

Pupil premium statement 2022/23

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
Number on roll	135
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2 - 2023/24
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rob Meech - Executive Headteacher
Pupil premium lead	Debbie Gill- Head of School
Governor / Trustee lead	Liz Tompkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23545
Recovery premium funding allocation this academic year	£2465
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	£26010

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Part A: Pupil premium strategy plan

Statement of intent

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,”

Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the individual needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that there are pupils not in receipt of the funding who are equally socially disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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- Early identification is paramount and our staff, with guidance from the SENCO and Subject Leaders, will need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths.

Strategies

- Eligibility for the Pupil Premium is not to be confused with low ability, and we therefore have a focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thorough analysis of pupils who are underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the EEF teaching and learning toolkit and PP guidance) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Clear expectations that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate our best teachers/TAs to teach intervention groups to improve Mathematics and English.
- Use assessment regularly (not just at termly Pupil Progress Meeting) to check whether interventions or strategies are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Ensure all pupils are clear on their next steps and how to get there.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors in the decision making and evaluation process so they're able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of the spending on the outcomes for pupils.

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Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally make less consistent progress from early reading into fluency. Generally, socially disadvantaged pupils do not have a consistent experience of home to school reading. This negatively impacts on their development as readers and particularly as higher attaining readers.
2	Assessment, observation and discussions identify that socially disadvantaged pupils are more likely to have a lack of early speech and language opportunities. This can lead to underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Data identifies over 17% of children who are socially disadvantaged and are also on our SEN register - for cognition and learning; speech and language concerns and SEMH needs-
4	Assessment, observations and discussions identify a loss of learning due to the Covid-19 pandemic and school closure - specifically in writing in UKS2. Due to this socially disadvantaged pupils are making less consistent progress. This creates a barrier for mid attainers and higher attainment, particularly at greater depth.
5	Referrals for social and emotional support have increased since the pandemic. Some pupils with needs that were previously met within school have required significant adjustment to resource and referral including transitions from in school SEND support to EHCP level support. Our observations and discussions with pupils identify that for some disadvantaged pupils, have difficulty taking on leadership roles. We have also observed poor self-regulation skills that impact on their ability to work collaboratively and to accept a degree of challenge in their learning.
6	Attendance data over the last 2 years indicates that attendance among disadvantaged pupils against non-disadvantaged pupils has widened from pre-Covid levels. Our assessments and observations indicate that school absence is negatively impacting disadvantaged pupils' progress.
7	Our observation in school through discussion with parents identifies that disadvantaged pupils are not always willing or able to access out of school activities or attend trips. This can impact on learning and or self-esteem and create social justice barriers.

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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
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • PP children will be achieving in line or better than the national average for: GLD Year 1 phonics screening Year 2 reading assessments Year 6 reading assessment • Parents to engage with home school reading and workshops to be delivered. •
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Observations of children and pupil conferencing show high engagement levels and quality talk around their learning. • They will be observed to be confident speakers using a growing range of vocabulary. • Writing begins to show a wider choice and range of vocabulary being used especially vocabulary that is ambitious for the child's ability stage.
Accelerated progress for SEND children	<ul style="list-style-type: none"> • Children who do not achieve national averages will make accelerated progress from their starting points. • Children with SEND profiles will use strategies to develop self-regulation. • Children will be challenged through aspirational targets and coaching and mentoring techniques will be used to support accelerated progress. • All children will have good relationships with key adults and show a readiness to learn. • Speech and language programs will produced targeted interventions for pupils and be given at least twice a week.
Improved writing attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • In year 6 over 50% of the PP children will achieve GD in writing. • Year 4 and 5 children will achieve accelerated progress from their starting points.

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<p>Improved opportunities for leadership roles. Developed self-regulation strategies.</p>	<ul style="list-style-type: none"> • PP children will embrace opportunities to lead in roles across the school. This will be through liturgies, gift team, play leaders and supporting younger children. • Children will use a 5-point scale to support self-regulation strategies. • They will manage high trigger emotions through using these strategies.
<p>Improved attendance data for PP children</p>	<ul style="list-style-type: none"> • Children who have attendance figures below 90% will quickly be supported through: School support Home/school agreements EWO support • Children who have persistent lateness will be supported to improve this. • Attendance data will be improved from the previous year's data.
<p>Improved participation in extra-curricular activities and trips.</p>	<ul style="list-style-type: none"> • All children accessing class trips and financial support and payment plans to help funding issues. • Additional clubs provided to engage PP children and specifically offered to vulnerable and reluctant individuals. • Increased provision of clubs over holiday periods.

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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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD oral intervention following Plymouth Oracy Project (Oracy 21)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 and 2
Phonics catch-up - ability to provide a smaller teaching group so that children are learning at stage of their development rather than age group.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2 and 3
KS2 writing support with class teacher	First quality teaching makes the biggest impact on children's progress. Increasing the amount of direct contact PP children have with the class children will ensure they make progress in their learning.	4
Power Maths - Extra teacher to support teaching in single age year groups in KS2.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2 ,3
5 point scale training	Key adults to be trained in delivering strategies to support self-regulation	5 and 3

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	Metacognition and self-regulation review.pdf (d2tic4wvo1iusb.cloudfront.net)	
Oral language intervention- delivered by teacher	<p>Vocabulary deficit is a big barrier for children making progress and attaining in line with their peers. (supported by DFE)</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
Supply teaching to release all staff for coaching and mentoring opportunities	<p>Promote the use of agreed metacognitive strategies in teaching and learning. Evidence that metacognition has a very high impact for low cost.</p> <p>Metacognition and self-regulation review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,2,3,4,5 and 7

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk time , speech and language support in early years and KS1</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3 and 5
<i>Phonics intervention programmes for groups and one to one</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, and 5
<i>Reading recovery approach one to one</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1 and 3

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<i>Paired reading to model and build fluency and comprehension one to one</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 3 and 4
<i>Precision teaching spelling and phonics to support the removal of barriers to writing</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4
<i>Counselling one to one</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3 and 4
National Tutoring Programme	Government initiative designed to support children working in small group tutoring interventions. (EEF approved strategy)	1, 2, 3 and 4
Year 6 Tutoring.	1:1 and small group interventions are proven to close the attainment gap.	3 and 4

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

Budgeted cost: £4,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training, modelling and ongoing CPD to embed a whole school attachment/trauma informed approach.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3 and 5
Subsidising trips, clubs and musical tuition	Enrichment activities develop positive SEMH. They help to lessen social justice barriers. They improve attendance https://www.ncb.org.uk/about-us/media-centre/news-opinion/new-analysis-help-	5, 6 and 7

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	<u>struggling-children-and-families-underlines</u>	
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Total budgeted cost: £26010

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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 2021 to 2022 academic year.

Year 1 Review (2021/22)
Academic: <ul style="list-style-type: none">● EYFS - 100% of PP children achieved GLD in EYFS● Phonics Y1 - 50% of PP children passed the check v Non PP of 72%.● Phonics Y2 - By Y2 100% of PP children had passed the phonics check.● Reading Y2 – 50% ARE and 50%GDs PP children● Writing Y2 - 50% ARE v Non PP 73% ARE v 9% GDS● Maths Y2 - 50% ARE v Non PP 82% ARE with 9% GDS● Y4 MTC - 1 child scored 25. 2 children scored between 16-24. 4 children scored less than 15. Average score 17/25.● Reading Y6 - 67% ARE an● GAPS Y6 - - 67% ARE and 33% GD● Maths Y6 - - 67% ARE and 33% GD● Writing Y6 - - 67% ARE
Attendance: was 85% for PP children
Behaviour: There were no exclusions for PP children.
Wider impact: 100% of PP children attend trips this year, including the Y5/6 residential