



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

Detail	Data
School name	St Mary's Catholic Primary School
Number of pupils in school	170 (incl. nursery)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	08/10/2021
Date on which it will be reviewed	12/01/2021
Statement authorised by	
Pupil premium lead	N Teixeira
Governor / Trustee lead	V Wiltshire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,905
Recovery premium funding allocation this academic year	£7,250
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	£73,155



Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment, with outstanding Quality First Teaching for all children.

Our ultimate goal is that no child is left behind socially, or academically, because of their disadvantage. That the differences in attainment and progress between disadvantaged children and their peers continue to decrease.

We strive to remove the stigma of low expectations, to raise lifelong aspirations and to enable all children to be their best self. We promote pride and perseverance, to ensure children become active and responsible contributors to their communities.

Our key principles are to address the main barriers to learning our children face and through rigorous tracking, precise planning and targeted intervention, provide all children the opportunity to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Communication skills in Reception class and Year 1. Unable to recognise emotions and articulate needs. Unable to speak fluently, in full sentences.
2	Speaking and listening skills for all year groups and children's lack of vocabulary development. Children do not have the knowledge needed to access texts, topic learning and general subject content for their age.
3	Disadvantaged children make progress in their learning but not always as rapidly as their peers. This is especially true in writing and maths.
4	Instability at home (eg. homelessness, safeguarding concerns resulting in support from the women's refuge, pandemic related issues) and the impact this has on children's mental health and wellbeing and behaviour. Some instances of low level disruptions in all classes.
5	Parents' mental health and their engagement with learning. Their understanding of the links between education and future aspirations.
6	Persistent absence from school, for some PP children across the school.



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
Reception: Children improve their communication skills, in order to engage fully with the curriculum. Target: 100% of disadvantaged children to achieve the Early Learning Goal in Spoken Language.	Children can hold focussed conversations with their teachers and peers. They can understand and use an increasing amount of vocabulary and can use talk to organise their thinking during activities.
Year 1: Children have the speaking and language skills to access the reading curriculum. Target: 100% of disadvantaged children to pass the phonics screening check.	Children are confident in blending single sounds and digraphs, to read high frequency and common exception words from the word lists. Children can read sentences in books with increasing fluency, consistent with the expectations for Year 1.
All children build their knowledge of vocabulary and can apply to all areas of the curriculum, but especially in writing. Target: 75% of disadvantaged children to reach age related expectations in writing by the end of Year 6.	Children's vocabulary development is evident in their spoken and written work across the curriculum. This includes the sentence structure, grammar and vocabulary choices in their writing, as well as accurate spelling of key topic/subject words.
All children arrive in the classroom ready to learn. Their wellbeing needs have been met, enabling them to make excellent progress in learning. Target: All identified children (especially those living at the refuge) have a mental health provision map, reviewed and updated regularly.	A named staff member has responsibility for the school's mental health provision and for supporting parents with access to external agencies. Children are able to recognise their emotions and build strategies for processing them. Intervention and referrals are timely, with clear exit outcomes in place. Children are able to concentrate on their learning and work securely within age related expectations.
Children identified as persistent absentees attend school more regularly. Target: Persistent absence rates to drop below 15% in all year groups.	School and agency intervention enables children (and their parents) to understand the importance of attending school every day. They gain motivation to attend school and become more engaged with learning.



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: £30,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue CPD sessions for teachers based on strategies for Quality First Teaching: scaffolding modelling questioning learning checks/addressing misconceptions lesson sequencing teaching for mastery structured group work and talk for learning	Dfe report: Supporting the Attainment of Disadvantaged Pupils EEF Toolkit: Collaborative learning approaches: +5 months Mastery learning: +5 months	1, 2, 3
Amend marking and feedback policy. Ensure live feedback/marking takes place in all lessons; teachers prioritise vulnerable groups first.	EEF Toolkit: Feedback: +6 months	3
Continue metacognition CPD sessions for all staff, to enable children to develop their self regulation skills.	EEF Toolkit: Metacognition and self regulation: +7 months	2, 3
Refresh whole school learning agreements for the timetabling of reading and vocabulary development. Ensure balance between explicit teaching and regular practice. Includes the use of the Accelerated Reader scheme, reading comprehension activities and synthetic phonics (and Read Write Inc training). Includes the subscription to the Education Library Service and regular updating of reading books available for children to take home (matched to phonics and AR reading schemes).	National Literacy Trust: Building whole school approaches to vocabulary development EEF Toolkit: Phonics: +5 months Reading comprehension strategies: +6 months	1, 2, 3



Ensure Reception and Year 1 classes especially, have vocabulary-rich environments and daily activities designed to develop speaking, listening and vocabulary development.	National Literacy Trust: Building whole school approaches to vocabulary development	1, 2
Half termly sessions between teachers and Inclusion leader, to discuss effectiveness of interventions and future provision.	EEF Toolkit: Individualised instruction: +4 months Small group tuition: +4 months TA interventions: +4 months	
Continue to supplement the curriculum with specific educational apps, to further increase the rate of progress in the core subjects. Continue to purchase additional devices for every classroom.	EEF guidance report: Using digital technology to improve learning	1, 2, 3
Ensure reading, spelling and maths homework is precisely matched to children's needs and supports fluency in specific skills. Use subscriptions to Accelerated Reader, Purple Mash, Timetable Rockstars and IXL for setting activities.	EEF Toolkit: Homework: +5 months	1, 2, 3
Training for all teachers and TAs in the use of the new RWI phonics scheme. Contribution towards the purchasing of the required resources for the scheme.	EEF Toolkit: Phonics: +5 months	1, 2
Training for all teachers in the new Power Maths scheme. Teachers develop their pedagogy for enabling children to achieve a greater depth in knowledge and skills in maths.	EEF Toolkit: Mastery learning: +5 months	3
Training for all teachers and TAs to continue to develop classroom management strategies and the pedagogy for supporting children's positive learning behaviours.	EEF Toolkit: Behaviour interventions: +4 months	3, 4

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------



Purchase of easimaths subscription, for identified children to access personalised maths intervention three times per week. Purchase of Testbase subscription, for more personalised maths provision, for all in KS2.	EEF Toolkit: Individualised instruction: +4 months Mastery learning: +5 months	3
Increase TA hours to support teachers to run additional phonics catch up sessions in KS1 and Year 3.	EEF Toolkit: Phonics: +5 months	1, 2
Identified children to attend memory club three times per week.	EEf Toolkit: TA interventions: +4 months	3
Identified children to take part in the NELI communication intervention.	EEF Toolkit: Oral language interventions: +6 months	1

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

Budgeted cost: £20,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan a program of support and monitoring with the Education Welfare service, to easily monitor and quickly identify families in need of support with attendance.	EEF Toolkit: Parental engagement: +4 months	5, 6
Purchase additional units with the Educational Psychology Service and the Cognition and Learning Team, to identify children's barriers to learning and plan strategies for addressing them.	EEF Toolkit: Individualised instruction: +4 months TA interventions: +4 months	1, 2, 3,
Staff to lead parent workshops for EYFS and Year 1: how to support phonics and vocabulary development at home.	EEF Toolkit: Parental engagement: +4 months	1, 2
Appoint an additional TA for pastoral support for children and their families and for individual and group TIS sessions. For individual mental wellbeing support and ensuring families can liaise with external agencies. Children living at the refuge will be prioritised for a support plan first.	EEF Toolkit: Social and emotional learning: +4 months Parental engagement: +4 months	4, 5



Deploy an additional lunchtime TA to lead a social skills intervention club, for children who find unstructured times challenging.	EEF Toolkit: Behaviour interventions: +4 months Social and emotional learning: +4 months	4
--	---	---

Total budgeted cost: £71,900



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.

To improve pupils' language and comprehension skills

Accelerated Reader was introduced to the school, which children were able to access at home during the lockdown periods. The speech and language interventions were not able to take place during these times.

Teacher CPD for effective reading

All teachers attended training for Accelerated Reader. The effectiveness of the scheme will be able to be measured this year.

Social and emotional resilience in children

Interventions were not able to be carried out during lockdown periods. Teachers developed strategies for managing behaviour in class and there were far fewer incidents of disruptive behaviour recorded.

Parental engagement and supporting parents with poor literacy skills

Parents' evenings took place online, meaning engagement with children's learning could continue throughout the pandemic.

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
Accelerated Reader	Renaissance Reading