# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Saint Mary’s RC Primary School |
| Number of pupils in school | 202 |
| Proportion (%) of pupil premium eligible pupils | 15.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 2022-2023 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Lisa Gleed-Thornley |
| Pupil premium lead | Michelle Brader |
| Governor / Trustee lead | Maria Turner |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £40920 |
| Recovery premium funding allocation this academic year | £5328 |
| 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 | £46248 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Mary’s, the focus of our Pupil Premium Strategy intention is that for all children regardless of their needs have access to outstanding quality teaching and learning tailored to their needs. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. The grant is aimed at accelerating progress by moving children to at least age-related expectations. We aim for all pupils to make good progress and achieve high attainment across all subject areas.These pupils may require additional support, so we will use all the resources available to help them reach their full potential including the Pupil Premium Grant. Staff are committed to meet pupils’ needs, including their pastoral, social and academic needs within a caring and nurturing environment. It is important for disadvantaged children to benefit from the same opportunities as pupils from less deprived families.In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Limited funding and resources means that not all children receiving funding will be in receipt of pupil premium interventions at one time.We are aware of the impact of Covid-19 has had a detrimental effect on children’s progress, wellbeing and mental health. We have provided a range of provisions at different levels for our Pupil Premium children to best support them. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Impact of Covid-19 on the academic and emotional wellbeing of the child. |
| 2 | Home learning instead of school based learning in specific areas of learning. |
| 3 | Attainment of children in Maths and English (including Phonics, reading and writing) |
| 4 | Fewer opportunities to learn outside of school environment and limited learning opportunities. |
| 5 | Complex family issues, which have a negative impact on the emotional needs and wellbeing of the children. |
| 6 | Challenges in home lives make it difficult for carers and parents to support children in their learning at home such as English as an additional Language. |
| 7 | Low income of some families |

## 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.

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| Intended outcome | Success criteria |
| To raise achievements for disadvantaged pupils in all subjects by ensuring all children have access to quality teaching. Closing the gap in attainment between FSM and non-FSM. | All children will make progress regardless of their background or vulnerabilities.  The gap between FSM and non-FSM will get smaller.  Pupil Premium lead will monitor the results of Pupil Premium children. |
| Within current guidelines to provide activities to learn outside of the classroom and encourage wider capital. | Children will be increasingly engaged in their learning through access of different workshops and visitors which reflects the broad and balanced curriculum. |
| Provide pastoral support to children and their mental health. This ensures that no learning is lost and experiencing difficult personal circumstances. | Children will feel safe, secure and build up their resilience. Children will be able to overcome mental health or wellbeing struggles to work towards mental wellness. Access to our Emotional Literacy Support Assistant (ELSA) and our Mental Health Support Team (MHST). |
| Improve enrichment of all pupils. | The foundation subjects within the curriculum is improved with a greater range of vocabulary, which is being used and understood by the children. Children have knowledge organisers with key vocabulary for these subjects. |
| All Pupil Premium pupils are provided with enrichment opportunities for their personal development. | Subject leaders are aware of the need to promote PP attendance at extra-curricular opportunities and clubs.  Places are available on trips for Pupil Premium children to ensure fair access on external trips and enrichment activities in school.  Music lessons are offered to Pupil Premium children. |
| To further, improve pupils’ interaction with their peers and to work towards self-management and regulation of their emotions. | Children will be able to self-regulate their own emotions. Problem solve when friendship issue arises. Children will be able to take responsibility for their feelings and emotions and become emotionally literate in sharing their needs with others. |

## 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: £ 15000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Sustaining high quality first teaching in  reading,  writing  mathematics  to improve outcomes for pupils  •CPD – effective CPD to address the issues identified within the School Improvement Plan  •CPD for NELI and WellComm for targeted staff | Ofsted Mathematic Subject Review  Ensuring pupils have the basic knowledge at their fingertips will best equip them for maths mastery approaches  EEF-Effective Professional Development Guidance Report   * shows that what happens in the classroom makes the biggest difference to children’s progress – improving teaching quality generally leads to greater improvements at lower cost than structural changes. * There is particularly good evidence around the potential impact of teacher professional development. Good teaching for all pupils has a particular benefit for disadvantaged pupils. | 3 |
| To improve KS1 PP pupils’ ability in phonics & reading fluency; phonological awareness and letter sound knowledge, oral blending, sight reading of phonetically irregular words, their ability to read fluently. | EEF-Effective Professional Development Guidance Report  EEF –Phonics | 3 |
| Embed communication and language approaches across the curriculum to improve spoken language skills, expressive vocabulary. | EEF – Communication and language approaches | 3 |
| DfE validated Systematic Synthetic Phonics programme Read Write Inc re training for all staff | EEF –Phonics | 3 |

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

Budgeted cost: £ *12000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| One to one support for PP pupils to narrow the gap in maths – focus on fluency and number acquisition (and maths mastery) | EEF – Small group tuition  EEF – one to one tuition | 3 |
| Additional phonics sessions targeted for disadvantaged pupils who require further phonics support. | EEF – Small group tuition  EEF – one to one tuition  EEF – Phonics | 3 |
| ESLA Support for vulnerable learners/PP/SEND | EEF – Emotional and Emotional Learning | 1,5,6 |
| National Tutoring Pro-gramme to provide tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. | EEF – Small group tuition  EEF – one to one tuition | 3 |

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

Budgeted cost: £6000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff trained in Child Mental Health  Child Mental Health Ambassador  ELSA support for most vulnerable pupils | EEF – Emotional and Emotional Learning | 1 |
| To provide targeted support around well-being and mental health for our disadvantaged pupils  Lunchtime activities to provide high quality games and activities to engage pupils | EEF – Emotional and Emotional Learning | 1,5,6 |
| Subsidies for uniforms, equipment, clubs, trips, events and wraparound provision for our most vulnerable pupils  Access to learn to play an instrument (piano, violin) | EEF – Emotional and Emotional Learning  EEF – Arts Participation  Participation in after-school clubs can enhance involvement opportunities, resilience and confidence. EEF research states that essential life skills or character development are important in determining life chances | 1,4,7 |
| Supporting pupil outcomes through enrichment activities and life skills | EEF – Emotional and Emotional Learning | 1,5 |
| Attendance support.  Attendance letters & communication with parents  First day calling and  attendance meetings  with parents for Pas. | DFE school attendance framework.  EEF Working with Parents to Support Children’s Learning  Evidence suggests that effective parental engagement can lead to learning gains. | 1, 3, 5, 6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All challenge areas dependent upon need |

**Total budgeted cost: £** *33000*

# 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.

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| *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, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## 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*

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| Programme | Provider |
| TT Rockstars | <https://ttrockstars.com/> |
| Charanga Music | <https://charanga.com/site/> |
| Accelerated Reader | <https://www.renaissance.com/> |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| 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)

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| *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.* |