

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
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	18.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Louise Yorke, Headteacher
Pupil premium lead	Rachel Jones
Governor / Trustee lead	Mary Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Recovery premium funding allocation this academic year	£19,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,739
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	£134,124

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.
- Accurately assessing and addressing gaps in learning, including the early language development of our youngest pupils.
- 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.

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.

Challenges

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

Challenge number	Detail of challenge
1	Home circumstances (e.g. <i>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 spoken language skills, especially on entry.
3	Lower than expected attainment or progress in Reading .
4	Lower than expected attainment or progress in Writing .

5	Lower than expected attainment or progress in Maths .
6	Fewer opportunities for cultural enrichment or participation in activities outside of the classroom
7	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 spoken language, vocabulary and interactions among disadvantaged pupils	Improved spoken language will be evidenced through both qualitative data (e.g. observations) and assessments
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: £22,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will receive training in differentiation techniques to better support learners of all abilities	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and 'Individualised instruction can be an effective approach to increasing pupil attainment' (EEF).	2, 3, 4, 5
Phonics teaching will follow a DfE validated phonics programme and CPD and support will be provided.	According to the EEF, 'phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'.	3

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

Budgeted cost: £81,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils' early language development will be assessed on entry and oral language approaches will be implemented.	EEF research has found that spoken language activities that are matched to learners' current stage of development have a high impact on pupil outcomes.	2, 3, 4, 5
Phonics Keep up and Catch up sessions will be provided, where needed.	According to the EEF, 'targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced barriers to learning' caused by disadvantage.	3
Tuition and academic mentoring will be provided through the	Studies by the EEF have shown that tuition targeted at specific needs and knowledge gaps can be an effective	3, 4, 5

National Tutoring Programme for disadvantaged pupils, including those who are high attainers.	method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	
Teaching assistants will deliver structured interventions e.g. <i>precision teaching</i> to individuals and small groups.	EEF research has found that using teaching assistants 'to deliver an intervention to small groups or individuals' is the most impactful way to deploy teaching assistants.	2, 3 ,4, 5

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

Budgeted cost: £23,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 research has found that targeted interventions that involve working with individuals or small groups who might benefit from developing their social and emotional skills have a greater impact on raising academic attainment than universal SEL approaches.	1, 2, 3, 4, 5
The most disadvantaged KS2 pupils will be offered the opportunity to participate in outdoor adventure learning during the Easter holidays.	While there is little evidence of the academic impact of such experiences, the EEF does recognise that 'outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'.	6
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.	3, 6
Items of school uniform and stationery	This strategy is an integral part of our broader school improvement	1

will be provided for disadvantaged children, where needed.	process and approaches to managing behaviour. As such, the EEF recognises a potential benefit.	
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.	6

Total budgeted cost: £128,265

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

At all key stages, and in all subjects, our disadvantaged pupils attained more highly than disadvantaged pupils nationally and, in some cases, more highly than our non-disadvantaged pupils. Where gaps in attainment exist, we aim to address these through our on-going Pupil Premium Strategy.

EYFS	GLD	Prime areas	Specific areas	Average Point Score
All pupils	76.3%	91.5%	76.3%	32.7
Disadvantaged	83.3%	91.7%	83.3%	32.6
Non-disadvantaged	74.5%	91.5%	74.5%	32.7

(National data for disadvantaged pupils in EYFS is not yet published)

Phonics	End of Y1	End of KS1
All pupils	96.7%	96.7%
Disadvantaged	100%	100%
Non-disadvantaged	96.1%	95.8%
(Disadvantaged – national)	(62.1%)	(77.7%)

KS1	Reading		Writing		Maths	
	Exp+	GD	Exp+	GD	Exp+	GD
All pupils	71.7%	30%	66.7%	10%	75%	21.7%
Disadvantaged	58.3%	25%	41.7%	8.3%	66.7%	8.3%
Non-disadvantaged	75%	31.2%	72.9%	10.4%	71.7%	25%
(Disadv. – national)	(51.3%)	(8.3%)	(41%)	(3.1%)	(51.7%)	(6.8%)

KS2	Reading		Writing		Maths	
	Exp+	GD	Exp+	GD	Exp+	GD
All pupils	95%	43.3%	88.3%	10%	91.7%	53.3%
Disadvantaged	92.3%	30.8%	84.6%	0%	84.6%	23.1%
Non-disadvantaged	95.7%	46.8%	89.4%	12.8%	93.6%	61.7%
(Disadv. – national)	(62.2%)	(17.2%)	(55.3%)	(6.1%)	(56.3%)	(11.7%)

Social and emotional well-being

During the 2021-22 academic year, we have continued to recognise the importance of supporting pupils' social and emotional well-being, behaviour and mental health. We have continued to provide well-being support for all pupils, and targeted interventions where required. Observations and qualitative data such as well-being surveys indicate that whole-school approaches such as a new behaviour and rewards system and the provision of lunchtime activities are having a positive impact.

Feedback from Birmingham's 'Free to be Kids' project regarding our disadvantaged pupils showed that they both enjoyed and benefited from their experience. We, therefore, plan to send more pupils this year.

Attendance and Punctuality

Attendance and punctuality of all pupils have been closely monitored and data is shared, at pastoral meetings and with parents, for example, through our weekly newsletter. Where appropriate, timely action is taken in accordance with Birmingham City Council's FAST-track attendance guidance.

Autumn 2021	Attendance	Authorised absence	Unauthorised absence	Late Before Registration	Late After Registration
Disadvantaged	95.62%	3.49%	0.89%	1.53%	0.35%
Non-disadvantaged	96.44%	3.19%	0.37%	0.85%	0.11%
Spring 2022					
Disadvantaged	95.78%	3.21%	1.00%	1.96%	0.39%
Non-disadvantaged	94.51%	4.44%	1.05%	1.09%	0.09%
Summer 2022					
Disadvantaged	93.42%	4.43%	2.26%	1.81%	0.62%
Non-disadvantaged	96.03%	2.93%	1.03%	1.39%	0.12%

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

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?	Our Service Premium allocation last academic year was £310. While this is funding for one child only, we support all children with a parent in the Forces. This year, we provided access to our school counsellor through 'Talk to me Tuesdays' sessions and targeted academic support from our academic mentor and teaching assistants.

What was the impact of that spending on service pupil premium eligible pupils?	The impact of our spending was improved emotional health and well-being for the child accessing 'Talk to me Tuesdays' and improved academic outcomes for those receiving targeted academic support.
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Further information (optional)

Underpinning our Pupil Premium Strategy is the implementation of a new care and behaviour system linked to our core virtues, Gospel values and British values. This will help ensure a consistent approach to behaviour at all staffing levels and rewards, such as stationery items and trips, will be of particular benefit to our disadvantaged pupils.