pupil premium eligible child, based on the January census (£2345 for looked after children and £310 for service premium). As a school we are expected to decide how the pupil premium funding is spent based on the context of our school and our knowledge of what our pupils need in order to succeed. We recognise that we are accountable for how we have used the additional funding and since September 2016 we have been required to publish a Pupil Premium Strategy which sets out the amount of allocation, how it has been used and the impact on pupil outcomes. The funding is designed to be the means by which schools can tackle underlying inequalities between disadvantaged pupils and their peers - ‘Disadvantaged pupils are 20% less likely than their peers to reach expected standards in reading, writing and maths by the end of primary school (‘Improving Literacy in KS2, Guidance Report,’ Education Endowment Foundation). The most recent research has also found that unsurprisingly, disadvantaged pupils have been the worst affected by the impact of the pandemic. To ensure no child falls through the net we maintain records for each pupil eligible for pupil premium and monitor provision which is tailored to meet individual needs, whether this be enrichment, support for learning or to break down emotional or practical barriers to success, which this year and over the period of this strategic plan, may well be of even more significance than pre-pandemic. This tiered approach recognises the importance therefore of balancing the need to continually improve teaching (raising standards for all), alongside the provision of specific academic support (for all abilities) and to address non-academic barriers, while promoting positive mental health and well-being.  |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Low levels on entry of PP pupils particularly in communication, language and literacy and self-care skills ie not school ready |
| 2 | PP pupils also on the SEN register |
| 3 | PP pupils accelerating form secure to greater depth over KS2, in smaller numbers compared to non-PP |
| 4 | Some home learning environments lacking the resources to support pupils’ communication and literacy / numeracy skills  |
| 5 | Some persistent absence within the PP group (although overall absence is very low)  |

## 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 |
| Improve language and literacy skills of PP pupils over EYFS and KS1 | Data shows PP attainment in line with others by the end of KS1 |
| Accelerate progress of all PP pupils across KS2 (including those with SEN ) | Data shows attainment by end of KS2 in line with non-PP for reading, writing and maths |
| Increase % of PP pupils attaining high standard by end of KS2  | % PP pupils attaining high standard in line with non-PP pupils by the end of year six  |
| Families of PP pupils confident that they are able to support their children in flourishing in school. | Evaluations and parent questionnaires show that parents welcome support for their children’s learning. High levels of parental engagement around their children’s learning and progress  |
| Improved attendance of specific individual pupils | Attendance data shows reduced persistent absence of individual PP 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: £ 15,300

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Performance management targets for all teachers linked to outcomes for disadvantaged pupils. Continue to focus on closing the gap between key pupil groups across the school in particular those being supported by the pupil premium through robust performance management which encourages, challenges and supports teachers’ improvement and is linked to outcomes for pupils (School SEF updated November 2021) | As new initiatives are implemented it is important to provide support for staff so that they can take ownership and then deliver them successfully. (Using Pupil Premium Funding effectively EEF)  | 2,3 |
| Daily phonics teaching in EYFS and KS1-a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence.Training for new teaching staff and all teaching assistants (EYFS, KS1 and lower KS2) on phonics teachingNew reading scheme purchased for KS1 to link with class phonics teaching.Nuffield Early Language Intervention training for reception teaching assistant | Very extensive evidence that secure phonics understanding is an important component in the development of reading skills particularly for children from disadvantaged backgrounds.Research suggests high impact for very low cost for oral language interventions. | 111 |
| Reading comprehension strategies -training for teachers in teaching reading through discussion and annotation of texts including inference and fishbowlingPurchase of high quality texts for all class libraries (in particular those with sufficient challenge for high ability pupils in KS2) | Research (EEF Teaching and Learning Toolkit) indicates that reading comprehension strategies are high on impact. Alongside phonics it is a crucial component of early reading instruction.Evidence points to the importance of identifying the appropriate level of text difficulty, to provide appropriate context to practise the skills and enough challenge to improve reading comprehension. | 2,32,3 |
| Training for all teachers on developing writing through discussion, modelling and editing– developed by Literacy subject lead in own teaching, showed improved results in writing. | Although different to a specific programme (such as the Nuffield language Intervention), improved oral language approaches by all class teachers, which target reading aloud with the children, explicitly extend pupils’ vocabulary, use structured questioning and purposeful dialogue and interaction, have a high impact on pupil outcomes | 2,3 |
| All teachers are supported (by SLT) in understanding the need for constructive and timely feedback to pupils on their progress on specific tasks. Termly book scrutinies validate this. | Providing feedback is well evidenced and has a high impact on learning outcomes. High quality feedback may focus on a task, subject and self-regulation strategies (evidence suggests these may have a greater impact on disadvantaged pupils).  | 2,3 |
| Senior Mental Health Lead two day training with Anna Freud Centre | Good mental health in childhood is a prerequisite for optimal psychological development, productive social relationships, effective learning and an ability to care for self, good physical health and effective economic participation as adults (Anna Freud National Centre for Children and Families). | 1,2,3,4,5 |

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

Budgeted cost: £79,110

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Nuffield Early Language Intervention group -reception (and into year one)  | Research suggests high impact for very low cost for oral language interventions. | 1 |
| Teacher led language development groups in reception, years one and two, targeting pupils falling behind peers in literacy, reflecting poor overall language skills.  | Small group intervention is shown to be most effective if targeted at the pupils’ needs. It is critical therefore to ensure group size is the most appropriate for the focus and ability of the group.  | 1 |
| Additional teacher- led groups in all year group targeting pupil groups of different abilities – where catch-up is required (this may include those with SEN) or in other cases deepening of higher ability pupils, to accelerate progress.  | Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. It offers an opportunity for greater levels of interaction and feedback which can support pupils to overcome barriers to learning and increase their access to the curriculum. | 2,3 |
| Additional 1:1 or paired teacher / tutor time for SEN pupils. | Reading has shown to be more effective in 1:1 or paired situations although the real key to highly effective additional tuition which has the greatest impact on pupil outcomes is the quality of the teaching. | 2 |
| Teaching assistant - led interventions – 15 minutes-a-day, Rainbow Reading, Toe-by-Toe, Spelling Made Easy | Research on the deployment of teaching assistants indicates that the strongest benefit to pupils is where teaching assistants deliver high-quality (ie robustly evidenced) structured interventions which deliver short sessions, over a finite period and link clearly to classroom teaching.  | 2 |

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

Budgeted cost: £10,500

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Specific targeting of disadvantaged pupils to participate in extra-curricular activities, including, sport, choir, faith- sharing, dance. | Enrichment opportunities ensure disadvantaged pupils have access to activities they may not be able to out of school – promoting well-being. Inclusion in wider school activities engenders a deep-rooted sense of belonging which has indirect positive benefits on pupil engagement generally and can include improved academic performance. The benefits of sporting activities on general health and well-being are well documented.  | 2, 3 |
| Social, emotional development - small groups in reception and years one and two (TA / SEN teacher led), play /activity based. | Healthy attachment relationships, based on trust, provide protective factors for CYP (Rutter 1987). These relationships fare the foundation for pupils being able to focus on the learning in the classroom.  | 1,2,3,4,5 |
| Homework clubs in all KS2 year groups, target inclusion from disadvantaged pupils | Pupils eligible for free school meals typically receive additional benefits from homework. However surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have access to a quiet working space, a device suitable for learning and may receive less parental support.  | 2,3,4 |
| Curriculum information sessions / workshops (including for reading in EYFS) for parents, ‘Bring mum/dad/grandparents to school’ mornings. | Providing parents with some of the strategies they can use to support good habits for study in their children as well as involving them in their children’s learning activities not only supports the children’s academic progress but can also have a positive effect on ensuring parents bring their children in to school as they feel more engaged with school the school community themselves. ‘It is important to see parents/carers as an ‘asset’ to be invested in; they can play an important role in CYP’s academic journey.’ (Anna Freud Centre) | 2,3,4 |
| Educational mental health practitioner trainee placement in school from spring term providing help and support to pupil displaying low to moderate mental health problems (either in small group or 1:1 situation).May also provide parent workshops. | Evidence is that the impact of the pandemic has been most severely felt by disadvantaged pupils. | 2,3,4,5 |
| Specifically targeted supported for families in crisis -accessing external professional advice / support/ intervention. | When families are in crisis, pupils arrive in school without the emotional wherewithal to learn – they may be hungry, cold or carrying the effects of the turmoil they have been experiencing at home.  | 4 |

**Total budgeted cost: £ 104,910**

# 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.

|  |
| --- |
| School data for end of KS2 in 2021 for reading shows 82% of disadvantaged pupils were working at secure or above and 41% were exceeding (compared to 91% of others at secure and 32% exceeding). End of EYFS data for disadvantaged pupils showed 71.4% achieving expected levels in reading in 2015 indicating accelerated progress over KS1 and 2.Writing shows 88% of disadvantaged pupils were working at secure or above and 41% were exceeding (compared to 89% of others at secure and 29% exceeding).End of EYFS data for disadvantaged pupils showed 71.4% achieving expected levels in writing in 2015 indicating accelerated progress over KS1 and 2.Mathematics shows 76% of disadvantaged pupils were working at secure or above and 41% were exceeding (compared to 92% of others at secure and 35% exceeding).End of EYFS data for disadvantaged pupils showed 42.9% achieving expected levels in mathematics in 2015 indicating accelerated progress over KS1 and 2.Internal tracking across KS1 (end of last school year 2021 and spring 2021) showed that pupils mostly made good progress from their starting points despite the pandemic.Of the 16 pupils eligible for pupil premium funding in reception 37.5% achieved GLD compared to 72% of non-pupil premium. Of those who did not achieve the school is requesting statutory assessment for one as well as accessing support form Enfield Early Help for the family. For another of this group the school has requested a place in a Language Resource Base. One pupil with an EHCP exceeded ELGs for literacy and maths but in particular made excellent progress with language and emotional development as a consequence of targeted work.IDSR notes that ‘overall absence and persistent absence were in the lowest 20% of all schools in the last three reported years as well as in the lowest 20% of schools with a similar level of deprivation. Attendance is above national averages with 97.3% at the end of the 2020 – 2021, with low rates of persistent absence compared to national norms. (November 21) Parent feedback during the period of lockdown was very positive – all pupil premium families (along with all families) received weekly phone calls as part of welfare checks, support and advice for working at home as well as printed copies of all the on-line work. A number of families were given laptops a part of the government allocation as well as an additional number from a charity that the school approached for support.  |

## 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 |
|  |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |