



St Mary's Primary

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	233
Proportion (%) of pupil premium eligible pupils	65%
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 2022
Dates on which it will be reviewed	December 2023
Statement authorised by	Anna McClurey
Pupil premium lead	Anna McClurey
Governor / Trustee lead	Elizabeth Eddies



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,280
Recovery premium funding allocation this academic year	£20,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£230,415



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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers'. We will use the funding to support us improve and sustain attainment for our most disadvantaged pupils that is in line with non-disadvantaged pupils. We will use the funding to be comparable or better than the national picture.

During the implementation of this strategy we will consider the challenges that our disadvantaged pupils face in preventing them from high attainment: lack of cultural capital, oral fluency, vocabulary, aspirations and expectations. We have an ambitious curriculum and our approach will respond to the common challenges alongside individual needs, rooted in our robust diagnostic assessments and analysis and not on assumptions.

Reading is a key focus for our academy and it is our expectation that all our pupils irrespective of their background or other challenges become strong readers with a clear understanding of the receptive language as well as expressive language, enabling them to broaden their horizons and become lifelong learners.

High quality teaching is at the heart of all we do at St Mary's and we are focusing on the areas which disadvantaged pupils require the most support. We have a culture of collective responsibility for disadvantaged pupils, including governance, senior leadership, subject leadership, phase leadership, the classroom (where we really make the difference) and pastoral care.

Our strategy is also integral to wider school plans for education recovery following the COVID19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.*

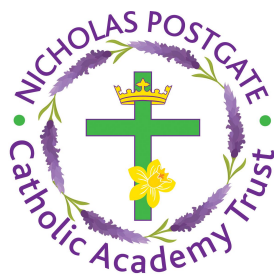
In order to achieve our objectives and overcome identified barriers to learning we will:

- 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.
- *Pastoral team to work with families and children to improve school attendance to 97%.*

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

Our context:

- 65% of the children within the school are PP compared to the national figure of 25.5%.
- The school is in quintile 5, meaning it serves one of the most deprived areas nationally.
- 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.



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>Pupils and their families are burdened with additional stresses: inadequate housing, inconsistent access to fuel and energy, significant lack of food, inability to access benefits, debt, addiction and domestic violence. All of which were heightened throughout the pandemic and impacted significantly on our pupils who are taking time to recover. Concerns raised through professional dialogue and the implementation of timely intervention have increased significantly in order to support our pupils with anxiety, bereavement, loss, trauma and ACEs.</p> <p>Pupils and their families have social and emotional difficulties often exacerbated further by medical, wellbeing and mental health needs. The pandemic contributed to heightening these further still - as proven in the Oxwell Survey.</p> <p>SEMH is the highest area of need within the school. 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>A significant number of pupils in EYFS lack fundamental skills and this is reflected in the number of pupils achieving expected standard in Literacy and Maths which is an area for development. The pandemic has further inhibited progress being made in such areas, which is proving difficult to recover from as pupils progress through our school. The impact on GLD has and continues to be significant. Throughout Key Stage 1 & 2 assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, which are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Attainment of reading, writing, maths and phonics</p> <p>Pupils have limited or non-existent opportunities to access age appropriate reading, writing and maths materials beyond those provided by school. Assessments, observations and discussions with pupils clearly demonstrate the greater level of difficulty our disadvantaged pupils have with reading, writing and maths in comparison with their peers. This is magnified when it comes to the acquisition and application of phonic knowledge, where our 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>Enrichment - Cultural Capital</p> <p>Pupils have limited experiences beyond their home life and immediate community: 85% of pupils live in the top 10% of most deprived electoral wards Nationally & The average ranking of wards, in which pupils live, is 284 out of 32844 wards nationally. Significantly low levels of income and debt often do not allow quality enrichment opportunities to be accessed at home. The true potential of the skills, talents and interests of our pupils are therefore at risk of not being truly fulfilled. This can have a negative impact on SEMH, resilience and opportunities for further education or employment.</p>
6	<p>Parental engagement</p> <p>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. In addition, many of our families have complex home lives, which results in the focus of parents shifting from education towards caring for other dependents, parental physical and mental wellbeing, financial vulnerability, food poverty and family trauma. All of which are barriers to parental engagement.</p>

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
Accelerate progress in Reading, Writing, Maths and Phonics	Diminished difference in attainment between pupils at St. Mary's and the National averages for GLD, Phonics Screening Checker and end of Key Stage assessments Tailored intervention to target pupils at risk of underachievement resulting in accelerated progress.
Improve attendance of all pupils to 97% or above	Improvements in attendance will be evident for all groups of pupils by July 2023. Reduction in the number of pupils identified as PA and improvements on the overall PP



	attendance to improve narrowing the gap between PP and Non-PP.
Confident and resilient pupils who can share views and feelings in an articulate way	<p>Attachment and trauma informed practices embedded across the school. Empathetic pupils, able to manage emotions effectively. Reduced level of behaviour concerns based on school analysis.</p> <p>Pupils will continue to be encouraged to embrace extensive roles and responsibilities reflecting the importance of pupil autonomy, relationships, sense of role modelling, and appreciation for each other.</p> <ul style="list-style-type: none"> ● Mini Vinnies ● House Captains ● Stewards of Creation (Eco Warriors) ● School Councillors ● Prefects ● Sports Leaders ● Rights Respecting Rangers ● Headstarters
To continue to provide enrichment opportunities for all pupils.	<p>Sustained high levels of engagement in educational and enrichment activities demonstrated by:</p> <ul style="list-style-type: none"> ● Significant increase in the number of disadvantaged pupils accessing enrichment opportunities and educational experiences that they may not have otherwise accessed: Trips, visits, excursions and extra curricular clubs ● Cultural capital experiences are planned for and embedded across the curriculum. ● An extensive range of extra curricular activities are available for all pupils without cost.
To raise the standards of oracy, language development and vocabulary.	<p>Modelling language allows staff to correct any grammatical errors that pupils may make in a positive way. Quality running commentary that accompanies a child's play. Staff provide pupils with vocabulary within a meaningful context. To develop more articulate and confident speakers with a widened, appropriate and rich vocabulary base. Staff will deliver explicit vocabulary teaching within the CUSP curriculum to develop pupils' vocabulary across the wider curriculum, focusing on Tier 2 and Tier 3 vocabulary.</p>



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: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure all relevant staff (including new staff) have received official DFE endorsed training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve knowledge of GPC and reading attainment.</i></p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET & ongoing school improvement work. We are part of the Westgarth English Hub and the English Lead is released to work effectively with these school improvement partners.</p> <p>EEF Toolkit Phonics suggests +5 months progress.</p> <p>EEF Professional Development</p>	<p>Challenge numbers 3</p>
<p><i>Professional develop prog: Oracy 21 - Walkthrus, mastery teaching, CUSP, adaptive/responsive teaching</i></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.”</p> <p>EEF Toolkit Mastery suggests +5 months progress.</p>	<p>Challenge numbers 2 & 3</p>



	EEF Mastery Learning	
<i>Further develop and refine our curriculum offer so that is sequenced, connected and ambitious for all children: allowing them to know and remember more</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>EEF High Quality Teaching</p>	Challenge numbers 2 & 3

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

Budgeted cost: £153,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Effective deployment of Teaching Assistants</i>	<p>EEF Toolkit Teaching Assistants suggests +4 months progress.</p> <p>EEF Teaching Assistant Interventions</p>	Challenge numbers 1,2 & 3
<i>Rapid Catch up Reading Intervention</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 Toolkit Reading suggests +6 months progress.</p> <p>EEF Phonics</p>	Challenge numbers 3
<i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for</i>	<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</p>	Challenge number 3



<p><i>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</i></p>	<p>that it can be particularly effective for disadvantaged pupils. EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>School-led tutoring guidance</p>	
<p><i>Structured interventions - Small group tuition</i></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>EEF Toolkit Small Group Tuition +4 months progress.</p> <p>EEF Small Group Tuition</p>	<p>Challenge numbers 1,2 & 3</p>

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

Budgeted cost: £ 56,000

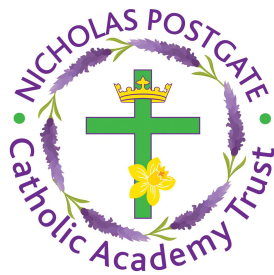
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of Rainbows Bereavement Support for children</p>	<p>Whole staff training on identifying and supporting pupils who are suffering trauma from loss.</p> <p>EEF Toolkit Maximising Learning "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year."</p> <p>EEF social-and-emotional-learning</p>	<p>Challenge number 1</p>



<p>Provision of ELSA support for pupils</p>	<p>The ELSA programme is proven to have positive outcomes for both individual pupils and school systems. Data indicates a reduction in a range of emotional, conduct, hyperactive and peer problems and an increase in prosocial behaviours. An evaluation of the Emotional Literacy Support Assistant Programme 2021: An Evaluation of the Emotional Literacy Support Assistant (ELSA) Programme</p>	<p>Challenge Number 1 & 6</p>
<p>Mental Health and wellbeing mentor identifies pupil's individual needs and the strategies implemented. Pupils' individual needs are addressed and in turn negating barriers to learning.</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>Challenge number1</p>
<p>Trips, experiences and extra-curricular clubs deepen knowledge, build aspiration and strengthen self-esteem and confidence.</p>	<p>Our pupils have limited life experiences. Through our personal development curriculum, we will ensure that all pupils have access to a wide, rich set of experiences and increase their cultural capital. 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>EEF Life Skills and enrichment</p>	<p>Challenge number 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>Challenge numbers 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</p> <p>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> <p>EEF Blog: Five evidence based strategies to support</p>	Challenge numbers 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>EEF social-and-emotional-learning</p> <p>Improving School Attendance (gov.uk)</p>	Challenge numbers 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>	Challenge numbers 4, 5 & 6



	<p>Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance.</p> <p>EEF Improving Behaviour in Schools</p> <p>EEF Behaviour Interventions</p>	
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Total budgeted cost: £ 230,145



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 2021-2022 academic year.

Intended Outcomes	Impact
To achieve and sustain improved attendance for all pupils	The continuing effect post pandemic on the attendance of pupils has impacted on the SEMH needs of many of our vulnerable families. Where parents continue to have heightened anxiety around allowing their children to interact with others due to fear of illness. Persistent absenteeism is higher amongst disadvantaged pupils. Therefore, our funding targeted at wider strategies is essential in addressing the gaps in pupils' readiness to learn.
School to achieve trauma informed status	Whole school cultural shift where the wellbeing of all is the highest priority. We implemented practice and policy, which was evidence based with the backing of research studies from psychology and neuroscience to ensure the relational and emotional health of all. https://stmarys.npcat.org.uk/mental-health-wellbeing/
Progress in Reading	Having analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. These highlighted that disadvantaged pupils continued to underachieve compared to non-disadvantaged pupils. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE
Progress in Writing	
Progress in Mathematics	



	<p>has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.</p>
<p>Increase % of disadvantaged pupils passing the phonics screening in Year 1</p>	<p>Leaders have prioritised reading across the school and there is a consistent approach to the teaching of reading with full fidelity to a SSP. The impact is reflected in the most recent phonics attainment where a higher percentage of pupils passed the phonics screening in 2022 compared to pre-pandemic 2019.</p>
<p>To increase parental engagement across the school year.</p>	<p>High levels of parental satisfaction are reflected in our school's positive ethos, high standards of behaviour, attendance at school events and positive relationships that exist between home and school. Parental feedback confirms that we are good at consulting parents, telling them about the progress of their children and listening to their concerns.</p>
<p>To provide enrichment opportunities for all pupils.</p>	<p>The curriculum provided by the school ensures pupils are met with a wide, memorable range of experiences and provides opportunities for pupils' broader development.</p> <p>There has been an increase in the cultural capital for disadvantaged pupils through the use of '33 Experiences of St Mary's'. All children in Year 6 attended an overnight residential stay and a trip to London, where they experienced many things including a west end performance and eating a meal in a restaurant. Extensive fundraising was undertaken and the cost to parents for the trips was nil.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Children are better able to manage their emotions & there is an improvement in social interactions between pupils. Children's behaviour & attitudes in school are exceptional.</p> <p>Children are proud to belong to the school and know what it is to be resilient. Children feel safe in school and know that they are listened to and helped.</p> <p>School working with: Headstart, Thrive and have achieved Trauma informed status.</p>



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
Rainbow	Rainbows Bereavement Support GB
Bungalow Project?	The Bungalow Partnership LTD
CUSP Curriculum	Curriculum with Unity Partnership
VOice 21	Voice 21
Thrive Approach	Thrive

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.

Partnership with Middlesbrough Institute of Modern Art (MIMA) and in conjunction with the National Gallery to deliver 'Take One Picture' to all pupils at St Mary's and achieve recognised accreditation and display artwork in a gallery.

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