# F:\St Marys Logo\Badge pic.pngPupil premium strategy statement

## This statement details our school’s use of pupil premium (and r ecovery 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. Text in blue shows the updated information for 2022-23.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | St Marys RC Primary School |
| Number of pupils in school | 397 |
| Proportion (%) of pupil premium eligible pupils | 82 (21%) |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22 to  2024/25 |
| Date this statement was published | Autumn Term 2021  December 2022 (updates in this colour) |
| Date on which it will be reviewed | Summer Term 2022  Summer Term 2023 |
| Statement authorised by | Mr J Travis |
| Pupil premium lead | Mr C Jacques |
| Governor / Trustee lead | Mr C Rayner |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £110,290 (£1345 x 82) |
| Recovery premium funding allocation this academic year | 21-22 - £13 920 (£145 x 96)  £0 for 22-23 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £110,290 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| **Objectives of Pupil Premium Expenditure: INTENT**   * Improve the progress and raise attainment for our vulnerable pupils at every Key Stage – EYFS, KS1 and KS2, by providing additional educational support when necessary; * Diminish the difference between the achievement of vulnerable pupils and their peers and ensure, when appropriate that pupils are identified as ‘most able’; * Address any underlying inequalities between vulnerable pupils and their peers; * Raise the aspirations of our vulnerable pupils by inspiring them to become self-motivated and active participants in their own learning, embedding these values to ensure they can become lifelong learners; * Improve attendance rates for our vulnerable pupils * To engage parents of disadvantaged pupils in their children’s learning. * Extend opportunities and experiences available to our vulnerable pupils; * Ensure that the additional funding reaches vulnerable pupils so that it makes a significant impact on their education and lives.   **Strategies: IMPLEMENTATION**   * Pupil Premium is clearly identifiable within the school budget; * The Inclusion Team, governors and SLT, will consult on how the Pupil Premium is spent for the benefit of entitled pupils; * All staff are aware of who the vulnerable children are in their class and ensure that pupil’s needs are considered individually to determine what support they need to reach their full potential; * All children, including those vulnerable pupils, receive quality teaching and are set high expectations; * All staff and adults in school ensure consistent implementation of agreed whole school strategies, such as targeted marking and pupil feedback, intervention programmes and reading sessions; * The Inclusion Team have brought in a Pupil Premium Consultant to support us with the planning and implementation of this policy.   At St Mary’s, we are fully committed to ensuring that the individual needs of each vulnerable child are met andthat the additional funding is used to address the challenges they face.As a result of the additional funding, these children will make progress within Age Related Expectations (ARE), diminishing the difference between our vulnerable and non-vulnerable children. Central to this must be the effectiveness of quality teaching for all children.  **Quality Teaching:**   1. Any pupils who are falling below Age Related Expectations (ARE) in line with predicted performance indicators and grade boundaries will be monitored by class teachers and the inclusion team, and appropriate interventions put in place; 2. If a pupil has been identified as underachieving, or possibly having special educational needs,  they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties; 3. All adults working with vulnerable children will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary; 4. The Inclusion Team will be consulted as needed for support and advice and may wish to observe the pupil in class; 5. Through (II) and (IV) it can be determined which type of provision the child will need going forward; 6. Parents and carers will be fully informed of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | **Attendance and punctuality issues.**  **2020-21**  At the end of this academic year attendance for pupils eligible for PPG (92.7%) was 4.1% lower than all pupils (96.8%).  Persistent absence was 21.6% higher for disadvantaged pupils (26.5%) than for all pupils (4.9%). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.  **2021-22**  Most recent results for Attendance –  all pupils – 92.8%  PPG pupils – 88.9%.  Most recent results for Persistently Absent (PA – less than 90% attendance) –  all pupils - 27%  PPG pupils – 41.3%  Our assessments and observations indicate that whilst the gap in attendance between PP and all pupils has narrowed (-4.1% in 20-21 and now -2.9% in 21-22) the overall percentage has dropped significantly.  The number of PA children has risen dramatically with over 40% of PPG pupils PA (compared to 26.5% the year before).  Priorities for this year include working more closely with PA children, tracking them and breaking down the barriers to their good attendance. |
| 2 | **Phonics**  **2020-21**  Impact of two years of school closures and disrupted learning, especially on our youngest learners and our disadvantaged pupils. Most recent results for Phonics Check showed all pupils reaching 47.3% and disadvantaged children reaching 20%.  **2021-22**  Most recent results for Phonics Check –  all pupils - 72%  PPG pupils - 82%  Excellent outcomes for PPG pupils showing positive impact of all the consistent hard work from all stakeholders. |
| 3 | **Reading**  **2020-21**  Assessments, observations and discussions with pupils suggest poorer reading skills including fluency and comprehension, linked to lower enthusiasm and love of reading. In general these issues are more prevalent among our disadvantaged pupils than their peers.  Disadvantaged pupils had poorer outcomes (attainment gap of 21%) than their peers in reading at the end of 2021.  **2021-22**  Most recent results for reading are –  KS1 all pupils – 50%  KS1 PPG pupils – 22%  KS2 all pupils – 72%  KS2 PPG pupils – 58%  Disadvantaged pupils continue to have poorer outcomes than all pupils do in reading, particularly in Year 2. This cohort continue to have significant support and tracking in order to identify and close attainment gaps. |
| 4 | **Writing**  **2020-21**  Assessments, observations and discussions with pupils suggest poorer writing skills including handwriting and presentation, linked to lower enthusiasm and love of writing. In general these issues are more prevalent among our disadvantaged pupils than their peers.  Disadvantaged pupils had poorer outcomes (attainment gap of 16%) than their peers in writing at the end of 2021.  **2021-22**  Most recent resuts for writing are –  KS1 all pupils – 59%  KS1 PPG pupils – 22%  KS2 all pupils – 71%  KS2 PPG pupils -75%  Disadvantaged pupils have closed the gap and have achieved in line with (actually slightly above) all pupils in Key Stage 2. In Key Stage 1 they continue to have poorer outcomes than all pupils. This cohort continue to have significant support and tracking in order to identify and close attainment gaps. |
| 5 | **Emotional Health and Well Being**  **2020-21**  Social, Emotional and Health needs – around a quarter (around 25) of our disadvantaged pupils need support with their social and emotional skills; they find it difficult to regulate their feelings due to a range of needs and home issues. This can impact their ability to engage in learning across the curriculum.  **2021-22**  During 2021-22 40 number of children (24 of those being PPG pupils) received support from our in-house social worker for emotional health and wellbeing support.  Priorities for 22-23 include positive transitions for year 6, healthy relationships, friendship and social skills, self-esteem and resilience building, keep safe work (including county lines for older children), anti-bullying (including child on child abuse), well-being assessment tools for all PP children. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (24/25)**, and how we will measure whether they have been achieved.

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:  • The overall absence rate for all pupils being no more than 1.5% (98.5% attendance- LA average) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%.  • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% than their peers. |
| Improved phonics attainment for disadvantaged pupils at the Phonics Standard Check at the end of Year 1 | Phonics outcomes will climb year on year for all pupils and in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard  This has been achieved by Summer 2022 and will remain a priority to ensure standards remain high. |
| Improved reading attainment for disadvantaged pupils at the end of KS2 | KS2 outcomes will climb year on year and in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in Reading  During 2022-23 priority shifts to KS1, ensuring our younger learners are at age related expectations by the end of KS1 giving a greater chance for positive progression to age related expectations at the end of KS2. |
| Improved writing attainment for disadvantaged pupils at the end of KS2 | KS2 outcomes (including improvements in handwriting and presentation) will climb year on year and in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in Writing  During 2022-23 priority shifts to KS1, ensuring our younger learners are at age related expectations by the end of KS1 giving a greater chance for positive progression to age related expectations at the end of KS2. |
| To improve the social and emotional skills of pupils to improve their engagement in learning. | Pupils are identified swiftly and provided with support plans to meet their social and emotional needs.  Recorded incidents on CPOMs / exclusions data shows reduction  Pupils are engaged in their learning and make good progress from their starting points  Families feedback that support is making a positive difference |

## Activity in this academic year (21-22)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching

**Budgeted cost: (around 50% of total grant) £55,200**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Pupil Premium consultant continue to will work with the team to review and evaluate the strategy | * Expert support needed to embed the SDP; an Inclusion team is needed to implement this strategy, work collaboratively and provide consistency across school. | **1,2,3,4 & 5** |
| Phonics   * CPD - Training of teachers in the effective provision of Read Write Inc across the school to improve phonics outcomes. Provision of high quality phonics teaching across the school. Resources to support phonics teaching. * We will fund phonics lead teacher release time to embed key elements of phonics across school | * EEF: Pupil Premium decisions are most successful when individualised to each school’s own set of circumstances. An effective champion successfully advocates and champions the needs of Pupil Premium pupils and works to remove barriers to learning across the school community. | **2** |
| Reading and Writing  Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.   * We will fund an experienced teacher to teach, monitor progress and embed key elements of guidance in school (including The reading framework – teaching the foundations of literacy 2021) * We will commission a LA Health Check to critically evaluate our current reading teaching and curriculum planning * Reading and writing leads in school have additional subject leadership time to develop, monitor and evaluate. * All teachers will be fully aware of the children in their class who represent the lowest 20% in Reading, Writing and SPAG. * All children will undergo a benchmark assessment for Reading and SPAG using ‘Rising Stars Assessment Tests’. | The DfE non-statutory guidance has been produced in conjunction with literacy experts and school leaders, many of whom are part of English Hubs programme.  [The reading framework – Teaching the foundations of literacy](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)  The EEF guidance is based on a range of the best possible evidence.  [Improving Literacy in Key Stage 1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  [Improving Literacy in Key Stage 2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.  [Using your pupil premium funding effectively – Education Endowment Foundation](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | **3, 4** |
| Quality Assurance that our high standards for high quality teaching, in line with our Teaching and Learning Policy are embedded.  Assistant Head Teacher for EYFS and KS1 and KS2 AHT have dedicated weekly release time.  Subject leaders have CPD to support their role development and dedicated release time. | The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.  [Using your pupil premium funding effectively – Education Endowment Foundation](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | **2, 3, 4** |
| All teachers to access high quality, relevant CPD.  Ensure teachers have sufficient time to engage in CPD activities which are systematically planned in line with whole school priorities and reflect individual teacher career stage development. | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.  [The EEF Toolkit: High Quality Teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching) | **2, 3, 4** |

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

**Budgeted cost: (around 25% of total grant)**  **£ 27,600**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Reading Ambassadors introduced in each year group. | Our most vulnerable children are least likely to read outside the classroom. This strategy will ensure they read each day. | **3** |
| * Start of Day initiative introduced – staff training in Fluent in 5, Grammar, Handwriting and Spelling – following model. | This will provide the opportunity for children to consolidate spellings from the previous day through familiar activities and linked handwriting tasks. | **3,4** |
| * Creating and embedding a Speech, Language and Communication Breakfast club, Forest School and HAF (Holiday Activities and Food Programme) Group for school holidays and providing pastoral support and well-being to our vulnerable children by creating a calm, stable and purposeful environment at the beginning /end of the school day and during school holidays * Fees subsidised for families on low income and free places to families for whom clubs would be a barrier (the School Holiday Club manager also had a successful HAF (Homes and Families) Holiday Activities and FOOD bid. The grant of £1000, was used to promote both physical activity and healthy eating. The holiday club ran from 26th July to 27th August 2021) | Education Endowment Foundation (EEF) Report states –  *Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.* | **1, 2 & 3** |
| * Engaging with the National Tutoring Programme (Tutor Trust Intervention) to provide English (and maths) tuition for pupils whose education has been impacted the most during the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. * DHT and Yr6 teacher offering before school reading and writing breakfasts for Yr6 disadvantaged pupils | Education Endowment Foundation (EEF) Report states –  *Small group tuition has an average impact of four months’ additional progress over the course of a year.* | **3 & 4** |
| Effective deployment of staff including teachers and TAs to support key children and year groups.    TA in all classes throughout school to deliver high quality interventions  Maths and English subject leaders lead on identification of pupils for interventions, delivery of interventions and monitoring interventions.  Additional unqualified teacher for part of 21-22 to support with interventions in upper KS2  Additional (from retirement) experienced teacher employed to provide phonics and reading interventions in Key Stage 1 and also to provide quality training and CPD for less experienced members of the team. | Research on TAs delivering targeted support interventions in one-to-one or small group settings shows a consistent impact on attainment.  [EEF – Making best use of teaching assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | **2, 3, 4** |

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

**Budgeted cost: (around 25% of total grant) £27,600**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the [DfE;s Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time to staff to develop and implement new procedures and continuing to employ an attendance officer to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1 |
| * Forest school activities are planned and structured for all children to provide an enriched outdoor learning experience. * A Forest School trained member of support staff is dedicated to ensuring all children at St Mary’s receive this experience. * Pupil, parent and staff voice is collected to measure strengths and difficulties impact. | **Forest School** encourages physical, intellectual and spiritual development and promotes self-esteem, resilience and risk-taking in addition to enhancing the social and emotional development of our vulnerable children.  Education Endowment Foundation (EEF) Report states –  *The current evidence base on outdoor adventure and academic outcomes is very weak. While the studies that do exist show positive impacts, the limited evidence base means that an impact in months progress is not communicated.*  However, our pupil feedback indicates the impact on pupil wellbeing has significant impact. | 5 |
| * A full time social work officer has been deployed to support families with attendance and acute social and emotional need, with the intention that better supported families will result in better attending pupils and improved academic and social/emotional outcomes. * The Social Worker is part of our social emotional and mental health support team that provides programmes such as nurture groups, anger management, self-esteem building, resilience, perseverance, grief etc. * Workshops for pupils and CPD for staff are offered - Physical Health; Where you live; Being Safe; Relationships; Feelings and Behaviour; Friends; Confidence and Self-esteem and Education and Learning. Once staff are trained they continue the themes in class with children. | EEF Guidance about Wider strategies focusing on Parental Engagement  [EEF – wider strategies](file:///C:\Users\kirsten\EEF%20Guidance%20about%20Wider%20strategies%20focusing%20on%20SEL,%20Well-being%20and%20Mental%20Health) | **1, 2, 3, 4, 5** |
| **SEND/PP Sporting Events**  (See Sports Premium Co-ordinator’s report)  Overlap with Sports Funding -  St Mary’s involvement with Bury School Games (funded by Sports Premium) ensure that all children are involved and engaged in sports and competitive events, regardless of specific skills.  Sports Leader prioritises PPG pupils and funds additional costs such as transport, kit, food. Almost half of those representing school 21-22 are PPG pupils. | EEF Guidance about Wider strategies focusing on Well-being and Mental Health  [EEF – wider strategies](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies) | 5 |

# 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 2021 to 2022 academic year.

|  |
| --- |
| In 2022 National assessments showed pupil’s outcomes were well below pre-pandemic levels in KS1 reading and writing for all pupils and PP pupils. This was the same for KS2 in reading, but writing had a more positive outcome.  EYFS 2022 GLD was in line with National and 71% for all pupils, with 75% of PP pupils reaching the good level of development. This is a strong indicator that we made a significant difference to those pupils during the EYFS of their education.  KS1 results, for the whole cohort, were much lower than we aimed to achieve and the gaps between the attainment of all and the attainment of pupils eligible for PPG were significant. This is our main priority for 22-23.  KS1 Reading = 50% PPG = 22%  Writing = 59% PPG = 22%  Maths = 45% PPG = 22%  KS2 results were closer to our historical data and only slightly below National figures in reading and maths but slightly above in writing for all pupils and PP pupils. Writing at the end of KS2 is a significant achievement for 21-22.  KS2 Reading = 72% PPG = 58%  Writing = 71% PPG = 75%  Maths = 67% PPG = 65%  We continue to have the highest ambitions for all pupils and to ensure that we make a significant difference for pupils eligible for PPG. On review we have reflected that the impact of the 2 years of disruption due to COVID-19 pandemic was underestimated, particularly the accumulated impact on attainment and progress in writing for our youngest disadvantaged pupils.  Attendance remained low at school and persistent absence was high.  Attainment at met and higher standard remains a key priority of our pupil premium strategy as we move into the second year of the three-year plan.  Overall attendance in 2021 – 22 dipped than the previous two years at 92.8% and lower than aimed for. The attendance at school for pupils eligible for PPG was very close to that of all pupils (only -2.9% difference).  The percentage of pupils eligible for PPG who were persistently absent (41.3%) was higher than last year and much higher than National (23%). Attendance remains a focus of our current pupil premium strategy.  Our assessments and observations indicate that pupil behaviour, wellbeing and mental health are recovering well following the COVID-19 pandemic for most pupils. However, we have noticed an increase in reported issues such as worry, poor sleep and changes to appetite from families. We used pupil premium funding to provide an enhanced wellbeing offer for all pupils and targeted support and interventions where required. We are continuing to build on these approaches with the activities detailed in this strategy. |

## 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 | Ruth Miskin |
|  |  |

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

# Further information (optional)

|  |
| --- |
| 2020-21  During the Pandemic and Lockdown, further resources were purchased and the Recovery Premium was used. Equipment included the purchase of **20 kindles** to ensure pupils had access to online learning and the ability to connect through ‘Teams’. A further **20 Chrome Books** were purchased. For those struggling to learn on teams individually tailored work packs were created by class teachers. For parents, support was available through ‘First Point’ (a family support service) to seek advice and support for parents struggling to manage routine, boundaries or behavioural problems at home. Parents are consulted and involved through a variety of means and opportunities:   * We openly encourage dialogue with parents and listen to their views. Through discussion at Parent's Information Days (Autumn and Spring Terms) - parents are informed about their child’s extra support and interventions planned. * End of year expectations are also shared with parents at these meetings, so parents can be involved and support their child’s progress. Class teachers share targets with pupils verbally and through our marking scheme, which gives positive feedback and signposts next steps for pupil’s progress.   **IMPACT** We have recently purchased ***The GL Assessment Tool for ‘Emotional Resilience’*** in response to lockdowns and as a means of measuring impact of pastoral lessons and social worker involvement.  **Inclusion Team**   * The Pupil Premium Lead also works alongside and meets regularly with the SENDCo to share information about interventions, support and progress to ensure that the needs of all vulnerable pupils are met. * Inclusion Team profile to be completed for vulnerable children in Year 6 (initially to gain a holistic view of each child and provide most effective support. |

*The PP Strategy will be reported annually to the Governing Body and posted on the school Website.*