

St Mary's Catholic Primary School, South Moor, Stanley Pupil Premium Strategy Statement 2021/22

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	113
Proportion (%) of pupil premium eligible pupils	44% based on Oct Census 2020
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lorraine Murray
Pupil premium lead	Allison Robson
Governor lead	Colin Nelson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 46 x 1345 2 x 1800 1 x 2345 (Oct Census)	£67, 815
Recovery premium funding allocation this academic year 49 x 145	£ 7,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 74,920

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's RCVA 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 of 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.

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 needs due to family circumstances)
2	Some pupils eligible for PP enter school without having had their nursery experience (impact on due to Covid 19) and /or are below age related expectation in PSE, language and communication, reading, writing and maths.
3	High percentage of PP children are boys.

4	Emotional resilience of pupils eligible for PP is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
5	Due to low starting points our disadvantaged pupils struggle to meet ARE in all key stages. Covid 19 has impact on lost learning. This means that all children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
6	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.

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.	Children with SEND/additional needs have support/interventions to support their progress/development
Pupils eligible for Pupil Premium in EYFS make progress in all areas to work towards meeting national expectations.	Pupil Premium children in EYFS are closely monitored to enable children to achieve a Good Level of Development.
Teaching and learning opportunities are appealing to ensure that learners are engaged, enthused and motivated.	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)
Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will 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.	<p>By the end of the academic year, children will have taken part in wellbeing weeks and focussed weeks.</p> <p>Staff will continue to support children and families individually.</p> <p>School counselling/other professionals will support with everyone's wellbeing.</p> <p>Questionnaires will show a positive response to improved wellbeing.</p>
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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: £37,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High ratios of staff to children across school. TA support in all 6 classes ensures that interventions can take place.</p> <p>Personalised Curriculums</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>Where TAs support individual pupils or small groups, on average show moderate positive benefits. The headline figure of one additional 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>	1 & 5
<p>Implement Nuffield Early Language Intervention with EYFS children across the year.</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</p>	2 & 5

	<p>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>Staff to develop in their subject specialist areas through NPQ courses available and will lead developments in their subject areas.</p> <p>Staff to complete NPQs in Senior Leadership/Leading Teaching/Behaviour and Culture 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>	3 & 5
<p>Staff to receive training from LA/Diocese in their subject specialism and this is cascaded to staff in staff meeting time.</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>	3 & 5
<p>All staff to complete training to develop understanding of metacognition and self-regulation.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months’ progress</p>	4
<p>Staff to complete mental health awareness & development courses.</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)</p>	4 & 6
<p>Staff to access phonics training to ensure consistency in our approach to phonics across the school.</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>	2 & 5

	<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 / Floppys Phonics – Programme to be decided</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18, 730

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional TA (trained teacher) to deliver additional interventions across school. (x 2 days a week)	In the UK, four recent evaluations of one to one tuition interventions found average impacts of between three and six months' additional progress, suggesting that positive impacts can be successfully replicated in English schools. EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months' progress	1 & 6
A supply TA (trained teacher) familiar to our school will be tasked to provide tuition for 2 or 3 days per week. (School Led Tutoring Grant to pay 75% of costs)	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 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. EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months' progress	5

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

Budgeted cost: £18,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
An Enhanced TA, SEND Co and School Counsellor	Overall, it is clear that reducing challenging behaviour in schools can have a direct and	6

to have specific time set aside to support children with their emotions/behaviour/specific needs.	lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress	
Continue to enrich the curriculum with visits out and visitors into school. Captain Chemistry – Each Term That History Bloke – Each Term Mad Alice Theatre Company – Each Term School trips out are heavily subsidised. Residential opportunities continue to be subsidised.	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. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools EEF Toolkit – Outdoor Adventure Learning 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 develop non-cognitive skills such as resilience, self-confidence and motivation.	3 & 5
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.	5 & 6
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: £ 74,920

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

End of Year assessments completed in July 2021 indicate that in EYFS – 60% PP achieved GLD.

KS1 & KS2 PP children – 72% were working within the year group expectations for reading (Emerging, Developing and Secure).

47% were working within the year group expectations for writing (Emerging, Developing and Secure).

53% were working within the year group expectations for maths (Emerging, Developing and Secure).

Phonics Test for Year 2 children in November 2020 showed that 86% (6 out of 7 children) of PP children met the standard.

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.

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 Covid catch up have been able to take place.

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Gaps in learning were evident in the autumn and spring terms due to the lockdown of 2020 and then again in spring 2021. On our return staff have worked on basic skills in communication and language, phonics, reading, writing and numeracy.

Targeted Intervention

Identified pupils receiving one to one tuition/small group interventions across the summer term in all classes made good progress in all areas. Targeted support in reading shows the greatest impact.

Wider Strategies

Office 365 allowed us to develop parental and child engagement in remote learning. Purchasing school mobile phones allowed us the ability to carry out welfare checks and to hold telephone consultations in the Autumn and Summer Terms.

The use of forms on Office 365 allowed us to successfully gather pupil and parent views in our annual questionnaires.

We have held TAF and family meetings throughout the year. We have made referrals to the Early Years Nurse Practitioner, School Nurse, Educational Psychologist, CAMHS and OT for children who might need these services. We have continued to use our school counsellor throughout the year, but some of the sessions were delivered by telephone due to the need for Covid secure working practices.

Enrichment opportunities had to be paused due to Covid restrictions. However, visitors such as Captain Chemistry and That History Bloke were welcomed back into school.

Wellbeing days delivered by Craig's Coaching in the summer term had a positive impact on children and the staff involved. It also had a positive impact on subject leaders as they were able to carry out scrutiny and pupil interviews.

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
NA	

Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		