



Pupil premium strategy statement **Expenditure evaluation** **Strategy plan**

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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	410
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	November 2022
Date on which it will be reviewed	March 2022
Statement authorised by	Clare Tickel
Pupil premium lead	Emma Hemsil
Governor / Trustee lead	Kerry Houston-Kypta

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,930
Recovery premium funding allocation this academic year	£5,945
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	£62,875

Part A: Pupil premium strategy plan

Statement of intent

St Mary's Catholic Primary School is committed to providing the best possible education for every individual pupil. We nurture the key Gospel values of creativity, respect, spirituality and love through a curriculum that is inspired by the wonder of God's creation. We have high expectations and aspirations for all our pupils and strive to ensure no learner is left behind. We are committed to meeting the pastoral, social and academic needs of our vulnerable pupils within a caring and nurturing environment. At St Mary's we recognise that every child is special and unique and deserves the opportunity to realise their full potential.

It is our aim that all pupils will receive a curriculum which is broad and balanced and promotes their spiritual, moral, cultural, mental and physical development, as well as preparing them for the opportunities, responsibilities and experiences of adult life.

Our pupil premium strategy aims to address the challenges facing our students in order to enable them to reach their full potentials. A range of strategies will be used to work towards achieving these objectives, including the use of sports coaching, pastoral care, Education social worker employed to work with the most vulnerable families and subsidising extra-curricular activities, in order to provide each child with the support that they need to flourish. The strategy will be reviewed regularly, considering the changing needs of the pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium are not making as rapid progress in RWM as non-pupil premium children.
2	Low starting points in speech, language and oracy (including vocabulary) on entry.
3	The attendance of pupil premium children is below that of the whole school.
4	Low aspirations due to low self-esteem and wellbeing.

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
<p>1 – Outcomes improve for pupil premium children, with a higher percentage achieving the expected standard at the end of EYFS, key stage 1 and key stage 1.2. A higher percentage of pupil premium children will pass the phonics check.</p>	<ul style="list-style-type: none"> ● PP have access to IXL and are supported with their English and maths basic skills - analytics evidence this. ● They will be prioritised for RWM and phonics interventions and as a result make accelerated progress. ● PP children are enabled to access home learning - reading, spellings, maths etc so that they keep up with their peers (teachers ensure they are heard read in school and have access to IXL in school at least 2x weekly). ● All pupils have access to QFT.
<p>2 – Outcomes improve in speaking and listening and PP pupils can access subject specific vocabulary.</p>	<ul style="list-style-type: none"> ● The vocabulary of pupil premium children will be assessed by the British Picture Vocabulary Scale (BPVS) test to track their vocabulary ages. ● NELI programme reintroduced in EYFS and KS1 EAL PP pupils. ● Oracy project implemented. ● Vocabulary explicit on knowledge organisers for all pupils and pre-taught for PP.
<p>3 – Improved attendance of PP children to come in line with non-PP children - 96%+.</p>	<ul style="list-style-type: none"> ● Education social worker employed to work with the most vulnerable families. ● First day absence phone call by office. ● Half termly monitoring of pupils below 95% and PA – letters sent home. ● PCW support families with 95% and below – especially those that struggle to get in on time. ● Spaces at breakfast club will be offered to children if it is deemed necessary to improve their attendance.
<p>4 – Pupils’ wellbeing and emotional needs will be supported, resulting in happier</p>	<ul style="list-style-type: none"> ● The Pastoral Care Worker has targeted time with PP children,

<p>children with raised aspirations who are more able to learn.</p>	<p>talking and providing tailored activities where needed.</p> <ul style="list-style-type: none">• The Pastoral Care Worker will liaise with and provide support to PP parents who need help supporting their child.• PP pupils have access to all extracurricular clubs – leaders ensure they access at least one extracurricular club of their choice.• Trick Box implemented to support all pupils- especially vulnerable pupils in wellbeing and resilience.• THRIVE training – whole staff – all pupils are assessed and PP pupils prioritised for interventions where there are gaps.• Subsidy available for trips and clubs (including music) – max of 50% available where needed.
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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: £23,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD on the CAST Principles of Teaching and Learning.</p>	<p>The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. (EEF School planning guide 2022-23)</p> <p>The EEF states that “the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.” In our school improvement plan, the introduction of metacognitive strategies is a key feature to underpin all teaching and learning.</p> <p>POT is linked to Rosenshine and mandated by the Trust.</p>	<p>1, 2</p>
<p>High quality texts will provide opportunities to teach and Pre-teach vocabulary that will challenge and extend all children</p>	<p>EEF - Improving Literacy in KS1 recommendations say <i>‘Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children’s language and thinking during interactions and activities such as shared reading.’</i></p> <p>EEF - Improving Literacy in KS2 recommendations say <i>‘Extend pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.’</i></p>	<p>1, 2, 3</p>
<p>The Pastoral care worker will work with Pupil Premium children, offering emotional and</p>	<p>Maslow’s hierarchy of needs shows how basic needs need to be met before people are able to learn.</p> <p>The EEF has found that “children from disadvantaged backgrounds have, on average, weaker SEL (social emotional language) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic</p>	<p>3, 4</p>

pastoral support.	attainment. The EEF states that, “social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year”.	
Sustaining an Oracy approach to support communication and language gaps – Oracy Project	There is a strong evidence base that suggests that oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact. On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Additional TA support in order to support Early language development	There is strong evidence that communication and language approaches have high impact for low cost. With TA staff trained to implement the NELI programme. EEF - Improving Literacy in KS1 recommendations say: <ul style="list-style-type: none"> • Language provides the foundation of thinking and learning and should be prioritised. • High quality adult child interactions are important and sometimes described as talking with children rather than just talking to children. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2

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

Budgeted cost: £23,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children are enabled to access home learning - reading, spellings, maths etc so that they keep up with their peers (teachers ensure they are heard read in school and have access to IXL in	The EEF have stated that: “evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.” Using diagnostic assessment to address learning gaps supports quality teaching. The use of the diagnostic tools in IXL will enable teachers and leaders to address gaps in learning and track progress.	1

school at least 2x weekly).		
Phonics and reading interventions utilising Read Write Inc (KS1/2) and Fresh Start (KS2)	<p>The EEF conducted research using the Fresh Start programme and concluded that: “Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers.”</p> <p>Read Write Inc is one of the DfE validated systematic synthetic phonics programmes. The EEF are currently conducting research using Read Write Inc phonics, with results due to be published in 2023.</p>	1
<p>A school-led tutor will be employed, working under the guidance of class teachers, to provide quality teaching and experiences to small groups and individuals.</p> <p>75% of the funding will come from the school led tutoring grant, with the remaining 25% from pupil premium and the recovery grant.</p>	<p>The EEF have stated that: “evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</p> <p>The government School-Led Tutoring guidance states: “short, regular and sustained tutoring sessions tend to have the greatest impact,” especially when it is “planned well, supported by teaching resources and has clear objectives for the course of delivery.”</p>	1, 2
Catch Up funding	DfE have allocated Recovery funding to help schools identify and support those children who now have learning gaps as a result of Covid-19.	1, 2, 3

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

Budgeted cost: £16,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide free breakfast (from 8am) and after school club (till 4:30pm) places for children if requested by parents/carers and deemed necessary to support the child with regards to attendance, behaviour or wellbeing. To request this option, parents/carers will contact the school office.</p>	<p>The EEF produced a study analysing the impact of a breakfast club (Magic Breakfast) and found that there were large improvements in the perceived levels of concentration and behaviour in the classroom and that many academic outcomes also moderately improved. They found that breakfast club provision also improved student attendance and that the social environment of the breakfast club provided more time to relax before lessons start and benefited the students due to the nature of other activities taking place alongside breakfast.</p> <p>We are extending this to include afterschool club provision to maximise the opportunities for socialisation and play with other children, which we have found is often lacking for pupil premium children.</p>	<p>3, 4</p>
<p>To provide subsidised access to clubs, music lessons, trips and visits.</p> <ul style="list-style-type: none"> - Music lessons will be funded for two terms after the first term has been paid for by the parent and the child shows commitment to the instrument. - Residential and day trips will be subsidised at the rate of up to 50%. - Clubs will be subsidised at a rate of up to 50%. 	<p>The EEF has stated that arts and sports participation can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Third Space Learning have identified that “one of the areas in which disadvantaged young people can suffer is in what’s known as ‘Cultural Capital’ (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes).” In order to improve the cultural capital of our pupil premium children, we will subsidise trips, clubs and visits to ensure that no child misses out on these opportunities provided by the school.</p>	<p>1,2, 4</p>

<p>Education social worker employed to work with the most vulnerable families. (COST?)</p>	<p>Children’s Social care and support blog (2021) – Gov.uk The aim of the Social Workers in Schools programme is to strengthen pastoral support in school settings; provide advice and support to students, parents and staff; support earlier identification of children requiring social work intervention; and through this, facilitate better relationships and improve outcomes</p>	<p>3, 4</p>
<p>A Sports and Wellness coach will work with targeted Pupil Premium children in order to build self - confidence and self-esteem.</p>	<p>The Youth Sports Trust has stated that one in five children are now classed as obese by the time they leave primary school” and that the participation in sporting activities has been show to “improve health and wellbeing, develop character and leadership” and “promotes inclusion and empathy”. By providing all our pupils with high quality sports teaching, it enables them to access the benefits that sports bring. We plan to run small group sports sessions aimed at PP children in order to build self-confidence and self-esteem.</p>	<p>4</p>
<p>Whole school Thrive training – enhanced by specific training for Thrive champions supporting pupils’ wellbeing and emotional needs resulting in happier children with raised aspirations who are more able to learn.</p>	<p>The mission of Thrive is to help children and young people become more emotionally resilient and better placed to engage with life and learning. We do this through our whole-school approach to wellbeing - proven to improve attendance, behaviour and attainment.</p>	<p>3, 4</p>

<p>Whole school Trick Box training supporting pupils' wellbeing and emotional needs resulting in happier children with raised aspirations who are more able to learn.</p>	<p>Trick Box is a simple, fun and effective whole school, whole journey, emotional management and personal development programme, supporting children and young people from ages 3-18 and their families.</p> <p>Evidence-based, inclusive and developing mental wellbeing in line with DFE guidelines, Trick Box programmes develop positive life habits to help deal with challenges in the here and now as well as building a repertoire of personal skills for the future, helping individuals to thrive.</p>	<p>3, 4</p>
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Total budgeted cost: £62,875

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.

For the academic year 2021-22, the following were identified as challenges:

1. Our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children and often have a lack of vocabulary knowledge as a barrier to learning.
2. Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children.
3. The attendance of pupil premium children below that of the whole school.
4. Pupil Premium children need support for their emotional well-being.

To address these barriers, numerous measures were put into place including 1:1 conferencing time with teachers, offering subsidies for clubs, trips, music lessons and additional interventions took place. The pastoral care worker played a key role in supporting pupil premium families, providing uniforms, food vouchers and shoe vouchers as well as emotional and social support to the children in school and to their parents via regular communication. The sports coach was utilised to release the teachers for conferencing time, provide morning circuit sessions for pupil premium children and to provide high quality PE to all pupils. The British Picture Vocabulary Scale (BPVS) tests were carried out on pupil premium children three times during the year to track their development of vocabulary. By July 2022, 30% of children had made progress from their starting points in the Autumn.

Whole school attendance for the academic year 2021-22 was **96.8%** whereas the pupil premium attendance was **89.8%**. Strategies put in place to improve attendance were hampered due to Covid regulations surrounding isolations and attendance will continue to be a priority.

Internal school data from July 2022 showed that Pupil Premium children are performing below that of the whole school. The table below shows the percentage of children achieving Expected+.

	Reading	Writing	Maths	Combined
Pupil Premium	47%	38%	49%	31%
Whole School	77%	71%	78%	65%

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
Read Write Inc Spelling	Ruth Miskin
Fresh Start	Ruth Miskin
The Write Stuff	Jane Considine
Power Maths	Pearson
Talk for Writing	Pie Corbett

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The Pastoral Care Worker took the service children in a fortnightly group where they did activities, talked together and were offered emotional support.
What was the impact of that spending on service pupil premium eligible pupils?	Children were seen to be happier and comforted by the fact that they were not alone in their situation. It gave them a safe platform to voice their thoughts and they were supported through any difficult times.