# Pupil premium strategy statement

St Mary’s Catholic Primary School Axminster

Living, loving and learning with God

## 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

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| Detail | Data |
| School name | St Mary’s Catholic Primary School Axminster |
| Number of pupils in school | 137 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 to 24 |
| Date this statement was published | Oct 2021 |
| Date on which it will be reviewed | Feb 2022 |
| Statement authorised by | E Mannix |
| Pupil premium lead | E Mannix |
| Governor / Trustee lead | L Tompkins |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £30,625 |
| Recovery premium funding allocation this academic year | £2,465 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **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 | £ 33,090 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils make good progress academically and build their self belief, develop a clear individual voice and have opportunities to lead and to contribute to making a difference to others. We work to ensure that all pupils, regardless of background, home opportunities and barriers faced. This is articulated through the school and trust mission.  The focus of this pupil premium strategy is to support disadvantaged pupils to achieve that goal.  First wave quality teaching with mastery and oracy at the heart of that approach is a key driver across the whole school. Developing children’s own understanding and skills for effective learning is an explicit focus in all learning experiences at St Mary’s. These are further promoted and reflected through the school values.  EEF toolkit highlights these as having the greatest impact on closing attainment gaps so will support all pupils.  The strategy works to ensure that those pupils identified as disadvantages are given the focus and support to make the most of first wave quality teaching.  Our approach focuses on being detailed about the individual strengths and challenges of individual children. We work from an inclusive and positive model; seeking to build on strengths and on removing barriers to offer an holistic focus across half term, termly, over a single year and over time. Personalised learning, overlay of intervention support to ensure that practice makes permanent, are principles that are used across the school for the benefit of all children and are made available to all pupil premium children who will benefit from this intervention. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. |
| 2 | Assessment, observation and discussions with pupils, indicate that lower levels of oracy result in some disadvantaged pupils not being as confident in their own self checking skills through lessons. This can impact on attainment. |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally make less consistent progress from early reading into fluency. Generally, 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. . |
| 4 | Assessments, observations and discussions suggest disadvantaged pupils generally take longer to secure the skills to demonstrate their learning and knowledge of texts through shared talk and through independent written tasks when compared with other pupils at the equivalent reading level. |
| 5 | Assessments, observations and discussions suggest disadvantaged pupils have barriers in using higher level language in independent writing limiting achievements at greater depth. |
| 6 | Assessments, observations, and discussions with pupils suggests disadvantaged pupils generally make less consistent progress in securing number fluency and then being able to reason and explain when compared with pupils at the equivalent number fluency stage. This creates a barrier to higher attainment, particularly at greater depth. |
| 7 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils during the pandemic, most notably a rise in anxiety. These challenges have had a significant impact on disadvantaged pupils.  Referrals for social and emotional support have increased during 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, taking on leadership roles can present barriers. |
| 8 | 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. |
| 9 | 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate improved oral language amongst disadvantaged pupils. This would include engagement levels, quality of talk, book scrutiny and on going point in time assessments. |
| Improved reading attainment among disadvantaged pupils. | KS2 outcomes in 2024/ 5 evidence accelerated progress for disadvantaged non SEND pupils shown particular through an at least 8 + point raw score for reading from KS1 data.  KS2 outcomes in 2024/5 for disadvantaged pupils with SEND evidence at least 4 + point raw score for reading from KS1 data. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 outcomes in 2024/ 5 evidence accelerated progress for disadvantaged non SEND pupils shown particular through an at least 8 + point raw score for reading from KS1 data.  KS2 outcomes in 2024/5 for disadvantaged pupils with SEND evidence at least 4 + point raw score for reading from KS1 data. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of well being demonstrated by :   * qualitative data from student voice, student and parent survey and staff observation. * Pupil individual records evidencing participation in all aspects of school life, including enrichment activities. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained attendance from 2024/25 demonstrated by :   * the overall absence rate for all pupils being above 95%, and the attendance gap between disadvantaged pupils and non disadvantaged peers reduced by at least 3 % * the percentage of pupils who are persistently absent being below 10% for all pupils and the figure for disadvantaged pupils being no more than 5 % lower than non disadvantaged. |
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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: £ *[4635]*

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| 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>  <https://voice21.org/oracy/> | 1, 2 |
| *CPD to further develop dialogical classroom with collaborative learning as a key approach* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches> | 1,2,3,4,5,6 |
| *CPD to embed whole school Rosenshine principles* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | 1,2, |
| *NCETM maths mastery year 3 to be completed 2021 to 22*  *Maths Mastery approaches to be embedded across all year groups* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1,2,3,5,6 |

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

Budgeted cost: £ *[27,635]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Talk time , speech and language support in early years and KS1* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1,2,3 |
| *Phonics personalisation programmes for groups and one to one* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1,2,3 |
| *Reading recovery approach one to one* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1,2,3,6 |
| *Paired reading to model and build fluency and comprehension one to one* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1,2,3,6 |
| *Precision teaching spelling and phonics to support the removal of barriers to writing* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 5 |
| *Pastoral support talk time small group and one to one* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 7,8 |
| *Counselling one to one* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 7,8 |

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

Budgeted cost: £3000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training, modelling and on going CPD to embed a whole school attachment/ trauma informed approach. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 7,8 |
| *Pastoral support intervention during break and lunch to model and support positive peer engagement* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 7,8 |
| *Family support to improve engagement and to support improved understanding and consistency of strategies from home to school.*  *Early help intervention for families.* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  <https://www.ncb.org.uk/about-us/media-centre/news-opinion/new-analysis-help-struggling-children-and-families-underlines> | 7,8,9 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# 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.

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| *See attached review of PP strategy 2020 to 21*  *This is also posted on the school website.* |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | This was absorbed into the pupil premium spending to support whole school developments in building metacognitive approaches for all pupils. |
| What was the impact of that spending on service pupil premium eligible pupils? | Explicit modelling and first wave quality teaching secured positive learning gains for eligible pupils. |

# Further information (optional)

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| *School access Government food parcels and food vouchers for all families registered for pupil premium. In addition school access an additional local sourced food parcels for families for each of the school holiday periods.*  *School access local grants and funding to support individual families to purchase uniform and household essential items where needed.*  *School have close relationships with local sports providers who offer free and or reduced rates to support pupil access to holiday sports opportunities.*  *School commission Ed Psych services funded through GAG which is accessed by need. Where disadvantaged pupils access this it is not funded through pupil premium funding.* |