



"With Christ as our guide, we let our light shine."

# St Mary's 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
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	24.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	January 2022 (mid-year review)
Statement authorised by	Kirstie Yuen
Pupil premium lead	Kirstie Yuen
Governor / Trustee lead	Lorraine Foster

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,250
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21,403
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96,483

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's Catholic Primary School, we strive to ensure that every child can access any support and intervention that we can offer in order for them to achieve their potential. Each year we receive a pupil premium allocation as part of our budget. This is currently based on the number of pupils in our school who fall into one of the following categories:

- Eligible for free school meals (including at any time in the last 6 years)
- Children, who are in the care of the Local Authority, have previously been in the care of the Local Authority or who have been adopted.
- Children who have one or more parents serving in the armed forces.

Our rationale is to use funding to support the whole child to break down any barriers to educational achievement. Our key barriers to achievement for Pupil Premium children are;

- Specific gaps in learning and slow progress in reading, writing and mathematics
- Social and emotional support so that pupil premium pupils are 'ready' to learn and have some similar experiences to non-pupil premium eligible peers.

Attendance. Attendance for pupil premium pupils is lower than the school average.

Please find below our rationale for each area of funding:

1. The improvement of Quality First Teaching is key to the success of all pupils, including Pupil Premium children. We believe that through the development of our bespoke curriculum, that is child centred and designed to inspire and celebrate our diverse school community, that children's engagement in learning will be increased and progress will accelerate. We are also planning to launch a whole school approach to the teaching of reading that will model high expectations and give all children, including Pupil Premium children the skills and love of reading that they need in later life.

2. Targeted interventions will be a key focus throughout 2021-2022 for all children based on their gaps and barriers to knowledge. Some interventions will be delivered outside of the classroom with specialist one to one tuition to ensure that children are making progress from their starting points. These interventions will focus on bridging the gap in knowledge and skills and will be robustly tracked by staff and leaders. Other interventions will take place through additional support in the classroom during lessons. Our Long Term aim is that as Quality First Teaching improves, in the coming years, this part of the strategy will be revised.

3. Pastoral and attendance support for our Pupil Premium children and families is another key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. This support is given in a range of ways including; one to one nurture sessions, group nurture sessions, early trauma or bereavement support, parent support workshops, targeted support for parents, early help intervention with families, support for material disadvantage and development of cultural capital. This list is not exhaustive and we will work

with each family individually, where the need arises to ensure the very best outcome is reached for the children in their care.

These will be reviewed in January and further funding used based on the children's emerging needs.

## Challenges

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

Challenge number	Detail of challenge
1	Poor attendance by some of our children limits their learning and expands knowledge and skills gaps.
2	Some of our PP children lack learning behaviours necessary for accessing classroom learning consistently.
3	Some of our PP children lack self-esteem and/or have a poor perception of school or staff. This effects motivation and engagement.
4	Most of our PP children have knowledge gaps in reading, writing or numeracy. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Some of our PP children lack aspiration and do not see the choices offered by education
6	Some of our children's parents are not engaged with the school or learning process and do not value learning or support the learning process at home.
7	Some of our PP children suffer from material or electronic disadvantage which limit access to learning and to extra-curricular experiences.
8	Some of our PP children display behaviour which suggests social and emotional needs which can prohibit engagement with learning
9	Some of our PP children have difficulties in accessing the language required for learning due to EAL challenges. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

## 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
To address behaviour issues to facilitate a situation conducive to learning.	The behaviour incidents at the school decrease and lesson observations demonstrate a better management of low-level disruption by teachers.
For Pupil Premium children to become confident, proficient writers.	PP children make at least good progress in reading and writing and outcomes are at expected (EXP) or above at the end of the year
Our provision for our most able PP children across the school allows them to reach their potential.	All of our higher ability PP children as identified in CAT tests are reaching greater depth outcomes in year 6.
Our PP children make expected progress and attainment in reading, writing and mathematics.	All PP children achieve in line with national average in reading, writing and maths assessments.
The attendance of PP children increases	The attendance of PP children is in line with 'other' children.
The school's pedagogical approach will ensure different opportunities for talk in lessons underpins effective learning and progress. Pupils will improve their ability to talk and learn effectively	The raising attainment of all Pupil Premium children at least in line with Non-Pupil Premium groups.
We improve the quality of teaching and learning throughout the school.	Monitoring of standards in teaching and learning show that over time, quality first teaching is at least good.
The quality of our phonics provision is good.	All non-SEND PP children achieve national average expected standard in Phonics Screening Check.
Children targeted by interventions are aware of their targets	All targeted individuals are able to articulate their own areas for improvement and this understanding is evident in books.
Targeted interventions are impactful	The measurement of achievement before and after targeted interventions shows that children have made accelerated progress.
PP children have a sense of belonging in the school	PP children have full access to Educational visits and school trips Children in receipt of the Pupil Premium have equal access to all that the school offers in terms of additional provisions. Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test. Participation in life enhancing experiences raises aspirations.
All families who require Early Help, receive this in a timely fashion.	A review of the FSW role shows data which reflects that need met the supply of our provision.

## 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 £18,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Early language acquisition</p> <ul style="list-style-type: none"> <li>• Early years lead to monitor implementation of NELI</li> <li>• Opportunities for speaking and listening through use of learning logs</li> <li>• Whole school focus on opportunities for talk.- linking to aspiration</li> </ul> <p>Development of the provision for Writing:</p> <ul style="list-style-type: none"> <li>• Subject Leads to monitor standards in teaching across the school</li> <li>• Supply costs for the English Lead to further develop the whole school approach to Writing.</li> <li>• Purchasing of materials to support individual pupils with their development in writing</li> <li>• One to one and group teacher support for targeted children</li> </ul> <p>Development of the provision for Maths:</p> <ul style="list-style-type: none"> <li>• Subject Leads to monitor standards in teaching across the school</li> <li>• Supply costs for the Maths Lead to monitor standards in Maths.</li> <li>• Purchasing of materials to support individual pupils with their development in maths</li> <li>• One to one and group teacher support for targeted children</li> </ul> <p>Development of the teaching in all Foundation subjects:</p> <ul style="list-style-type: none"> <li>• Subject Leads to monitor standards in teaching across the school</li> <li>• Supply costs for the Subject Leads to further develop the whole school approach to the teaching of Foundation subjects.</li> <li>• Purchasing of materials to support individual pupils with their development in Foundation subjects</li> </ul>	<p>We have taken particular guidance from the Ofsted Report <a href="#">‘how schools are spending funding successfully to maximise achievement’</a> in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Our whole strategy is based on the production of a barrier map for all PP children on which specific gaps can be identified and responses agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus.</p> <p>All evidence including that of our own experience, the <a href="#">Sutton Trust and EEF toolkits</a> and the <a href="#">Ofsted guidance</a> is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest in training to ensure that quality first teaching is always supported and remains a goal.</p> <p>We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie’s research culminating in the <a href="#">Visible Learning Metax global research database</a></p>	<p>2,3,4,5,7</p>

<p>One to one and group teacher support for targeted children where required</p> <ul style="list-style-type: none"> <li>Catch-up required due to COVID which may have widened the gap.</li> </ul> <p>High quality training for SLs, cascaded and shared with other teaching staff</p> <p>Staff will attend training to develop the following across the school:</p> <p>Continued training and development for middle leaders to support with monitoring the impact of our intent, implementation and impact across all subject areas.</p> <ul style="list-style-type: none"> <li>Adults' understanding of metacognition</li> <li>The effective teaching of vocabulary development across the school.</li> <li>Development of the teaching of reading:</li> </ul>	<p>This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54).</p> <p>The <a href="#">Sutton Trust and EEF toolkits</a> identify a focus on a few key things which have the most significant national impact on achievement and progress.</p> <ol style="list-style-type: none"> <li>A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children.</li> <li>Reading comprehension strategies and the explicit embedding of phonics throughout the school.</li> <li>Staff training and the effective use of experts to assist and intervene in the educational process for children.</li> </ol>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our ultimate goal is to create a team of teachers so expert that quality first teaching effectively meets the needs of all children. Whilst we continue to work towards that goal it is clear that some inherited and created issues regarding individual children have resulted in skills and knowledge gaps which need to be filled. When deciding how to do this we are led by our barrier map diagnosis and evaluation of data to measure the impact of responses to gaps.</p>		
<p>Teacher 1:1 discussions with each Pupil Premium child:</p> <ul style="list-style-type: none"> <li>Individualised target setting with each Pupil Premium child</li> <li>Individualised review of learning</li> <li>Supply costs to enable Class Teachers to work 1:1</li> </ul>	<p>Whilst we agree that a variety of methods should be employed to meet individual need we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful</p>	<p>1,2,4</p>

<ul style="list-style-type: none"> <li>Inclusion Lead to oversee the targeted Pupil Premium children are gaining from the 1:1 discussions</li> </ul>		
<p>Reading intervention team to support targeted PPG pupils in all year groups from Y1 to Y6.</p> <ul style="list-style-type: none"> <li>To provide targeted interventions to include: Rapid reading and Rapid writing. Switched On reading and Fluency .</li> <li>1:1 and small group provision of focused interventions and precision teaching led by TA to focus on spelling support, reading comprehension and handwriting.</li> <li>1:1 and small group provision of focused interventions and precision teaching led by TA to focus on maths support of basic methods of 4 calculation, while encouraging children to use concrete apparatus to build and develop greater understanding of mathematical concepts.</li> <li>Targeted Maths groups – catch-up post COVID-19 based on the Baseline data. Number focus to ensure application of skills. Concentration on standard written methods to ensure a strong foundation of calculation methods to support reasoning and using Mastery Teaching Approaches linked to Quality First Teaching.</li> <li>Use of On Track Maths and IXL online teaching for home-learning to close gaps in understanding.</li> </ul>	<p>method to fill gaps. This mirrors the findings of the <a href="#">Sutton Trust and EEF toolkits</a> and the <a href="#">Ofsted guidance</a> discussed above.</p>	
<p>Teaching staff to be trained in NELI. Training costs for support staff to be trained in other strategies to support speech and language</p>	<p>The <a href="#">EEF</a> have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.</p>	<p>9</p>
<p>Engagement of private Educational psychologist for individual diagnosis and assessment as needed to support the gathering of evidence for EHCP applications.</p>		
<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</p> <p>High expectations around the teaching of phonics and the around the expected progress that children are to make. Close tracking and monitoring to allow for adjustments/additions to interventions groups. Regular phonics screening assessments from previous years to allow staff to track progress, carry out gap analysis and teach accordingly</p>		

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Proportion of PP allocation to be reserved to support some families with the cost of:</p> <ul style="list-style-type: none"> <li>• School uniform</li> <li>• School residentials</li> <li>• Access to extra-curricular clubs and Wrap-around</li> <li>• Any other expenditure deemed necessary by the school</li> </ul> <p>Support individual pupils with developing their cultural capital through:</p> <ul style="list-style-type: none"> <li>• Identifying individual interests and supporting the development of this</li> <li>• Ensuring access to musical instrument tuition</li> </ul> <p>English lead to continue to raise the profile of reading and writing (including early phonic strategies) through whole school events, such as: parent workshops, bedtime stories, World Book Day, poetry events and live storytelling. Cultural capital opportunities identified (such as visits from poets) and built into curriculum plan for all pupils and promote high attaining disadvantaged children engagement in opportunities for further extension.</p> <p>Pastoral Team to include: Family Support Worker and Learning Mentor. Provide a wealth of pastoral support for both children and families. Ensure both FSW + L.M have access to high quality training. EEF states that social and Emotional learning has a valuable impact on attitudes to learning.</p> <p>FSW supports our families in the following ways:</p> <ul style="list-style-type: none"> <li>• ensuring that the families had access to adequate, permanent housing</li> <li>• ensuring that families had access to the government funding and benefits that they were entitled to</li> <li>• engaging parents and families with support for their mental health and the impact of this on the children;</li> <li>• supporting victims of domestic abuse</li> </ul>	<p>Our approach to social and emotional support is to embed inclusion as a keystone throughout our school. The priorities of our inclusion provision are...</p> <ol style="list-style-type: none"> <li>1. To have systems in place to secure the inclusion of all children so teachers can teach and learners can learn,</li> <li>2. To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and</li> <li>3. To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge.</li> </ol> <p>There is a plethora of research surrounding the benefits and establishment of inclusion in education<sup>1</sup>. A study called <a href="#"><u><i>Inclusion and the standards agenda: negotiating policy pressures in England</i></u></a><sup>2</sup> in 2006 defines successful inclusion as '<i>Schools...hav[ing] strategies for encouraging the presence, participation, and achievement of all learners</i>'. This is now echoed in <a href="#"><u>UNESCO's 'Guide to Ensuring Inclusion and Equality in Education'</u></a> (2017). Various models and factors have been discussed and recent studies (including <a href="#"><u>Dimitrellou</u></a></p>	<p>1,2,3,7,8</p>

<sup>1</sup> 'Inclusive education' means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

<sup>2</sup> Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*



<ul style="list-style-type: none"> <li>ensuring that families were supported by appropriate external agencies e.g. Service Six</li> <li>supporting families with links to local Food Banks</li> <li>improving adults' prospects of securing employment</li> <li>debt, often leading to other issues surrounding family finances such as food, paying bills etc</li> </ul> <p>Close monitoring of the attendance rates for pupils eligible for PP. Learning time could be lost to poor attendance. Low levels of aspiration, resilience and study skills which lead to low confidence. Financial restrictions due to family circumstances provide a barrier to children accessing enrichment opportunities, these are provided by the school. Close daily monitoring by FSW and office Team for attendance.</p> <ul style="list-style-type: none"> <li>Monitor pupil's daily attendance and follow up quickly on absence - first day response call.</li> <li>Persistent absence to be supported through breakfast club places, where applicable, to encourage attendance daily and improved monitoring.</li> </ul> <p>The "Nest" provides a calm, safe, space for pastoral interventions led by learning mentors.</p> <ul style="list-style-type: none"> <li>Timetabled interventions for SEL</li> <li>Lunchtime activities</li> <li>Bespoke sessions for individuals</li> </ul>	<p><a href="#">2017</a><sup>3</sup> and <a href="#">Farrell 2004</a><sup>4</sup>) have started to model the features required to enable inclusive education to occur. These studies coupled with '<a href="#">School exclusion: a literature review on the continued disproportionate exclusion of certain children</a><sup>5</sup>' provide a comprehensive literature review of inclusion and a sound basis of research. From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.</p> <p>We firmly believe in the establishment of relationship in order to support SEL. We heavily resource pastoral support and are beginning to find strategies to better evidence this spend including the analysis of data from the PASS survey and cross-referencing outcome data with pastoral support using the Insights programme.</p> <p>We also rely on the findings of the <a href="#">EIF</a> in relation to the effect of early help and intervention in respect of mental health and achievement</p>	
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**Total budgeted cost: £96,483**

<sup>3</sup> Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

<sup>4</sup> Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International.

<sup>5</sup> Graham et al, DfE, 2019

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was comparable to non PP children. Children were tracked individually and the majority of those who were PP non SEN were making similar progress gains to their non PP peers. PP Children in years 3,4 and 6 made more progress in reading than their non PP peers.

However attainment reached across the years for all pupils years 1-5 was lower than expected. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Attainment for our year 6 cohort (2019-20) was stronger where PP children achieved well.

#### Impact Statement 2020-21 Data based on Teacher assessment

##### Whole school overview

##### Disadvantaged/ Non Disadvantaged TA Summer 2021

#### Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No of Disad. At expected	20%	57%	86%	100%	0% (4 children)	90%
No of non Disad. At expected	48%	68%	81.2%	94.7	92.5%	77.7%
% +/-	-28%	-11%	+4.8%	+5.3%	-92.5%	+12.3%

#### Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No of Disad. At expected	20%	57%	76%	25%	0%	70%
No of non Disad. At expected	44%	59%	78%	73.6%	85%	72%
% +/-	-24%	-2%	-2%	-21.6%	-85%	-2%

#### Mathematics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No of Disad. At expected	20%	57%	69.2%	50%	0%	70%
No of non Disad. At expected	44%	68%	72%	84%	85%	66.6%
% +/-	-24%	-11%	-2.1%	+34%	-85%	+4%

*Written: September 2021 by Kirstie Yuen Executive Headteacher. Date of next review: February 2022*

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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
Rapid reading/ Writing interventions	Pearson

## 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?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*