

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 School
Number of pupils in school	244 including nursery 208 excluding nursery
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022 April 2023 September 2023
Statement authorised by	Anna Tumelty
Pupil premium lead	Jennifer Colley
Governor / Trustee lead	Kevin Nicol

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,330
Recovery premium funding allocation this academic year £12.905 (4 instalments)	Still awaiting confirmation of funding
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	£135,330

Part A: Pupil premium strategy plan

Statement of intent

By following the key principles below, we believe we can maximise the impact of pupil premium spending.

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. However, pupils eligible for the Pupil Premium are more likely to be lower-attaining than other children. Tackling disadvantage at St Mary's is not only about supporting low attainers, just as much emphasis is placed upon middle and high disadvantaged attainers by looking at individual classes and groups. The Education Endowment Foundation has noted that the consequences of the pandemic will be far reaching for all children, but particularly those from socially disadvantaged families.

We aim to ensure that there is a whole school approach and effort to accelerate the progress and attainment of our disadvantaged pupils, supporting them in achieving the best possible outcomes in both learning and in their wider lives.

School responds to the complexity of disadvantaged pupils' needs by tackling the challenge at three levels in a tiered approach:

1. A whole-school approach promoting learning which sets high aspirations for all pupils (High Quality Teaching)
2. Strategies to identify and support all underperforming pupils (Targeted Academic Support)
3. Strategies specifically targeted at supporting pupils and their families from disadvantaged backgrounds. (Wider Strategies)

School emphasises the importance of 'quality teaching first'. We aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.

School sees pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Staff focus on providing targeted support for underperforming pupils during curriculum time (as well as providing learning support outside school hours for Y6 pupils).

Staff seek out strategies best suited to addressing individual needs, both socially and academically, rather than simply fitting pupils into their existing support strategies from nursery to Y6. We provide both individual support for pupils that have very specific learning needs and group support for pupils with similar needs, deliberately recruiting and training staff to meet the children's needs.

School builds a culture and a belief that ALL pupils can and WILL achieve through our school values of Respect, Responsibility, Resilience and Engagement and there are "no excuses" made for underperformance. Staff support pupils to develop a growth mind-set towards learning whilst nurturing self-confidence, motivation and aspiration.

Challenges

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

Challenge number	Detail of challenge
1	Pupils historically enter school with poor oral language skills and communication skills which are exceptionally low on baseline. Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income. This is particularly evident in the Early Years where speech and language is lower than expected on entry.
2	Pupils are still demonstrating they lack metacognitive approaches and the ability to recognise their strengths and weaknesses as well as demonstrating a dip in stamina for sustained tasks and the ability to work with independence. Poor memory skills and the inability to transfer knowledge to long term memory also impacts on pupil progression and attainment in ARE and HS reading, writing, math's and phonics.
3	Resources and educational based activities are limited in the home setting and local community for some pupils. (cultural capital expansion)
4	Limited experiences and opportunities outside of the family home as a direct result of low-income results in a lack of exposure to rich and varied vocabulary in different environments which impacts on language acquisition, progress and attainment.
5	Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of social and emotional experiences, in addition to the challenges through COVID, has seen more pupils experiencing emotional wellbeing needs. The wider family is also requiring support from school staff.
6	Attendance can be a barrier to disadvantaged pupils, although this is sometimes linked to medical needs of children with SEND, this is not always the case.

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 further narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantaged pupils at ARE and GD.	<p><u>Gap in reading:</u> We aim for there to be no ARE/GD gap.</p> <p><u>Gap in writing:</u> We aim for there to be no ARE/GD gap.</p> <p><u>Gap in maths:</u> We aim for there to be no ARE/GD gap.</p> <p>2023/2024 gap is maintained subject to cohort intake</p>
Narrow the gap between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonics screen.	Gap between PP and non PP to be % maximum by 2023 (6 ch in Y2 to retake this year), and 0% by 2024. (2022 gap was 15%).
To ensure attendance for disadvantaged children is in line with others.	To maintain disadvantaged pupil's attendance to be in line with non-disadvantaged
To diminish the disadvantaged gap in communication, language and learning by the end of Reception by improving the skills in Communication and Language preparing pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils eligible for PP in EYFS class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations. Where a specific SEN has been identified, progress is rapid from starting points. Build on and develop parental engagement with stay and Play, Toddler Group and Family Learning
To provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	<p>Children will be identified based upon SEMH needs. 100% of Healthy Minds referrals will result in active support or therapy for identified children.</p> <p>Six staff within school now First Aid Mental Health trained.</p> <p>Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person (AHT) e.g. Relax Kids, Mindfulness, Family learning, mental health books, Sunshine circle, Commando Joe's etc.</p>
Increased opportunities for Cultural Capital and curriculum visits / experiences funded by school for PP, impact positively on pupil achievement for this group	Enrichment opportunities (capital culture) across all key stages are planned for across the year. (Also available on the website). Each class will go on a trip each half term. Activities in school also planned with outside agencies to enhance the curriculum, e.g. More than Dance and Northumbria University Science themed day, famous authors.

Activity in the 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: £ 43,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide quality CPD throughout the year, using SLT, subject leads, Trust and outside agencies.	Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly for disadvantaged pupils.	1,2,3,4
To ensure quality teaching and learning so that all teaching is at least good with the majority being outstanding. Peer reviews to be completed within the Trust. Moderation across the trust and modelling of good practice shared. Monitoring schedule is written for the year and quality CPD delivered each week.	Good teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged pupils, the difference between a good and bad teacher is a whole year's learning (Sutton Trust 2011 and social mobility Commission 2014b).	1,2,3,4
Embed the practice that all staff are trained in, and use Cognitive and metacognitive practices, particularly focused on supporting children in recalling their previous learning.	EEF Guide to supporting school planning: a tiered approach to 2021. Quality first teaching is at the heart of all we do. Evidence suggests that a curriculum based on the elements of memory cognition and metacognition results in high levels of impact with pupils making on average 7 months additional progress. (EEF 2018) Worked examples, live modelling, and teacher verbalisation of metacognitive talk support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. EEF Metacognition and self-regulated learning review (May 2020)	2,4

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

Budgeted cost: £64,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring in school with TA or teacher to work with identified children through National Tutoring Programme for 2 days a week through the spring and summer term.	NFER Report shows a 16% increase in outcomes when one to one tuition). 1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i>	2
1:1 tuition through recovery premium funding. School tutoring grant will support tuition for supply 3 days a week for the Spring and Summer term.	1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i> .	2
Small group tuition target must move pupils identified which is monitored through Pupil Progress and intervention reviews. Interventions used: -Every child a counter -Every child a reader -Phonics -Lexia -Power of 1 and power of 2 -Reading express -Reading plus -Letterjoin -Testbase -Salford reading -TTR	NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively. NFER Report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition).	2
Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement. Inclusion Teaching Assistant to support pupils 1:1. TA to give 30mins 1:1 support per week. External Agencies will be engaged throughout the year identifying vulnerable pupil needs to support behaviour, relationships, attainment and progress. Parental involvement with targets. Reading Plus	Evidence gathered during the SENCo's study of the National Award of Special Educational Needs. LA and Trust training delivered to SENCO and SEN support.	1,2
Phonics and reading based family learning sessions. .	Parents play a crucial role in supporting their children's learning, and levels of parental engagement is consistently associated with children's academic outcomes. (EEF Parental Engagement) Family learning sessions delivered through the Foundation of Light.	1,4,6

<p>Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics. Phonics lead employed to ensure robust organisation, training and monitoring of phonics teaching and progress.</p> <p>To be addressed through additional small group targeted support, provided by TA.</p>	<p>Phonics approaches have been consistently effective in supporting young readers to master the basics of reading, with an average impact of an additional four months progress. (EEF 2018). Phonics intervention provides an average impact of 4+ months additional progress. (EEF 2018)</p> <p>Disadvantaged pupils perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by SLT, phonics lead and class teacher.</p>	2
<p>Speech and language therapists provide targeted support to pupils with a priority on disadvantaged pupils.</p> <p>Sounds Write training provided to all staff.</p> <p>Drawing Club to be ran out in Reception</p>	<p>DFE(2020) have concluded that due to COVID-19 some pupils entering reception will have missed more than 20 weeks of early education with most impact being on language development. .(EEF 2019)</p> <p>Further research into Communication and language approaches which work- proven to be high impact/ low cost and add a positive 6 months to children (EEF).</p> <p>Specific interventions such as 'Nuffield Early Language Intervention' (+ve 4 month impact).</p>	1,4
<p>Cohort dependent speech and language delivery booster sessions - Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills. (Reception)</p> <p>HLTA to provide smaller adult to pupil ratios and interventions from BOO baskets.</p>	<p>The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p>	1
<p>High levels of progress in reading and mathematics for disadvantaged learners including the most able disadvantaged.</p> <p>Whole School Maths Strategy</p> <p>Every child a counter package</p> <p>EdShed and Maths Shed</p> <p>Reading Plus</p> <p>Lexia</p> <p>Reasoning lessons incorporated into the maths' curriculum</p> <p>Secret Girl's maths Club</p> <p>Secret Boy's Club</p>	<p>Embedding maths into lessons and making it an engaging and motivational task was found to be the most successful in studies of numeracy strategy. Every Child Counts; an independent study. Sutton trust- PP the next steps.</p>	1

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

Budgeted cost: £ 27,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital- wider curriculum experiences planned in to the year including Forest School, Beach School, Team challenge adventures	The term 'cultural capital', is defined as: "The essential knowledge that children need to be educated citizens" (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success	3, 4
Universal free breakfast club	Running free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.	6
Target family learning -Stay and Play sessions -Phonics sessions -Kidsafe -Clennell Education -Allotment	Parents play a crucial role in supporting their children's learning, and levels of parental engagement is consistently associated with children's academic outcomes. (EEF Parental Engagement)	4,6
Social and emotional support for identified disadvantaged individuals and their families post lockdown -Lego therapy -Sunshine circle -1:1 sessions with KM around mental health -Healthy Minds	Self-regulation strategies and social and emotional learning can be consistently linked with successful learning, or the contribution of in school gaps. Secure knowledge and curriculum can support this and create a +3 month (EEF).	5
Attendance team to monitor and support Pupil premium families to maintain attendance, punctuality and readiness to learn including persistent absentees	EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions	6
To Identify barriers to learning and be reactive and respond to unexpected needs of Disadvantaged pupil and their wider families e.g. wider issues personal fund -uniform, furniture acquisition, food parcel, ICT, trips, after school clubs – SLT track who attends after school clubs and if there are children who can't attend due to circumstances out of their control, then they are offered a place at clubs, at no cost.	Initial experiences of education: Learning identities are shaped early, influenced by family expectations and initial education ¹⁸ . Adults who have experienced early successes in education are more likely to continue to learn throughout adulthood. This early positive educational experience provides "cumulative advantage" throughout the life course. Schuller and Watson. (2009). Learning Through Life: Inquiry into the Future for Lifelong Learning. NIACE	2,5,6

Total budgeted cost: £ 135,330

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.

Disadvantaged pupils usually perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by SLT and class teacher. The groups are targeted through pupil progress meetings. The impact of SEND alongside pupil premium learning has led to a slight phonic gap which is being addressed through this plan and SEND SIP and will improve over time. Further specific Sounds Write training has been delivered to all staff to ensure current and new staff are trained and highly skilled, leading them to be effective practitioners.

Whole school gaps have been analysed in reading, writing and maths. The data has been used to develop this academic year's Pupil Premium School Improvement Plan which has clearly measurable targets. In some individual cohorts the gap widened slightly especially where the % of PP in that class is higher, or where children were double disadvantaged. Each class has varying % of pupil premium pupils making the data look distorted in some year groups. This is addressed by analysis of data and identifying individual target children in each cohort during pupil progress meetings which will be reviewed each term.

Disadvantaged children with specific literacy difficulties or SEND have an impact on attainment.

Children have made good or better progress and gaps in knowledge were addressed upon return to school through effective and robust systems that are well embedded across school, such as interventions and high quality teaching.

Exit 2022 (73% PP at time of data analysis with each child equal to 3%):

Reading:

	PP	Non PP	Gap
ARE	73%	100%	-27%
GD	14%	20%	-6%

Writing:

	PP	Non PP	Gap
ARE	80%	93%	-13%
GD	6%	21%	-15%

Maths:

	PP	non PP	Gap
ARE	73%	93%	-20%
GD	15%	15%	0%

End of EYFS:

	PP Expected	Non PP Expected	Gap
Reading	42%	72%	-30%
Writing	42%	78%	-36%
Maths	58%	72%	-14%

The overall attendance for disadvantaged pupils was at 96.7%.

Please see link provided:

Pupil Premium Plan strategic review 2022-2023

<https://stmarysjarrow.co.uk/about-us/premium-allocations/>

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
Commando Joes'	Commando Joe's
Lexia	Core 5 Lexia Learning Systems LLC
IXL	IXL Learning
Reading Plus	Reading Plus LLC
Sounds Write	Sounds Write

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?	Small group interventions

