# 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  | 239 |
| Proportion (%) of pupil premium eligible pupils | 9.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | The Governing Board |
| 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 | £42,190 |
| Recovery premium funding allocation this academic year | £3635 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £45,825 |

# 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.ContextOur 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 | Some pupil premium children are attaining below their peers in **reading, writing and maths.** |
| 2 | Some pupil premium children In EYFS and KS1 struggle with **early mathematics skills.** |
| 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 | Some pupil premium children in the EYFS have additional **social, emotional needs which have increased due to Covid.** |

## 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 |
| **Challenge 1:**Some pupil premium children are attaining below their peers in **reading, writing and maths**. So 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.** | **Success Criteria:*** PP pupils make at least EXS progress (0+) from their KS1 starting points by 2024
* PP progress measures are at least in line with National at the end of KS2 by 2024
* PP attainment measures are at least in line with National at the end of KS2 by 2024

**Year 2: 2022-23**

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| --- | --- | --- | --- | --- |
| **Subjects** | **Sept ‘22** | **Feb ‘23** | **July ‘23** | **Progress****KS1 – July ‘23** |
| **Reading** | 80%GD 20% |  |  |  |
| **Writing** | 40%GD 0% |  |  |  |
| **Maths** | 60%GD 0% |  |  |  |

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| **Challenge 2:**Some pupil premium children struggle with **early mathematics skills. (whole class due to low PP numbers)** | **Success Criteria:**The use of interventions has a significant impact in developing pupils’ early maths skills as seen by the end of year R and the of year 2**Year 2: 22-23**

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| **Year group** | **Autumn ‘22** | **Summer ‘23** |
| **Year R** |  |  |
| **Year 2** |  |  |

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| **Challenge 3**Provide support to PP pupils to enable them to overcome some barriers to learning through “wider strategies” including enrichment. | **Success Criteria**:* 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

**Year 2: 2022-23**

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| **Exp & Opps Offered over time** | **Autumn ‘22** | **Spring ‘23** | **Summer ‘23** |
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| **Challenge 4**:Provide support to all children in the EYFS (including PP pupils) who have social and emotional issues | **Success Criteria*** Children 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 as shown by the number of children achieving the ELG (social and emotional)

**Year 2: 2022-23**

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| **Year group** | **Autumn ‘22** | **Summer ‘23** |
| **Year R** |  |  |

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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

Budgeted cost: £ 22,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: Employ additional teacher to support children.Development of peer teaching and use of Rosenshine principles  | Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:* The EEF’s [guidance reports](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports) offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The [EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) includes summaries of the best available evidence on approaches.
* Evidence Based Education’s [Great Teaching Toolkit](https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F) provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.
* Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF [‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457) summarises the evidence for teachers.
 | 1 &2 |
| Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning:Training for all staff in the new phonics scheme.CPD on ensuring effective feedback is used | Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on thebest available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:* The [EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework) and [guidance reports](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports).
* The EEF’s [‘Effective Professional Development’](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217) guidance report offers support in designing and delivering PD and selecting external PD.
* The EEF has developed support tools to go alongside the ‘Effective Professional Development’ guidance, such as [‘Considering a balanced design](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/Planning-professional-development.pdf?v=1641893326)’, and more [here](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development).
 | 1 &2 |
| Mentoring and coaching:Peer to Peer teaching to ensure good practice for all pupils  | A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:* The EEF guidance on ‘Effective Professional Development’ is accompanied by a poster to help consider the [‘Effective Mechanisms of PD’](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217) - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.
 | 1 and 2 |

**Targeted academic support**

Budgeted cost: £8000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Interventions to support language development, literacy, and numeracy:Small group work led by experienced TA’s to support language development and numeracy. | Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum. Supporting resources:* The EEF’s [‘Selecting Interventions’](https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996) tool offers evidence-informed guidance to select an apt programme.
* The EEF has dedicated web pages on effective approaches to support [literacy](https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy) and [numeracy](https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics).
 | 1 and 2 |
| Teaching assistant deployment and interventions: TA’s deployed to support where they are needed the most. | Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:* The EEF guidance report on [Making the Best Use of Teaching Assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.
* The EEF Toolkit has a strand on [teaching assistant interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions).
 | 1 and 2 |
| One to one and small group tuition: Employment of tutor to deliver tutoring programme money | Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:* The EEF Toolkit has a strand on [one to one tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) and [small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition).
 | 1 and 2 |

**Wider strategies**

Budgeted cost: £13000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supporting pupils’ social, emotional and behavioural needs: Employment of a Caritas worker half a day per week to support pupils. | Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:* The EEF guidance report on [Improving Social and Emotional Learning in Primary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) includes 5 core competencies to be taught explicitly.
* The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.

The EEF Toolkit has a strand on [social and emotional learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) and [behaviour interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 4 |
| Supporting attendance: Buy into a SLA with the local authority | There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:The EEF guidance report on [‘Working with Parents to Support Children’s Learning’](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222) includes a focus on offering more intensive support, which can include approaches to support attendance | 1,2, 3 and 4 |
| Extracurricular activities, including sports, outdoor activities, arts, culture and trips: Funding for coaches to events such as Hallie Orchestra, Shakespeare Festival for Schools, Young Voices and the Lowry theatre. | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:* The EEF Toolkit has a strand on [arts participation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation).
 | 3 |

**Total budgeted cost: £** 43000

**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.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Challenge 1**Some pupil premium children are attaining below their peers in **reading, writing and maths.****Success Criteria:*** 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subjects** | **January Data (Y6)** | **Spring****Data (Y6)** | **July****Data (Y6)** | **Progress****D pupils** |
| Reading | 63% | 66% | 78% | 6.4 |
| Writing | 50% | 67% | 68% | 3.9 |
| Maths | 63% | 63% | 66% | 1.1 |

**Comment:**PP children made good progress from their starting points. Attainment for reading is above the national average. Writing is in line with national average and maths is slightly lower. (The national average comparison involves all children nationally as a national statistic for PP pupils only is not known at this time. **The statistics above are PP children only).** |
| **Challenge 2:**Some pupil premium children struggle with **early mathematics skills. (whole class due to low PP numbers)****Success Criteria:**

|  |  |  |
| --- | --- | --- |
| **Year group** | **Autumn ‘21** | **Summer ‘22** |
| **Year R** | **67%** | **73%** |
| **Year 2** | **67%** | **87%** |

**Comment:** The interventions used in this year group had a significant impact especially in year 2. The use of teacher in early intervention will continue next year. |
| **Challenge 3:**Many of our pupil premium children do not have the **rich and varied experiences** that most of our non-pupil premium children have.**Success Criteria:**

|  |  |  |
| --- | --- | --- |
|  | **Autumn ‘21** | **Summer ‘22** |
| **Number of Experiences offered** | **4** | **10 plus** |

**Comment:** Extra experiences were limited during Autumn term due to Covid. After Christmas, many more opportunities were provided and funded where necessary including sports, music lessons, theatre visits, residential and school trips. |
| **Challenge 4**Some pupil premium children in EYFS have additional **social, emotional needs which have increased due to Covid.****Success Criteria:**

|  |  |  |
| --- | --- | --- |
| **Year group** | **Autumn ‘21** | **Summer ‘22** |
| **Year R** | **40%** | **70%** |

**Comment:** 10 children on the PP list had some social emotional need at the start of the school year. In Autumn term 40% were academically on target and by the end of the year 70% achieved at least the expected grade. Two of the three who did not achieve have complex learning needs and the other has had extended absences.  |

 **Externally provided programmes**

|  |  |
| --- | --- |
| Programme | Provider |
| Times Tables Rock Stars |  |

## Service pupil premium funding (optional)

|  |  |
| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | Teaching assistant support to ensure the children made progress in line with their peers. |
| What was the impact of that spending on service pupil premium eligible pupils? | Both children made progress in line with their peers. |