

# Pupil premium strategy statement – St. Mary’s Catholic Primary school.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Amy Pritchard
Pupil premium lead	Amy Pritchard
Governor / Trustee lead	Michael Moran

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,400
Recovery premium funding allocation this academic year	£5,655
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£61,055

# Part A: Pupil premium strategy plan

## Statement of intent

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.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped language skills and gaps in vocabulary.
2	Low attainment on entry to Reception.
3	Attendance and punctuality lower than non-disadvantaged.
4	Increase in attainment gap due to COVID-19.
5	Lack of enrichment opportunities outside of school.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Wellcomm data at the end of N & R shows significant improvement.
Improved attainment for disadvantaged pupils at the end of reception.	% of pupils achieving GLD in reception is in-line with National average.
Attendance for disadvantaged is in-line with non-disadvantaged pupils.	
Improved reading attainment among disadvantaged pupils.	% of pupils passing the PSC is in-line with National average. % of pupils achieving ARE in Y6 is in-line with National average.
Improved writing attainment for disadvantaged pupils at the end of KS2.	% of pupils achieving ARE in Y6 is in-line with National average.
Improved maths attainment for disadvantaged pupils at the end of KS2.	% of pupils achieving ARE in Y6 is in-line with National average.
All disadvantaged pupils to be provided with enrichment opportunities in school.	Increase in uptake of after-school clubs.

## 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: £ 46,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relevant CPD purchased for all staff to ensure high quality teaching. This includes Catholic Partnership CPD programme, TFW training. Opportunities for CPD and working across	There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have been shown to be even greater for students from disadvantaged	4

the MAC, learning community and Local Authority.	backgrounds (William and Timperley et al 2016). In fact the education Policy Institute states that teacher CPD is the most effective form of intervention (EPI 2020).	
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced SaLT service purchased to provide a weekly SaLT visit.	1 in 12 children between the ages of 3-17 will experience some form of speech, voice, or language disorder. (NIH 2015). Early intervention and regular therapy sessions means higher success rates.	1,2,4
WellComm used across EYFS and 'Big book of ideas' used for targeted intervention work.	EEF – "...there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity." WellComm is a complete speech and language toolkit that operates in partnership with parents. It provides a means of tracking the progress of all children, regardless of ability. It also provides the opportunity to identify areas of concern in language, communication and	1,2,4

	interaction development, in order to ensure targeted early intervention.	
Investment in RADY (raising attainment of disadvantaged youngsters)	<p>Raising the Attainment of Disadvantaged Youngsters (RADY) begins in schools with the RADY catalyst – quite simply, at the start of a Key Stage, flagging up a pupil as having untapped potential and ensuring everything is done to close that gap as early as possible. This means the pupil is set the same expectations as their non-disadvantaged peer. If a school sets end of year, phase or Key Stage expectations then it is also ensuring these are set based on expectations for their non-disadvantaged peers rather than on their prior attainment.</p> <p>RADY is a long-term <b>hearts and minds</b> approach, helping schools to become equitable in all aspects of the education they provide and making sure that those learners who need it most get the <b>extra</b> that helps them to get there. Because the catalyst is applied at the start of a phase of education, schools have a number of years to ensure the extra makes life-changing differences.</p>	

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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meetings with all PP families who had attendance below 95% last academic year to create a strategy together to support the family to improve attendance. Examples include	NCCP's data analysis found that chronic absence (attendance below 90%) in primary school is associated with lower academic performance for all children regardless of gender, ethnicity or socioeconomic status. lateness and sometimes even absence.	

free admission to breakfast club and before school extra curricular clubs to encourage children to get to school early.		

**Total budgeted cost: £61,055**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Targeted support		
PRIORITY	ACTIVITY	OUTCOME
Priority 1	Provide 1:1 and small group intervention for targeted disadvantaged pupils across all key stages who are not on track to achieve expectation and/or who are looking likely to be falling behind (i.e. high prior attaining pupils at end of Reception or KS1)	<p>Sports coach worked in a mentoring capacity and worked with small groups targeting reading.</p> <p>65.2% achieved the expected standard in reading and 18.9% greater depth.</p> <p>Inclusion manager ran KS2 SATS boosters in the afternoons, focussing on disadvantaged.</p> <p>65.2% achieved the expected standard in reading and 18.9% greater depth.</p>
Priority 2	Targeted support for all disadvantaged pupils whose attendance is a concern	<p>Attendance for disadvantaged pupils was:</p> <p><b>93.88%</b></p> <p>compared to whole school <b>95.97%</b>.</p> <p>Attendance for disadvantaged was better than the LA – <b>91.35%</b></p>

<b>Wider support</b>		
<b>PRIORITY</b>	<b>ACTIVITY</b>	<b>OUTCOME</b>
Priority 1	Improving and maintaining attendance rates of disadvantaged and ALL pupils.	Attendance for all pupils was 95.97% which was the 3 <sup>rd</sup> highest attendance in the LA.
Priority 2	Providing appropriate emotional and health and well-being support for all pupils following lockdown.	Sports coach introduced at lunchtimes for all pupils. Pupils in need of extra support were identified and participated in a weekly group. Pupils learning behaviours improved and they demonstrated a greater resilience and focus on their learning.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
New synthetic phonics scheme	Twinkl
TTRS	