

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	444 (Inc Nursery)
Proportion (%) of pupil premium eligible pupils	16%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Maureen Grabski
Pupil premium lead	Julie Deeks
Governor lead	John Mark Ndekwe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 79,605
Recovery premium funding allocation this academic year	£ 8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£88,015

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School, our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve across all curricular areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already above Age Related Expectations. A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school. We will focus closely on the areas that research suggests disadvantaged pupils find most challenging. Evidence shows that this approach has the greatest impact and benefits all children, not only those considered to be disadvantaged. Our school's Pupil Premium Strategy will support our plan for education recovery. Plans for this will be based on robust diagnostic assessment and will support pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for PP often need social, emotional and mental health support to enable them to access their learning.
2	Pupils eligible for PP often start school with lower starting points in CLL and PSED. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Phonic skills in KS1 are lower for pupils eligible for PP, which slows reading progress in subsequent years.
4	Speech and Language difficulties: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Early Years through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Attainment and progress in Reading, Writing and Mathematics is lower for PP pupils, particularly if they are boys and also SEND.
6	Attendance rates for some pupils eligible for PP fall below the target of 96%, reducing their hours in school and causing them to fall behind their peers.

7	Parental engagement is sometimes poor for pupils eligible for PP, due to challenging circumstances ie. financial, health, housing.
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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 learning outcomes supporting pupils eligible for PP with social, emotional and mental health, monitored each week and during termly pupil progress meetings.	PP pupils have improved behaviour and emotional well-being, supporting improved progress across the curriculum.
Improve progress and outcomes for CLL and PSED in the EYFS for pupils eligible for PP, monitored during termly pupil progress meetings.	Pupils eligible for PP in the EYFS make good or better progress in CLL and PSED.
Improve Phonics skills for PP pupils in KS1 and Reading skills in KS2, monitored during termly pupil progress meetings.	PP pupils make good progress at the end of KS1 and KS2, in line with non-PP pupils.
PP pupils receive targeted Speech and Language 1:1 support; social skills and behaviour support.	PP pupils will make good progress in identified areas of Speech and Language provision, with improved social skills and behaviour for learning.
Improve attainment and progress in Reading, Writing and Mathematics for pupils eligible for PP, monitored during termly pupil progress meetings.	PP pupils' attainment and progress in Reading, Writing and Mathematics is improved and in line with non-PP pupils.
PP pupils receive support to ensure their attendance does not fall below 96%, monitored daily with weekly reports	PP pupils sustain good attendance and made good progress in line with non-PP pupils.
Improve parental engagement with pupils with PP, appropriately supporting the varying needs within families, monitored weekly.	Parents are confident to access Home-School support and identified needs are effectively met.

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: £63,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Practice/Attachment Training	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://traumainformedschools.co.uk/what-is-a-trauma-informed-school	1
Teaching Assistants	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1-5
Intervention Teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1-5

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

Budgeted cost: £13,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small groups for targeted teaching for those pupils falling behind age related expectations.	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 3 5
Provision Map	To better target support for vulnerable pupils and have a more successful system through which to monitor pupils and provisions and track progress. https://www.provisionmap.co.uk/	1-5
Accelerated	To encourage reading for pleasure and provide	2 3 5

Reader	support for and monitor progress with reading and comprehension. https://doc.renlearn.com/KMNet/R0057375D0FDD7A8.pdf	
Write Dance	This combination of rhythmic and then melodic pieces of music are chosen so the children can follow and learn specific movements to develop their physical skills including, balance, coordination, flexibility and stamina. https://writedancetraining.com/about-write-dance/	2 3 5
Sensory Circuits	Sensory motor circuits are based on the theories of sensory integration and sensory processing. A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.	1
Reading support	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 3 5
Phonics Intervention (KS1)	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 3 5
Fresh Start Phonics	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 3 5
Reading Club	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 3 5
Writing Club	Small group tuition proven to have approximately on average impact of four months additional progress	2 3 5

	<p>over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Maths Club	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.ncetm.org.uk/</p> <p>https://whiterosemaths.com/</p>	5
Fine Motor Skills support	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</p>	2 5
Handwriting Support	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2 5
Paired Reading (Intervention)	<p>In order to increase pupil fluency, readers need experience reading to and listening to other readers of all kinds. Specifically, lower-level readers benefit from strategies such as Paired Reading by listening to the reading of a higher-level reader. Reading with someone else encourages pupils to try reading material that may be above their usual reading level, while also building oral skills so that pupils are more comfortable with their reading. Additionally, this strategy allows the teacher to observe readers in the classroom and work with pupils who may need more assistance.</p>	2 3 5
Hold a Sentence Intervention	<p>Ruth Miskin (Read, Write, Inc) is a process used to support writing. It teaches children to remember a whole sentence in their head before they write it down with the correct punctuation and spelling. The sentences we ask the children to write include words that they have already been taught how to spell.</p> <p>https://www.ruthmiskin.com/wp-content/uploads/2022/05/information_for_red_words_and_read_and_hold_a_sentence_v2.pdf</p>	2 3 5
Pre-Teaching	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Guide_to_supporting_school_planning_tiered_models.pdf</p>	2 5

Precision Teaching	<p>A wealth of research has suggested that Precision Teaching is effective. Griffin and Murtagh (2015): Precision Teaching improved sight vocabulary, reading accuracy, fluency and comprehension in primary school pupils compared to a control group. Lambe, Murphy and Kelly (2015): Precision Teaching improved the reading fluency of primary aged pupils.</p> <p>Chiesa & Robertson (2000): Precision Teaching improved the maths skills of primary aged children above their peers.</p>	2 5
Comprehension Support	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2 5
Improve language and communication skills through bespoke speech and language programmes, and language rich environments	<p>Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</p>	4
To engage parents so that they are equipped to support their children	<p>A range of parent workshops designed to share strategies for supporting their child at home.</p> <p>Specific intervention homework activities to engage parents with supporting their child further.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2 3 4 5 7

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

Budgeted cost: £10,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attachment	All staff are aware and supportive of all children's needs	1

and Trauma Training	and recognise behaviour as communication and are equipped with the necessary tools to better support children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://traumainformedschools.co.uk/what-is-a-trauma-informed-school	
Daily check-ins	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Counsellor (Play Therapy)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Oasis Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 4
Stepping Stones (group emotional well-being support)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 4
Drawing and Talking Therapy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Elsa Training	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Time to Talk	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 4
Wraparound Care	Pupil premium pupils are supported in Wraparound Care in order to allow parents to extend their working day and improve their outcomes.	4 6 7
Trips/Residential	Pupils are supported to attend activities to widen their enrichment opportunities.	1
Young Carers support group	Young carers are supported through an external support worker as well as having a forum to discuss needs and issues	1 4

Music tuition	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/first-thing-music https://educationendowmentfoundation.org.uk/news/new-eef-publishes-evaluation-of-arts-based-education-programmes	1
Attendance Officer to support and improve children's attendance and punctuality	<p>Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes.</p> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attend	6
Themed coffee mornings with Inclusions Leader and Home School Support Worker	<p>Our coffee mornings are specifically designed to encourage an open forum so parents can receive support from each other as well as the school and external agencies in order to support the building of good relationships.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 7

Total budgeted cost: £88,015

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.

Termly diagnostic assessment in Reading, Writing and Mathematics supported teachers in planning targeted intervention for identified pupils and gaps in learning, which also supported good pupil progress. This provision was carefully tailored for individual pupils' needs, and monitored and evaluated each term.

Pupils were able to access a variety of SEMH support, such as Drawing and Talking Therapy, Play Therapy, Lego Therapy, Stepping Stones, Oasis Lunchtime Club, Time to Talk and 1:1 professional counselling. This has enabled pupils to be emotionally well supported and has enabled them to learn in a safe and happy environment.

Identified pupils received targeted PSED support, through specialist focused intervention or class provision and/or external agencies where necessary, including Early Help.

Pupils in Early Years were supported in achieving appropriate Communication, Language and Literacy skills and enabled them to achieve GLD in CLL.

Termly review and evaluation of the targeted Speech and Language provision, identified next steps and ensured that pupils make good progress.

Pupils in EYFS were supported in achieving appropriate Communication, Language and Literacy skills. Identified pupils received targeted Speech and Language support and termly monitoring and evaluation ensured that timely referrals were made to appropriate external agencies.

Pupil Premium pupils received targeted support in Reading, Writing and Mathematics, to enable them to achieve well, with improved progress and attainment. Pupil progress meetings and termly provision mapping were reviewed and evaluated, to monitor positive impact of strategies. Regular staff training ensured consistency in approach and effective strategies were being implemented. CTOPP/WIAT assessments also supported pupils' identified needs and gaps in learning.

Remote learning, live lessons and home learning packs, enabled pupils to keep up with their learning and supported parents with home schooling during Covid-19 lockdown 2020-21. Daily feedback was given to pupils and vulnerable pupils were contacted frequently to support their well-being and academic progress. The remote learning

offer in 2020-21 enabled pupils to be effectively and holistically supported.

Termly RWI and Fresh Start assessments identified and evaluated pupil provision, to ensure pupils make good progress at the end of KS1 and KS2.

Pupils eligible for Pupil Premium were able to take part in a variety of extra-curricular events including: virtual pupil workshops with authors/poets, mathematicians or scientists, art club, music events, theatre visits, virtual museum visits, dance/drama workshops, sports events, music lessons and Forest School. Pupils eligible for Pupil Premium were offered free places in Wraparound Care and families were supported financially with uniform supplies, school/residential trips, to enable pupils to fully engage in the wider life of the school.

Pupil attendance has been carefully monitored throughout each term to ensure that attendance does not fall below the 96% threshold. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.7% - 1.2% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. A variety of support is offered to support parents where absence is a concern, including parent letters, a Lateness Clinic, Late Gate, Family Solutions (Early Help) and support from the AASSA Advisory Service in the Local Authority.

Planned events throughout the school year include a combination of virtual and face to face parent meetings, curriculum workshops, parent learning walks, E-safety information, cookery workshops and themed coffee mornings, which encouraged parental engagement and opportunities to help them support their child further at home and enable them to fully engage in the wider life of the school.

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
Read, Write, Inc	Oxford University Press
Accelerated Reader	Renaissance
Reading Plus	Reading Plus
Reading Eggs	3P Learning
Mathletics	3P Learning
Times Table Rock Stars	Maths Circle
Power Maths	Pearson

White Rose Maths	White Rose
Professional Counselling	M Stevenson
Oasis Club: Drawing & Talking/Lego Therapy; Stepping Stones	S Varnham
Provision Mapping	Provision Map