

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 | 412 |
| Proportion (%) of pupil premium eligible pupils | 10.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-23 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | March 2022 |
| Statement authorised by | Helen Armstrong |
| Pupil premium lead | Laura Dann |
| Governor / Trustee lead | Mary Norrish |

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 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 1:1 conferencing, pastoral care 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 | 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. |

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 – Reading results will improve for pupil premium children, with a higher percentage achieving the expected standard at the end of key stage 1 and key stage 2. A higher percentage of pupil premium children will pass the phonics check.</p> | <ul style="list-style-type: none"> • PP children will develop a love of reading • They will be prioritised for reading and phonics interventions. • They will be regularly heard read by an adult in school, with support given for reading at home. • The vocabulary of pupil premium children will be assessed by the British Picture Vocabulary Scale (BPVS) test to track their vocabulary ages. |
| <p>2 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer, including access to breakfast and after-school club.</p> | <ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered with a 50% discount to tap into our children's passions. In exceptional circumstances, this discount could be increased. • A 50% discount will be applied to pupil premium families for all enrichment opportunities to include trips, visits and residential. • Two terms of instrumental music tuition will be provided once a child has shown dedication for one term. |
| <p>3 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p> | <ul style="list-style-type: none"> • Phone calls will be made by the pastoral care worker to families whose children have a poor attendance. • Support will be given by the pastoral care worker to families struggling with getting children to school. • Spaces at breakfast club will be offered to children, upon request, if it is deemed necessary to improve their attendance. |
| <p>4 – Pupils' mental health and emotional needs will be supported, resulting in happier children who are more able to learn.</p> | <ul style="list-style-type: none"> • The Pastoral Care Worker will spend time with PP children, talking and providing tailored activities where needed. • The Pastoral Care Worker will liaise with and provide support to |

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|--|--|
| | <p>PP parents who need help supporting their child.</p> <ul style="list-style-type: none"> • The Sports coach will lead PP children in morning circuit sessions, focusing on wellbeing. • Spaces at after-school club will be offered to children, upon request, if it is deemed necessary to improve their interest in learning and school life. • Clubs will be discounted at 50% for all pupil premium children. |
|--|--|

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 |
|--|--|-------------------------------|
| Whole school CPD on the Rosenshine principles and metacognitive strategies to improve teaching across the school. | 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. | 1, 4 |
| A Sports and Wellness coach will work with Pupil Premium children during morning circuit sessions and will be used to teach PE lessons, freeing class teachers to provide conferencing sessions. | 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 shown 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 brings. Pupil premium children will benefit from morning circuit sessions which were seen in the previous academic year to improve concentration and participation once the children were back in the classrooms. | 4 |
| The Pastoral care worker will work with Pupil Premium children, offering emotional and pastoral support. | Maslow’s hierarchy of needs shows how basic needs need to be met before people are able to learn. 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 attainment. The EEF states that, “social and emotional learning approaches have a positive impact, | 4 |

| | | |
|--|---|--|
| | on average, of 4 months' additional progress in academic outcomes over the course of an academic year". | |
|--|---|--|

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 |
|--|--|-------------------------------|
| 1:1 and small group conferencing sessions will take place for all pupil premium children | The EEF have stated that: "evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average." | 1, 4 |
| Phonics and reading interventions utilising Read Write Inc (KS1) 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, 4 |
| A school-led tutor will be employed three days a week, working under the guidance of class teachers, to provide quality teaching and experiences to small groups and individuals. 75% of the funding will come from the school led tutoring grant, with the remaining 25% from pupil premium and the recovery grant. | <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 |

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

Budgeted cost: £16,316

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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>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> | 2,3, 4 |
| <p>To provide subsidised access to 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 50%. - Clubs will be subsidised at a rate of 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> | 2, 4 |

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 2020 to 2021 academic year.

For the academic year 2020-21, the following were identified as barriers:

- A. Lack of development of language and vocabulary.
- B. Poor self-esteem and low aspirations of the children, often stemming from poor parental self-esteem and aspirations.
- C. A weakness in spelling, punctuation and handwriting, as highlighted by the recent Ofsted report.
- D. Lack of punctuality and opportunities for extracurricular activities.

To address these barriers, numerous measures were put into place including 1:1 conferencing time with teachers, offering subsidies for clubs, music lessons, breakfast club and afterschool club, and additional interventions. 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. A sports coach was employed to release the teachers for conferencing time, to provide morning circuit sessions for pupil premium children and to provide high quality PE to all pupils. In response to the national lockdowns, chromebooks and data packs were offered to all pupil premium families.

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 2021, 61% of children had made progress from their starting points.

Attendance

Whole school attendance for the academic year 2020-21 (including the change in reporting during the lockdowns) was 97% whereas the pupil premium attendance was 93%. 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 2021 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 | 62% | 49% | 62% | 43% |
| Whole School | 77% | 73% | 76% | 68% |

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 |

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? | Last year we received £1550 in service pupil premium. The Pastoral Care Worker took the service children in a fortnightly group where they did activities, talked together and were offered emotional support. They attended an online event hosted by the Little Troopers charity. |
| 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. |