# 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

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| Detail | Data |
| School name | St Mary’s RC Primary |
| Number of pupils in school | 241 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Stuart Hewson |
| Pupil premium lead | Stuart Hewson |
| Governor / Trustee lead | Tricia Rose |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £36,975 |
| Recovery premium funding allocation this academic year | £9139 |
| 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 | £46,114 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Mary’s we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We operate a no excuse culture, setting children up to have the skills, knowledge and confidence to succeed in life. We have high expectations for all of our pupils, and believe it is not where you come from but your passion and thirst for knowledge and dedication to learning that makes the difference between success and failure. Together with good teaching and a lot of love and care, every child can have aspirational aims achieve their ambitions.  Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment and aspirations of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their non-deprived peers. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential in a range of skills. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels. Funding is allocated within the school budget by financial year. This budget enables the school to plan its intervention and support programme. Expenditure is therefore planned and implemented by need.  Context  Our School leaders and governing board ensure that Pupil Premium funding is not simply absorbed into the mainstream budget, but instead is carefully targeted at the designated children. Some initiatives are adopted on a whole school basis and are not restricted to FSM registered pupils only. However, the implementation of some programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils.  As an inclusive school, we strongly believe that no pupil should be disadvantaged as a result of background or circumstances. All staff ensure that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. |

## 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 and discussions with parents indicate that spupil premium children at school have additional social, emotional needs, which have increased due to Covid. There have been an increased number of referrals from teachers over the past 12 months |
| 2 | Assessment and observations suggest some pupil premium children struggle with early mathematics skills in comparison to their peers |
| 3 | Many of our pupil premium children do not have the rich and varied experiences that most of our non-pupil premium children have. |
| 4 | Our internal data indicates that some pupil premium children are attaining below their peers in reading, writing and maths. |
| 5 | Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics 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.

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| Intended outcome | Success criteria |
| Teaching:  Ensure high quality first teaching for all pupils with a focus on ambition for all so that pupils make at least expected progress in Reading, Writing and Maths. | * PP pupils make at least EXS progress from their KS1 starting points * PP progress measures are at least in line with National at the end of KS2 * PP attainment measures are at least in line with National at the end of KS2 * Gap will close between PP pupils and their non PP peers |
| Targeted support:  Use evidenced based interventions in the core subjects to ensure that pupils “keep up” and not “catch up”. These will be delivered by both teaching staff and TA’s | * To reduce the gap between PP pupils and their non PP peer group in all year groups * To improve the attainment and progress of the pupil premium group in every year |
| Wider strategies:  Provide support to PP pupils to enable them to overcome some barriers to learning through “wider strategies” | * There is equality of opportunity for all * All pupils have full access to the curriculum and all available opportunities * A wide range of extra-curricular activities will be offered and subsidised for pupil premium children * Discounts and subsidies will be applied to pupil premium families for trips, visits, workshops, extracurricular clubs, music lessons and residentials |
| Emotional support:  Provide support to PP pupils who have social and emotional issues | * Pupils will have access to an onsite school counsellor to support with their emotional needs * Children will be emotionally happier and therefore make better progress at school |

## 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: £ *[7000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Recruit an additional short term intervention teacher (main focus on current Year 1) to support teaching and learning with a focus on PP and SEND pupils | Sutton Trust “The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds”  EEF “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” | 2&4 |
| CPD for teaching staff on developing effective feedback for all learners | DFE “Professional development must be prioritised by the school leadership” | 2&4 |
| Series of professional development staff meetings on each Foundation subject to improve subject knowledge. | DFE “Professional development must be prioritised by the school leadership” | 3 |
| Purchase of a DFE validated Systematic Phonics programme | 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: | 5 |

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

Budgeted cost: £ *[28000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Establish small group and 1:1 tuition to ensure the progress of maths across Key Stage 1 | EEF “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” | 2&4 |
| 1. Provide small group interventions in English (Reading and Writing) for pupils falling behind age-related expectations | EEF “ Evidence consistently shows the positive impact that targeted academic support can have”  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 | 2&4 |
| Purchase web based and paper based resources to be used at home to support learning:  My Maths  Classroom Secrets  Google Classroom  Active Learn  CPG | 1. EEF-parental engagement 2. EEF guide to pupil premium-targeted academic support 3. EEF-digital technology-clear evidence that technology approaches are beneficial for English and Maths | 2&4 |

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

Budgeted cost: £ *[12,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To broaden opportuni-ties and experiences and raise aspirations of PP pupils  Funding for all trips, vis-its and workshops in-cluding Yr6 residential  Funding for small group instrument tuition (where appropriate)  Funding towards extra-curricular activities | EEF “Wider strategies relate to the most significant non-academic barriers to success in school”  Numbers of pupil premium children accessing extra curricular activities and small group instrument tuition increases    All pupils attend trips, visits and the Year 6 residential  All pupils have all they need to access a full curriculum    Confidence and self-esteem of PP pupils is raised and pupil voice shows that pupils are happy | 3  3  3 |
| To provide pastoral support to PP pupils  Funding for an Caritas Counsellor to support children and families with emotional needs | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  EEF Social and Emotional Learning | 1 |

**Total budgeted cost: £** *[47,000]*

# 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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| **Attainment of Y6 pupils** | | |
| Headline Measure | PP eligible for PP (3 pupils) | Pupils not eligible for PP (27 pupils) |
| % achieving national standard in reading | 100% | 100% |
| % achieving national standard in writing | 100% | 89% |
| % achieving national standard in maths | 100% | 92% |
| % achieving national standard in reading, writing and maths | 100% | 85% |
| % achieving greater depth standard in reading, writing and maths | 0% | 22% |

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| Review of Expenditure 2020-2021 | | | |
|  | ACTIONS | | |
| Chosen action/approach | Impact: | Lessons learned: | Cost |
| Implication of intervention programmes linked to writing that will help close the gaps for PP children entering the school  Training for new staff in EYFS | Pupil premium children have performed well 75% are on track. This is slightly above non-pupil premium children. | The intervention have been very worthwhile and will be continued next year to support the children in receipt of pupil premium within EYFS. | £2500 |
| 1:1 tuition of pupils  Employment of TA’s to support with intervention programmes and run intervention programmes | The impact of these interventions have been very successful especially after the return to school after lockdown (February 2021). Across school, there has been very little difference in attainment between pupils who receive pupil premium and those who do not. The maximum difference is 6%, which equates to two children. | This has been very successful. Clear targets are to be in place for those children who are not quite on target as they progress to next class. | £3000  £25000 |
| Funding of music lessons Music lessons and trips beyond the curriculum for those children with Pupil Premium | Many of the children have gained access to wider opportunities that they would not have had including musical tuition and access to theatre groups within school. | After the restrictions are lifted within the wider community, it is essential that all the children, and especially those who receive pupil premium, should gain as many experiences as possible that will give them higher aspirations for the future. | £5000 |
| Employment of a Caritas social worker | This resource has had a huge impact on the well-being of many of our children and families. It has also helped children to achieve academically. During the closure of schools, this resource has been essential. Most children,who receive this service, are on track academically and are making good progress emotionally. | This resource is essential in helping the school to support our community when returning to school. | £9900 |
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## Externally provided programmes

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| Programme | Provider |
| Times Tables Rock Stars |  |
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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? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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