



St Mary's Catholic Primary School

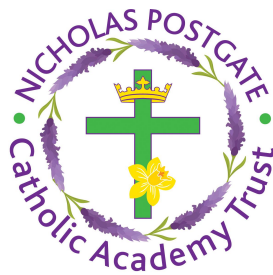
Pupil Premium Strategy Statement

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	243 (Incl 2YO) 211 (R- Y6)
Proportion (%) of pupil premium eligible pupils	58% Incl
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023- 2024
Date this statement was published	December 2021
Dates on which it will be reviewed	July 2022
Statement authorised by	Sinead Ricceri-O'Neill (DHT)



Pupil premium lead	Sinead Ricceri-O'Neill
Governor / Trustee lead	Jill Manders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 174,951
Recovery premium funding allocation this academic year	£ 16,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 8,856
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	£ 200,192



Part A: Pupil premium strategy plan

Statement of intent

At St Mary's we are proud to offer a dynamic, inclusive and nurturing learning environment, an education which inspires academic excellence and confidence for life. Our 'can-do' approach, to the quality of education we provide, ensures all children reach their full potential.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas for development across the school.

Principles

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and non disadvantaged pupils both within school and nationally
- Ensure ALL pupils are able to read fluently, with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.



- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

In order to achieve our objectives and overcome identified barriers to learning we will:

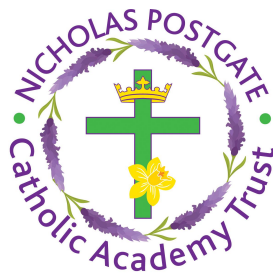
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residentials, and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

(This is not an exhaustive list and strategies will change and develop based on the needs of individuals.)

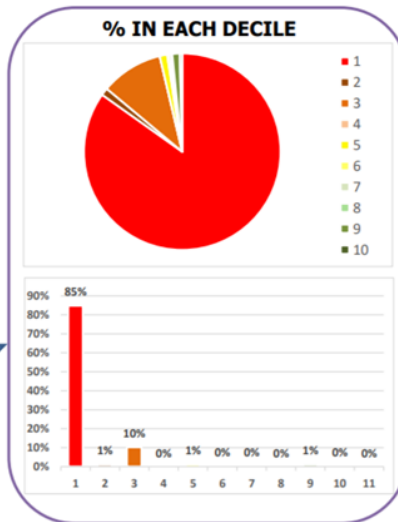
Our context:

58% of the children within the school are PP compared to the national figure of 21%.

85% of pupils live in wards within the bottom 10% of deprivation nationally. The average ranking of wards, in which children live, is 284 out of 32844 wards nationally.



Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	207	85%	284
2	10% to 20%	3285 to 6568	3	1%	4141
3	20% to 30%	6569 to 9853	25	10%	8706
4	30% to 40%	9854 to 13137	0	0%	
5	40% to 50%	13138 to 16422	3	1%	13725
6	50% to 60%	16423 to 19706	1	0%	16892
7	60% to 70%	19707 to 22990	1	0%	20307
8	70% to 80%	22991 to 26275	0	0%	
9	80% to 90%	26276 to 29559	3	1%	27406
10	10% Least Deprived	29560 to 32844	1	0%	30500
	UNKNOWN		0	0%	
	TOTAL		244	6.0%	1967



Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	192	79%	122
	6% to 10%	1643 to 3284	15	6%	2358
2	10% to 15%	3285 to 4927	2	1%	3446
	16% to 20%	4928 to 6568	1	0%	5531
3	20% to 25%	6569 to 8211	4	2%	7796
	26% to 30%	8212 to 9853	21	9%	8880

IDACI by National Curriculum Year

Decile	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Nursery
1	92%	81%	91%	85%	79%	90%	78%	76%
2	3%	5%	0%	0%	0%	0%	4%	0%
3	3%	10%	6%	12%	15%	10%	19%	14%
4	0%	0%	0%	0%	0%	0%	0%	0%
5	0%	5%	0%	3%	0%	0%	0%	5%
6	3%	0%	0%	0%	0%	0%	0%	0%
7	0%	0%	3%	0%	0%	0%	0%	0%
8	0%	0%	0%	0%	0%	0%	0%	0%
9	0%	0%	0%	0%	6%	0%	0%	0%
10	0%	0%	0%	0%	0%	0%	0%	5%
UNKNOWN	0%	0%	0%	0%	0%	0%	0%	0%
Avg. Rank	1120	2015	1504	1559	3080	979	2040	3594

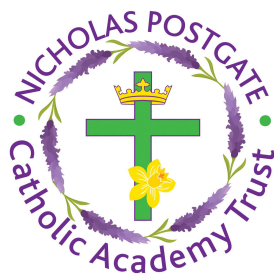
Decile	IDACI	OVERALL IMD	INCOME	EDUCATION	EMPLOYMENT	CRIME	HEALTH	BARRIERS
1	85%	80%	83%	77%	87%	73%	93%	0%
2	1%	11%	7%	11%	3%	2%	0%	0%
3	10%	2%	6%	6%	7%	14%	6%	2%
4	0%	5%	1%	3%	2%	6%	1%	0%
5	1%	2%	0%	0%	0%	2%	0%	0%
6	0%	0%	1%	2%	0%	3%	0%	9%
7	0%	0%	1%	0%	0%	0%	0%	72%
8	0%	0%	0%	0%	0%	0%	0%	9%
9	1%	0%	0%	0%	0%	0%	0%	1%
10	0%	0%	0%	0%	0%	0%	0%	7%
UNKNOWN	0%	0%	0%	0%	0%	0%	0%	0%
Avg. Rank	1967	1974	1827	2091	1513	3846	2048	22093



Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Many children have experienced several or more ACEs and as a result of this SEMH is the highest area of need within the school.</p> <p>Teacher referrals for support have markedly increased during the pandemic. Referrals to social care have increased during the pandemic.</p>
2	<p>Speech, language and communication</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Gaps in reading, writing, maths and phonics</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Attendance and punctuality</p> <p>Our attendance data from 2018-2019 (last recorded data not affected by Covid) indicates that attendance across the school was 94.8%. Attendance remains a constant focus across school and all pupil groups, with a particular focus on PA pupils. We know that poor attendance negatively impacts attainment and can have a wider effect on SEMH and opportunities beyond education.</p>
5	<p>Access to wider opportunities</p> <p>Observations, and discussions with pupils suggest disadvantaged pupils generally have less opportunities of enrichment experiences than their</p>



	peers. This can have a negative impact on SEMH, resilience and opportunities for further education or employment.
6	Parental engagement Over the course of the pandemic while parents were generally supportive with pupils home learning, it is apparent that parental engagement with school and community links have weakened.

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
To achieve and sustain improved attendance for all pupils,	Improve attendance for all groups to at least 95% To further improve attendance rates of identified pupils with a particular focus on those whose attendance falls below 95% and persistently late pupils.
School to achieve trauma informed status	School to achieve 'Thrive' status.
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0))
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)
Increase % of disadvantaged pupils passing the phonics screening in Year 1	Achieve at least national pass rate for phonics screening.
To increase parental engagement across the school year.	Provide a calendar of events which will allow opportunities for parents and families to engage with school life and further develop community links.



To provide enrichment opportunities for all pupils.	Ensure all year groups have opportunities to engage in enrichment opportunities across the year including trips out, school visits and after school clubs, monitored by the Pupil Engagement lead.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Ensure high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: **£20,020**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Addition teacher YR2 Utilising smaller class size to meet needs of pupils</i>	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. EEF reducing-class-size	1,2,3,6
<i>Rainbows Bereavement training</i>	Whole staff training on identifying and supporting pupils who are suffering trauma from loss. EEF Toolkit Maximising Learning “Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in	1



	academic outcomes over the course of an academic year.” EEF social-and-emotional-learning	
<i>Library Books- Class set of texts.</i>	<p>EEF Toolkit Reading comprehension strategies state that “Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.”</p> <p>EEF Reading Comprehension Strategies</p> <p>To ensure pupils develop a positive attitude to reading and are confident readers, school will continue to invest in high quality resources and texts.</p> <p>Sharing good quality home loan books at home will support further and develop parental links, with school.</p>	2,3,6
<i>Purchase of updated ICT equipment</i>	<p>In order to ensure pupils are able to access the curriculum and apply cross curricular approaches to learning it is essential that equipment is up to date and is operating correctly. Updating ICT equipment ensures pupils can do this.</p> <p>EEF Toolkit EEF digital</p>	3
<i>CPD</i>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET & ongoing school improvement work.</p> <p>EEF Toolkit Maximising Learning “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF Toolkit Mastery suggests +5 months progress. EEF Research mastery-learning</p> <p>We are part of the Westgarth English Hub and the English and phonics Lead are released to work effectively with these school improvement partners. EEF Toolkit Phonics suggests +5 months progress.</p> <p>EEF phonics</p>	1,2,3



	<p>Staff coaching to be led throughout school. CPD sessions – staff meetings and PD days to be used for coaching to be introduced.</p> <p>Subject co-ordinators are given extra time out of class to ensure Quality T+L in their subject.</p>	
<i>Cusp Curriculum</i>	<p>CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson.</p> <p>https://www.unitysp.co.uk/cusp/</p>	2,3
<i>Purchase of a Reading Plus - Online resource for reading for 3 years.</i>	<p>In order to encourage independent reading and support reading comprehension pupils will engage with Read Plus, an online reading resource.</p> <p>EEF Toolkit Reading comprehension strategies state that “Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.”</p> <p>EEF Reading Comprehension Strategies EEF digital</p>	2,3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p><i>Reading books ‘Little Wandle’</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3

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

Budgeted cost: **£123,879.99**



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In order to ensure strong foundations for learning in KS1 and to close the attainment gap which has been exacerbated by the pandemic, the school will fund a team-teach approach in YR1 utilising two teachers in one year group to allow for small group tuition sessions for disadvantaged pupils falling behind.</p> <p><i>Additional 0.4 Teacher in Year 1</i></p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>EEF small-group-tuition</p>	1,2&3
<p>Interventions implemented within class whenever possible to avoid children missing high quality teaching.</p> <p>Additional phonics interventions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p><i>Additional L3 TA in EY</i> <i>Additional 0.8 HTLA YR2</i> <i>Additional 0.5 L1 TA</i></p>	<p>EEF guidance - making best use of teaching assistants makes it clear that TAs should not be used to teach the lower attaining pupils. If TAs are asked to deliver interventions, they are highly structured with support from the class teacher.</p> <p>“well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.”</p> <p>The average impact of the deployment of teaching assistants is about an +4 months progress over the course of a year.</p> <p>EEF research teaching-assistant-interventions</p>	1,2&3



<p><i>Higher pupil to staff ratio in Early Years. Challenging curriculum. Outstanding environments – both indoors and outdoors.</i></p> <p><i>Additional 0.6 Teacher in EY</i></p>	<p>The investment in high quality, experienced early years' staff ensures smaller groups can take place for daily phonics, reading, writing and maths groups. The EEF states that once early years' provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years' settings.</p>	<p>1,2 &3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring 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</p>	<p>2 days per week tutor based programme.</p> <p>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.</p> <p>EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>EEF Small Group Tuition</p>	<p>3, 2</p>

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

Budgeted cost: **£56,291**

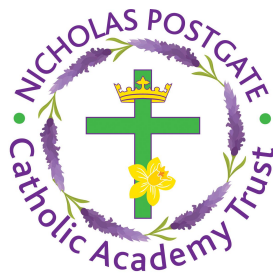
Activity	Evidence that supports this approach	Challenge number(s) addressed



<p><i>Learning mentor caseload identifies pupil's individual needs and the strategies implemented. Pupils' individual needs are addressed and in turn negating barriers to learning.</i></p>	<p>EEF research found that on average, SEL (social & emotional learning) 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. Learning mentors ensure class teachers can continue to deliver high quality teaching whilst they deal with issues.</p> <p>EEF research mentoring</p>	<p>1</p>
<p><i>Trips, experiences and extra-curricular clubs deepen knowledge, build aspiration and strengthen self-esteem and confidence.</i></p>	<p>Our children have limited life experiences. Through our personal development curriculum, we will ensure that all children have access to a wide, rich set of experiences and increase their cultural capital.</p> <p>Year 5 - Carlton Lodge</p> <p>Year 6 - Carlton Lodge & London</p> <p>Year 4 - Theatre trip</p> <p>Year 3 - MIMA museum and restaurant</p> <p>EEF research states "Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds."</p> <p>EEF research arts-participation</p>	<p>5</p>
<p><i>Magic Breakfast provides a free breakfast for all children to start their day</i></p>	<p>Food deprivation is high at St Mary's. Research from the 'National Schools Breakfast Programme' shows hungry children do not perform as well as their peers.</p>	<p>1, 5</p>



	https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/	
<i>Thrive Practitioner x 2</i>	<p>Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum. The impact of the 'Thrive Approach' can be found https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p> <p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.</p>	1,2,3
<i>Parent Support Advisor</i>	<p>Due to the increased rate of pupils open to social care, a designated safeguarding officer in school will support with case load and pupils on the fringe of vulnerability.</p> <p>EFF social-and-emotional-learning</p>	4 & 6
<i>Reward Shop</i>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>To mitigate this and as part of school Behaviour policy pupils are encouraged to learn to earn points which can be 'cashed in' to collect a reward/incentive. This is collaboratively as a class and individually. Information is shared with parents. Pupils can choose to accumulate their points and achieve a greater reward.</p> <p>Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance.</p>	4, 5 & 6



<p><i>After School Booster clubs</i></p> <p><i>All pupils will be able to access a range of afterschool clubs, ranging from multi skills, street dance, performing arts, coding etc</i></p>	<p>EEF research states “Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.”</p> <p>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.”</p> <p>EEF research arts-participation</p>	<p>1,5&6</p>
---	--	------------------

Total budgeted cost: £ 200,192

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.



2020-21

Targeted academic support for current academic year

Priority 1:

To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged pupils.

Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum.

Ensure staff have in depth subject knowledge across the curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged

Ensure that secure effective pedagogy meets individual pupil needs

Impact: Centralised SOL purchased to support teacher workload and resources for Google Classroom. Resource packs prepared for all families, to allow all children to access remote learning. Consistently 90% of all pupils accessed remote learning, climbing to over 95% in Years 5&6.

CPD developed staff pedagogy resulting in all children receiving quality first teaching.

Priority 2:

To ensure the highest standards of learning behaviours for all pupils, with a focus on disadvantaged

Further develop self regulated learners, who are aware of their strengths and areas to develop, and motivate themselves to engage in learning

Develop strategies which are tailored to meet individual needs, including individual targeted approaches and mentoring programmes

Impact: Nurture provision and sensory room created to support vulnerable learners. All staff received ACEs training. Relationship and positive behaviour policy written and implemented to aid trauma recovery.

Wider strategies for current academic year



Priority 1

Support high attendance, excellent punctuality and engagement in learning

Further develop pastoral support for families with low attendance through Early Help

Revise and enhance systems for tackling day to day absence, in the light of the impact of COVID-19

Tackle persistent absence early

Implement a revised system of rewards - attend and spend, to ensure continual motivation

In periods of COVID related absence, proactive strategies are implemented to secure engagement in online (virtual) learning, including the use of google classroom, Big Cat Ebooks, spelling shed, maths shed and TT rockstars

Impact: **Attendance improved 2020-21 compared to previous academic years.**

School closures and COVID-19 had a significant impact on the school community. For many families school is much more than an educational establishment. Hampers were delivered to families, where household members were shielding; a 'FareShare' shop was created in the school entrance, which is still running now and allows families to access food and essential items daily; staff contacted families weekly to "check-in"; staff conducted hundreds of drive-bys of vulnerable children who were unable to attend school. From the announcement of school closures in January 2021, within 48 hours staff had prepared and delivered resource packs to all children. Devices were given to households that were without. Staff supported households to 'logon' through online videos and doorstep visits. As a result of this, 90% of the children were consistently engaging in online lessons, rising to 95% + in KS2.

Priority 2

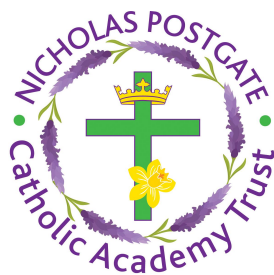
Develop disadvantaged pupils as healthy, resilient, independent young people

Develop children who confidently question current topical issues and challenge stereotypes

Empower parents/carers and pupils to be active and healthy members of the wider school community

Ensure pupils and families have excellent cultural understanding and demonstrate a pride in their background and community

Impact: **Daily live PE lesson during lockdown, Sports coach support 2 hours of PE weekly and 30 minutes per day exercise. Enrichment clubs following the return**



from school closure, within bubbles. Hot meals provided daily throughout for children in school. PTG formed and led by DHT.

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
X Tables Rockstars	TT Rockstars
Literacy Shed Plus	Ed Shed
Purple Mash Computing	Purple Mash
Rainbow	Rainbows Bereavement Support GB
Bungalow Project	The Bungalow Partnership LTD

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?	N/A



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

N/A

Further information (optional)

CLL identified the biggest barrier in EY, on entry. Undertake Phonics Research Programme: **What Comes Before Phonics** with Dr Sally Neaum (Senior Lecturer: Early Childhood Development)

Project fully funded by Teesside University.

Engage with local business and fundraising to raise £5k to further support enrichment opportunities for all pupils and engage with the wider community.

