

St Mary's Catholic Primary School, South Moor, Stanley Pupil Premium Strategy Statement 2022/23

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	98
Proportion (%) of pupil premium eligible pupils	39% based on Oct Census 2021
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Allison Robson Head Teacher
Pupil premium lead	Allison Robson
Governor lead	Colin Nelson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 40 x 1385 (55,400) 5 x 2410 (12,050)	£67, 450
Recovery premium funding allocation this academic year 45 x 145	£ 6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 73,975

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School we believe that teaching and learning opportunities should meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non-Pupil Premium pupils.

We see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment for all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Regardless of their circumstances or difficulties, we want every child to make progress and achieve in all subject areas.

We see quality first teaching for all children as essential. This drive for high quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. The proven impact of closing the gap by providing the highest quality of education for all is the rationale for this drive; is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans focussed on achieving the best results for all.

To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	High percentage of pupils who are eligible for PP also have additional needs (SEND or Social/Emotional needs due to family circumstances)
2	Physical development - Children eligible for pupil premium are more likely to be unable to manage their own basic needs including dressing and going to the toilet independently.
3	Communication and Language - Some pupils eligible for PP enter school without having had nursery experience/or limited experience (some impact due to Covid 19) and /or are below age related expectation in PSE, language and communication, reading, writing and maths. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
4	Early Reading - Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics/reading than their peers. This negatively impacts their development as readers. (Decoding/Prosody/Comprehension)
5	Writing - Internal data indicates that writing attainment for all children is low, however among disadvantaged children it is significantly below that of non-disadvantaged children
6	Social and emotional resilience of pupils eligible for PP is low compared to their peers. This can affect their ability to develop positive relationships and to concentrate on academic activities, especially when working with others in class, when tasks are challenging, when it is social time or when accessing technology outside of school.
7	Due to low starting points our disadvantaged pupils struggle to meet ARE in all key stages. Covid 19 has impact on lost learning and this has resulted in significant knowledge gaps leading to children falling further behind age-related expectations. This means that all children need high quality teaching, feedback and assessment to ensure they make progress and develop appropriate skills and knowledge.
8	Covid 19 has further impact on the wellbeing of children as some PP children already had social and emotional or behaviour needs which impacts on teaching and learning opportunities as well as break times and lunch times.

9	<p>Attendance - Our attendance data over the last few years has fallen. Whole school attendance 21-22 = 91.2% / PA 30%</p> <p>Disadvantaged attendance was 87.68% and non-disadvantaged was 92.76%. Our assessments and observations indicate that absenteeism and school refusal is negatively impacting disadvantaged children' progress.</p>
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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
Pupils eligible for PP with SEND/additional needs make progress from their starting points.	<p>Children with SEND/additional needs have support/interventions to support their progress/development.</p> <p>This is evidenced in observations and progress/attainment data.</p>
Improved oral language skills, vocabulary and comprehension among disadvantaged children.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Pupils eligible for Pupil Premium in EYFS/KS1/KS2 make progress in all areas to work towards meeting national expectations.	<p>Pupil Premium children in all Key Stages are closely monitored to enable children to make progress from their starting points and to achieve improved outcomes in phonics, reading, writing and maths.</p> <p>This is evidenced in lesson observations, learning walks, books and progress/attainment data.</p>
Teaching and learning opportunities are appealing to ensure that learners are engaged, enthused and motivated.	<p>Enrichment opportunities, including visitors into school and visits out motivate and inspire learning. (Enrichment timetable and pupil voice will show that our children thrive due to curriculum opportunities)</p>
Improve emotional resilience and positive relationships for all pupils through use of TA support and intervention.	<p>Lesson observations, learning walks, visitors in school, visits out will all</p>

	demonstrate pupils' positive attitudes to learning and good behaviours.
Provide children with high quality teaching and feedback to ensure progress in lessons. Ensure pupils are provided with appropriate strategies to support their learning.	Increased proportions of pupils will reach ARE in English, Phonics and Maths across the school. Subject assessments at the end of teaching units will show that progress has been made in foundation subjects.
Increase opportunities for wellbeing activities throughout school for all learners.	By the end of the academic year, children will have taken part in wellbeing days and weeks, Forest Schools activities and focussed weeks. Staff and Family Support Worker will continue to support children and families individually. School counselling/Emotional Resilience Nurse/other professionals will support with everyone's wellbeing. Parent and Pupil questionnaires will show a positive response to improved wellbeing.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	The overall absence rate for all children is below 21-22 percentage of 8% and the attendance gap between disadvantaged children and their non-disadvantaged peers reduces. The percentage of all children who are persistently absent falls.

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: £33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High ratios of staff to children across school. TA support in all 5 classes ensures that	Where TAs support individual pupils or small groups, on average show moderate positive benefits. The headline figure of one additional	1, 2, 6 & 7

<p>interventions can take place.</p> <p>Personalised Curriculums</p> <p>Intimate Care Plans</p> <p>Sensory activities</p> <p>Social Groups</p> <p>Time to talk</p> <p>Quiet Time</p> <p>Toe by Toe</p> <p>Nessy</p> <p>Power of 1</p> <p>Communicating with children</p> <p>NELI</p> <p>Little Wandle Keep Up and Catch Up</p>	<p>month's progress lies between these figures. (EEF)</p> <p>Reducing class size appears to result in around three months' additional progress for pupils, on average. EEF</p>	
<p>Complete implementation of Nuffield Early Language Intervention with Year 1 children in Autumn Term and assess needs of EYFS children.</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months' progress</p> <p>NELI - additional 10 months progress</p>	<p>1 & 3</p>
<p>Staff to further develop in their subject specialist areas through NPQ courses available and this will lead to developments in their subject areas.</p> <p>22-23 Staff to complete NPQs in Senior Leadership/Leading Teaching/Behaviour and Culture which they started in 21-22</p>	<p>EEF – Effective Professional Development Oct 21 Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>3, 4, 5 & 7</p>
<p>Staff to receive training from school to school support /BWCET/ LA/Diocese in their subject specialism and</p>	<p>EEF – Effective Professional Development Oct 21 Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p>	<p>3, 4, 5 & 7</p>

<p>this is cascaded to staff in staff meeting time.</p>		
<p>Investigate the purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF - Feedback appears to have slightly greater effects for primary school age pupils (+7 months)</p>	7
<p>Staff to access further phonics training and resources to embed the consistency of our approach across the school. Transition from EYFS/KS1 into KS2.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Little Wandle is a DfE accredited systematic synthetic phonics programme / Floppy's Phonics is in the window to become a DfE accredited scheme.</p> <p>EEF toolkit: Phonics - additional 4 months' progress.</p> <p>Little Wandle Phonics Programme was purchased Spring 22/Implemented in EYFS/KS1 Summer 22</p> <p>The phonics scheme will be fully embedded in EYFS and KS1 in 22-23 and rapid catch up implemented into KS2.</p>	4, 5 & 7

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A supply Teacher familiar with our school will be tasked to provide tuition for 2 days per week.</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor</p>	5

(School Led Tutoring Grant to pay 60% of costs/school 40%)	<p>progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months' progress</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
An Enhanced TA, SEND Co, School Counsellor and Family Worker have specific time set aside to support children with their emotions/behaviour/specific needs.	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	1,2, 6 & 8
Head Teacher, Office staff, Family Worker, LA Attendance Officer offer support to families to improve school attendance.	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	9
<p>Continue to enrich the curriculum with visits out and visitors into school.</p> <p>Captain Chemistry – Each Term</p> <p>Skipping School – Twice a Year</p> <p>Kurling Day & Kurling Club</p> <p>Mad Alice Theatre Company – Each Term</p> <p>Wellbeing Wednesday Sessions with Sports Coach</p> <p>Forest & River School Activities</p> <p>School trips out are heavily subsidised.</p>	<p>EEF Toolkit – Arts Participation</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools</p> <p>EEF Toolkit – Outdoor Adventure Learning</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to</p>	3, 4, 5 & 7

2 x residential opportunities continue to be subsidised.	develop non-cognitive skills such as resilience, self-confidence and motivation.	
Continue to subsidise music tuition for PP children	EEF Toolkit – Arts Participation Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress.	4, 5, 7 & 8
Continue to subsidise free milk for PP children	School milk offers a host of benefits to children. Not only does it provide energy and key nutrients to help them do their best, it also offers a variety of social opportunities. (Children's Food Trust)	6

Total budgeted cost: £ 73,975

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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.

Performance measures were published in 2022 for the first time since 2019. These measures should be viewed with caution due to the impact of the Covid 19 pandemic, the amount of lost learning for all groups of children in school and the small cohort numbers which fluctuate from year to year.

EYFS Outcomes (Total 15 in cohort)

Assessments completed in July 2022 indicate that in **EYFS – 4/5 80% PP / NOT PP 50%** achieved GLD (PP children achieved better GLD in 2022) Total 15 children in cohort.

80% in 2022, 60% PP in 2021 and 43% PP in 2019 achieved GLD – PP children improving in GLD

Phonics Test for Year 1 Summer 22 – Outcomes for PP children (10 in cohort)

PP Phonics 60% 3/5 achieved expectation / National Disadvantaged 71% / Other 84%
Outcomes are below national

2022 KS1 Outcomes for PP children (Total 14 in cohort)

PP Reading 50% 4/8 achieved expectation National Disadvantaged 62% / Other 78%

PP Writing 38% 3/8 achieved expectation National Disadvantaged 55% / Other 73%

PP Maths 50% 4/8 achieved expectation National Disadvantaged 62% / Other 79%

There is a gap between national disadvantaged and other in all areas.

2022 KS2 Outcomes for PP children (19 in cohort)

PP Reading 73% 8/11 achieved expectation National Disadvantaged 62% / Other 78%

PP Writing 45% 5/11 achieved expectation National Disadvantaged 68% / Other 83%

PP Maths 55% 6/11 achieved expectation National Disadvantaged 67% / Other 84%

Reading is the strongest area and above national disadvantage. Both writing and maths are below national disadvantage/other.

Teaching Strategies

High ratios of staff to children across school have ensured that staff have been able to carry out assessments and interventions to support with gaps in skills, knowledge and development due to Covid.

Staff training in mental health, EYFS baseline, NELI and a new systematic phonics programme are starting to show an impact. Outcomes in NELI show a positive impact of the programme for our youngest children in their speech and language development- children who were not talking are now speaking in full sentences and asking/answering questions.

Assessments in phonics show that the Little Wandle expectations are higher than statutory assessments. We should hopefully see the benefit of the programme in our results in 2022-2023.

The use of online platforms has been assessed and we have decided to reduce the number of platforms offered so that a more consistent approach is used with the resources that we are using – Big Cat ebooks (fully decodable), Reading Eggs, Epic, Nessy and Winning with Numbers are to be used 2022-2023.

Gaps in learning continue to be evident across all year groups. From 2022-2023 progressions and planning in all subjects will be revisited as well as our approach to assessment. We will be looking at ways to use diagnostic assessments across school to further identify gaps and the small steps needed to address these gaps.

Targeted Intervention

Identified pupils received targeted interventions throughout 21-22. (See intervention timetable) Children also accessed school led tutoring in maths – this impact positively on children's confidence and conceptual/procedural knowledge. Children will continue to receive one to one tuition/small group interventions. We are reviewing our approach to additional needs support using the WAVE model of our BWCET.

Wider Strategies

The use of Teams and Forms on Office 365 allowed us to successfully engage with professionals, access CPD and to gather pupil and parent views in our annual questionnaires.

Staff engaged in many TAF and family meetings throughout the year. We made referrals to Early Help, Early Years Nurse Practitioner, School Nurse, Resilience Nurse, Educational Psychologist, CAMHS, Speech and Language, Cognition and ASC Teams and OT for children/families who needed these services. We also worked with the EHN Team and Nudge to support with the engagement of children in education. We also continued to use our school counsellor throughout the year.

Enrichment opportunities were initially paused due to Covid restrictions in Autumn 21. However, visitors such as Captain Chemistry, That History Bloke, Skipping School and Sports Coaches were all welcomed back into school.

Forest and River Schools activities, as well as international schools, the arts and animation project and Jubilee Project (The children participated in an arts project where they were taught Kuchipudi dancing over a 6 week block and they performed in a Jubilee Event at the Gala Theatre in Durham) all had a positive impact on children and the staff involved.

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
Little Wandle Systematic Phonics	
Winning With Numbers	