



## Pupil Premium Strategy

1. Summary information					
School	St Mary's Catholic Primary				
Academic Year	2021-22	Total PP budget	£73,250	Date of most recent PP Review	Oct 2021
Total number of pupils	400	Number of pupils eligible for PP	50	Date for next internal review of this strategy	June 2022

Current attainment – No Data for End of KS2 Performance 2021		
	<i>Pupils eligible for PP (St Mary's: pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in Reading, Writing & Maths	-	-
% making expected progress in Reading	-	-
% making expected progress in Writing	-	-
% making expected progress in Mathematics	-	-

2. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Pupils eligible for PP often start school with lower starting points in CLL and PSED
B.	Pupils eligible for PP often need social, emotional and mental health support to enable them to access their learning
C.	Phonic skills in KS1 are lower for pupils eligible for PP, which slows reading progress in subsequent years
D.	Attainment and progress in Reading, Writing and Mathematics is lower for PP pupils, particularly if they are boys and also SEND
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
E.	Parental engagement is sometimes poor for pupils eligible for PP, due to challenging circumstances ie. financial, health, housing
F.	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

<b>3. Intended outcomes (specific outcomes and how they will be measured)</b>		<b>Success criteria</b>
<b>A.</b>	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
<b>B.</b>	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
<b>C.</b>	Improve Phonics skills for PP pupils in KS1 and Reading skills in KS2, monitored during termly pupil progress meetings	PP pupils in make good progress at the end of KS1 and KS2, in line with non-PP pupils
<b>D.</b>	Improve attainment and progress in Mathematics for pupils eligible for PP, monitored during termly pupil progress meetings	PP pupils' attainment and progress in Mathematics is improved and in line with non-PP pupils
<b>E.</b>	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
<b>F.</b>	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

<b>4. Planned expenditure</b>					
<b>Academic year</b>		<b>2021-22</b>			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Pupils in EYFS are supported in achieving appropriate Communication, Language and Literacy skills	Pupils will achieve GLD in CLL	Identified pupils receive targeted Speech and Language support	EYFS Lead termly monitoring and evaluation Timely referrals to appropriate services	HT/DHT/AHT SENCo EYFS Lead S&L Lead	Termly pupil progress meetings and discussions SEN review meetings
Pupils in EYFS are supported in achieving Personal, Social, Emotional Development	Pupils will achieve GLD in PSED	Identified pupils receive targeted PSED support, through specialist focused interventions or class provision and external agencies where necessary, including Early Help	EYFS Lead weekly monitoring and evaluation Timely referrals Early Help reviews (6-8weekly)	HT/DHT/AHT SENCo EYFS Lead Early Help Leader HSSW	Pupil progress meetings and discussions SEN review meetings Early Help reviews
Improve outcomes in Phonics and Reading for all pupils	PP pupils will make good progress across KS1 and KS2 in Reading in line with non-PP pupils	To ensure that PP pupils receive targeted support in Reading, to enable them to achieve well	Termly RWI assessments will identify and evaluate pupil provision, to ensure pupils make good progress at the end of KS1 and KS2; RWI monitoring and evaluation; Fresh Start; termly assessments; appropriate staff training; CTOPP/WIAT	HT/DHT/AHT RWI Lead/ SENCo	Termly review and evaluation; pupil progress meetings and discussions
Improve progress and attainment for all pupils in Reading, Writing and Mathematics	PP pupils will have improved attainment and make good progress in Reading, Writing and Mathematics	To ensure that PP pupils receive targeted support in Reading, Writing and Mathematics, to enable them to achieve well	Termly assessments will identify and evaluate pupil provision, to ensure pupils make good progress at the end of KS1 & KS2; monitoring and evaluation; CTOPP/WIAT	HT/DHT/AHT SENCo	Termly review and evaluation; pupil progress meetings and discussions SEN review meetings

Ensure opportunities and engagement for PP pupils, to enable them to access the wider creative curriculum	Enrich pupils' learning experiences through the wider creative curriculum	To broaden and enrich PP pupils' learning experiences	Virtual pupil workshops with visiting Authors/Poets, Mathematicians or Scientists; Art; Music ensembles; Theatre visits; Museums; Dance/Drama Workshops; Forest School; Outdoor Learning; Sports events	HT/DHT/AHT SENCo All teachers	Plan and review for scheduled events appropriately SEN review meetings
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Speech and Language 1:1 support; Social skills and behaviour support for identified pupils	Pupils will meet GLD in CLL and PSED	Speech and Language assessments will support identified needs and next steps Termly 'My Plans' delivered by Speech & Language Therapist	Pupil progress meetings and discussions; termly provision mapping reviewed and evaluated to monitor impact of strategies; staff training will ensure consistency in approach and effective strategies are being implemented	HT/DHT/AHT EYFS Leader SENCo S&L Lead	Termly review and evaluation SEN review meetings

SEMH support for identified pupils; Specialist SEN provision to support identified pupils	Pupils will receive effective SEMH support, enabling them to engage well with their learning and school life. Staff will be better equipped to support pupils with high needs.	School-Based Plan/EHCP/PEP assessments will identify pupil needs and strategies to be implemented; meetings with other professionals to seek specialist advice Outreach Support 'Oasis' Lunchtime Club 1:1 Counselling	Pupil progress meetings and discussions; termly provision mapping reviewed and evaluated to monitor impact of strategies; SEN staff training will ensure consistency in approach and effective strategies are being implemented; SEMH training: Secondary trauma; Resilience; Case Studies & Listening 'Team-Teach' training; Lego therapy	HT/DHT/AHT SENCo HSSW	Weekly and termly review and evaluation Termly reports Notice of visit reports from Outreach Support
Targeted small group interventions in Reading, Writing and Mathematics, cater for individual pupils' learning needs	Pupils will have improved progress and attainment in Reading, Writing and Mathematics	Diagnostic assessments support and identify clear next steps in teaching and learning 'Accelerated Reader' to improve Reading and Comprehension in KS2 Reading Plus to provide targeted Reading and Comprehension support for identified pupils across the school	Pupil progress meetings and discussions; termly provision mapping reviewed and evaluated to monitor impact of strategies	HT/DHT/AHT SENCo	Weekly and termly review and evaluation SEN review meetings
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>To financially support PP pupils' needs appropriately to enable them to fully engage with and access their learning</p>	<p>To offer financial support to PP pupils to enable them to fully engage in the wider life of school</p>	<p>To ensure that PP pupils are not disadvantaged due to financial difficulties</p>	<p>Liaise with Finance Manager to ensure all PP pupils' needs are being met; ie. Breakfast Club, After-School Club; School Trips, School Uniform, Extra-Curricular Clubs, etc Early Help Support Access to specialist agencies</p>	<p>HT/DHT/AHT SENCo HSSW Finance Manager</p>	<p>Termly review and evaluation SEN review meetings Early Help Reviews</p>
<p>To increase parental engagement of PP pupils through virtual Parent meetings; Curriculum Workshops; Parent Learning Walks; Themed Parent events; E-Safety; Cookery Workshops</p>	<p>Improved parental engagement of PP pupils, with improved parental support for PP pupils</p>	<p>Some parents find it difficult to engage with school support, resulting in difficulty with supporting their child's learning needs at home</p>	<p>Communicate events through the School Newsletter; Parent Information Board; ParentPay; School Website; Twitter</p>	<p>HT/DHT/AHT SENCo HSSW</p>	<p>Termly review and evaluation</p>
<p>To monitor and ensure that pupil attendance and punctuality is good</p>	<p>Improved pupil attendance and punctuality</p>	<p>To ensure attendance does not fall below the expected 96% threshold</p>	<p>Liaise with parents regarding concerns on pupil absence; parent letters; Late Gate; Lateness clinic; AASSA Advisory Service; identify pupils; Early Help</p>	<p>HT/DHT/AHT SENCo HSSW</p>	<p>Weekly review and evaluation</p>

## **Pupil Premium Outcomes 2021-22**

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.