

# Pupil Premium Strategy Statement 2021-2022

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
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louise Price, Headteacher
Pupil premium lead	Rachel Jones, AHT
Governor / Trustee lead	David Collins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,700
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,021
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,421

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Mary's Catholic Primary School, it is our intention to deliver a fully inclusive curriculum where every child makes progress across all areas of learning from their given starting points and develops the skills and resilience needed to flourish and overcome challenges as they move into the next stage of their lives.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve these objectives and to close the attainment gap between disadvantaged and non-disadvantaged pupils by:

- Providing high-quality teaching to all pupils. This has been proven to have the greatest impact on closing the disadvantage attainment gap and will have a positive impact on all pupils' learning and progress, not just those who are disadvantaged.
- Supporting children socially and emotionally, where needed. Not only does this benefit the 'whole child', but is associated with higher achievement in primary school.
- Providing targeted additional academic support as part of our wider school plans for education recovery in key curriculum areas. Through the National Tutoring Programme and school-based strategies, we are supporting pupils whose education has been worst affected by the Covid-19 pandemic.

Underpinning our Pupil Premium Strategy is our whole-school approach through which all staff recognise, and take responsibility for, the attainment and progress of all pupils, including those who are disadvantaged, and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. The approaches chosen this academic year reflect our changing demographic and enables our pupils to be 'ready to learn'.

## Challenges

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

Challenge number	Detail of challenge
1	Home circumstances ( <i>e.g. parental separation; family unable to support learning at home</i> ) that affect children's emotional well-being and/or academic progress

2	Lower than expected attainment or progress in <b>Reading</b> , possibly as a result of lost learning opportunities due to Covid-19-related school closures
3	Lower than expected attainment or progress in <b>Writing</b> , possibly as a result of lost learning opportunities due to Covid-19-related school closures
4	Lower than expected attainment or progress in <b>Maths</b> , possibly as a result of lost learning opportunities due to Covid-19-related school closures
5	Fewer opportunities for cultural enrichment or participation in activities outside of the classroom
6	Poorer attendance and punctuality than that of non-disadvantaged pupils which results in lost learning opportunities.

## 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
Improved Reading attainment and progress among disadvantaged pupils	School % achievement will be greater than National data at all Key Stages
Improved Writing attainment and progress among disadvantaged pupils	School % achievement will be greater than National data at all Key Stages
Improved Maths attainment and progress among disadvantaged pupils	School % achievement will be greater than National data at all Key Stages
Improved emotional well-being and resilience among disadvantaged pupils	Greater well-being will be evidenced through qualitative data (e.g. pupil surveys)
Improved attendance and punctuality among disadvantaged pupils	Pupils' attendance improves across the year and persistent absence is addressed

## 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: £27,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recently Qualified Teachers will be supported in providing high quality teaching and learning.	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' (EEF).	2, 3, 4
To secure a consistent approach in the teaching of phonics, a DfE validated phonics programme will be purchased.	According to the EEF, phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2
To purchase 'testbase' to support staff in making accurate formative assessments of children's knowledge and skills.	EEF Guidance states that 'gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.'	2, 4

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

Budgeted cost: £28,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
A programme of regular one-to-one support in phonics and early reading strategies for children in Year 1 not yet meeting age-related expectations.	According to the EEF, early reading requires the development of a broad range of capabilities and that using a number of different approaches will be more effective than focusing on any single aspect of early reading.	1, 2

Tuition and academic mentoring will be provided through the National Tutoring Programme for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Studies by the EEF have shown that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	1, 2, 4
Additional teaching support will be provided during the Autumn term in year groups identified as having been impacted most by periods of school closures.	This approach will provide targeted academic support to children of all abilities to ensure that they make good progress.	2, 3, 4

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

Budgeted cost: £44,168

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
One-to-one and small group support, where needed, to improve the emotional well-being of disadvantaged children to enable them to make good or better progress academically.	EEF Guidance in 2019 advised schools to 'prioritise social and emotional learning (SEL) to avoid "missed opportunity" to improve children's outcomes.' It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their classmates.	1
Specialist assessment of Special Educational Needs and follow-up CPD in effective teaching approaches and interventions for children with SEND	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. We believe that a better understanding	2, 3, 4

	of children's needs allows for a more individualised approach to support.	
In order to develop pupils' cultural capital and increase participation in educational visits, wider curriculum experiences and residential trips, some costs will be paid for disadvantaged children.	OFSTED promotes the development of cultural capital which can help children develop skills and realise talents. We recognise that many of our disadvantaged pupils do not have the wide range of opportunities that some of their classmates have and our aim is to address this.	5
Due to the success of the introduction of eBooks to allow all children to access a wide range of books at home, this approach will be continued.	The DfE (2012) found that 'there is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development.' Being able to access books free of charge will benefit all children and particularly those who are disadvantaged.	1, 3, 5
Items of school uniform and stationery will be provided for disadvantaged children, where needed.	This strategy is an integral part of our broader school improvement process. As such, the EEF recognises a potential benefit.	1
Attendance and punctuality will be closely monitored, data shared with the pastoral team and appropriate action taken, where needed.	The EEF had identified attendance as one of the most significant non-academic barriers to success in school.	6

**Total budgeted cost: £99,927**

## 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.

#### **Pupil attainment**

Despite the disruption to pupils' education due to Covid-19, estimated outcomes for 2021 based on teacher assessment and performance in practice tests continue to show the positive impact of our Pupil Premium Strategy on the attainment of our disadvantaged pupils.

KS2 Estimate		READING		WRITING		MATHS	
YEAR 6	No.	Expected	Higher	Expected	Higher	Expected	Higher
ALL	58	83%	38%	81%	31%	85%	36%
Boys	26	86%	35%	77%	35%	86%	54%
Girls	32	79%	41%	84%	28%	84%	19%
Disadvantaged	5	100%	40%	100%	20%	100%	40%

The impact of the school closures during the 2020-21 academic year on our disadvantaged pupils was mitigated by the continuation of one-to-one and small group interventions through Microsoft Teams on devices loaned to children.

#### **Cultural enrichment and participation in activities outside of the classroom**

Covid-19 lockdowns and restrictions had a significant impact on the range of cultural enrichment activities we were able to provide, both within and outside of the classroom. However, where activities were able to take place, for example, through the 'Free to be Kids' programme, the impact was positive. This, therefore, will be a focus area in the next strategy.

#### **Social and emotional well-being**

During the 2020-21 academic year, supporting pupils' social and emotional well-being was incredibly important as observations and qualitative data such as well-being surveys indicated that pupil behaviour, well-being and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We, therefore, provided well-being support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

# Externally provided programmes

Programme	Provider
N/A	