# 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

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| Detail | Data |
| School name | Boston St Marys RC Primary Academy |
| Number of pupils in school | 188 |
| Proportion (%) of pupil premium eligible pupils | 12% - October census |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | L Gleed-Thornley |
| Pupil premium lead | L Gleed-Thornley  Kirsty Sutton (maternity) |
| Governor / Trustee lead | Maria Turner |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £29,040 |
| Recovery premium funding allocation this academic year | £ |
| 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 | £29,040 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Ultimately, our aim is to ensure that no child is left behind socially, or academically because of disadvantage. At St Mary’s we strive to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.  Our Pupil Premium plan aims to address the main barriers our children face through targeted support and interventions, careful planning and robust monitoring of standards and attainment. As a school we endeavour to ensure that we provide our young children with the access and opportunities to enjoy academic success and achieve their lifelong goals.  Our definitive objectives are to:   * Raise the standards and attainment of our Pupil Premium children through the development of early language acquisition, ensuring that all Pupil Premium children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum. * Improve the outcomes in writing for our Pupil Premium children – monitoring and identifying quickly those at risk. * Raise the standards and attainment of our Pupil Premium children in Maths through the development of reasoning skills. * Develop the confidence and resilience of our Pupil Premium children, ensuring they have the skills needed to look after their social and emotional wellbeing. * Improve the overall attendance of our Pupil Premium children ensuring that persistent absences are reduced significantly.   We aim to do this through:   * Identifying specific interventions and support for individual children, which will be monitored and reviewed at least termly. * Effective teaching, learning and assessment in order to identify gaps in knowledge, which will enable our teachers to meet the needs of all Pupil Premium children. * Ensuring that Pupil Premium children who have social and emotional needs access high quality provision from appropriately trained adults within school. * Ensuring that the attendance of our Pupil Premium children is monitored rigorously by both our attendance officer and class teachers. |

## 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 | Pupil’s vocabulary is limited due to EAL and a lack of exposure to the wider world. As a result, this in turn impacts on their ability to understand word meaning, comprehend, read fluently and use vocabulary in context when writing  **Attainment in reading & writing** |
| 2 | Social and emotional barriers result in lack of self-confidence and self-belief, which in turn impacts decision-making, interactions with others and self-management of feelings and emotions |
| 3 | Poor attendance and persistent absences results in gaps in learning |
| 4 | Pupil’s vocabulary is limited due to EAL. As a result, this impacts the ability to understand word meaning and solve reasoning problems in a mathematical context.  **Attainment in maths** |

## 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 the standards and attainment of our Pupil Premium children through the development of early language acquisition, ensuring that all PP are able to read fluently and with good understanding to enable them to access the breadth of the curriculum | **Target**  KS1 and KS2 reading outcomes in 2024/25 show that more than 90% of Pupil Premium pupils met the expected standard.  100% of Pupil Premium children pass the phonics screening check at the end of Y1  **Success Criteria:**   * The implementation of a catch-up reading intervention programme (Reading Rocketeers) for our Pupil Premium children. * Daily 1:1 Reading sessions for all Pupil Premium children. * 1:1 booster sessions for Pupil Premium children who are behind with their phonics * Rigorous monitoring of our Pupil Premium children’s progress through the use of Accelerated Reader and Cornerstones Assessments. * Encouraging wider reading and reading for pleasure across the school. * Providing all children with knowledge organisers and vocabulary maps to support with their pre-topic learning and understanding. |
| To improve the outcomes in writing for our Pupil Premium children – monitoring and identifying quickly those at risk. | **Target**  KS1 and KS2 reading outcomes in 2024/25 show that more than 90% of Pupil Premium pupils met the expected standard.  **Success Criteria:**   * The implementation of a catch-up writing intervention programme for our Pupil Premium children. * Rigorous monitoring of our Pupil Premium children’s progress through the use of teacher assessments * Encouraging writing for pleasure through the implementation of creative writing clubs etc and visits from local authors within the area. |
| To raise the standards and attainment of our Pupil Premium children in Maths through the development of reasoning skills. | **Target**  KS1 and KS2 maths outcomes in 2024/25 show that more than 90% of Pupil Premium pupils met the expected standard.  **Success Criteria:**   * The implementation of a catch-up maths boosters groups (TA led) for our Pupil Premium children. * The implementation of Maths on the Move provided by Discovery Sports |
| To develop confidence and resilience of our Pupil Premium children, ensuring they are able to look after their social and emotional wellbeing | **Target**  Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant increase in participation in enrichment activities such as after school clubs and music tuition, particularly among Pupil Premium pupils   **Success Criteria:**   * The implementation of 1:1 and small group tuition (ELSA) for our Pupil Premium children to support their emotional wellbeing and resilience building. * To promote inclusiveness by continuing to provide Breakfast club & school uniform to those in need and by supporting funding where necessary for school trips, after school clubs, FSM & milk; providing them with enrichment opportunities. |
| To improve the overall attendance of our disadvantaged children | **Target:**  Sustained high attendance from 2024/25 demonstrated by:   * The overall absence rate for all Pupil Premium pupils being no more than 85%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 75%. * The percentage of Pupil Premium pupils who are persistently absent being below 85%   **Success Criteria:**   * Attendance to be monitored by the school attendance officer and class teachers * Communicate with parents through the use of Pupil Premium meetings and discussions of targets in order to gain the parents perspective and support. * Ensuring better parental communication through offering Teams calls as an alternative option. * Parent surveys * Pupil interviews * Half termly pupil progress data |

## 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: £

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of subscription for Accelerated Reader  Training for staff to ensure assessments and AR software is administered correctly. | EEF evaluation conclusions   * Accelerated reader appears to be effective for monitoring and tracking children progress and attainment. * A well-stocked library with a range of books banded according to AR readability formula, and easy access to computers with internet, are the main requirements for successful implementation * Schools are able to lead robust evaluations of their own planned interventions.   <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader> | Challenge 1 |
| ELSA Training and following CPD | EEF evaluation conclusions:   * Social and emotional learning interventions seek to improve pupils decision-making, interactions with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning * Social and emotional learning interventions focus on the ways in which students work with (and alongside) their peers, teachers, family and community.   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | Challenge 2 |
| Mental Health Training | EEF evaluation conclusions:  • Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional skills are linked with poorer mental health and lower academic attainment  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | Challenge 2 |

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

Budgeted cost: £14,300

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| The implementation of a catch-up maths booster group for children who are currently behind. | EEF evaluation conclusions:  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | Challenge 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | EEF evaluation conclusions:   * Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. * Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:   [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | Challenge 1 |
| The implementation of a catch-up reading and writing booster group for children who are currently behind. | EEF evaluation conclusions:  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | Challenge 1 |

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

Budgeted cost: 2500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELSA Intervention with 1:1 adult | EEF evaluation conclusions:  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling be-hind, both one-to-one:  **And in small groups:**  Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF | Challenge 2 |
| Attendance letters & communication with parents | EEF Working with Parents to Support Children’s Learning  Evidence suggests that effective parental engagement can lead to learning gains. | Challenge 4 |

**Total budgeted cost: £ 23,600**

# 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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| Our internal assessments during 2020/21 suggested that the performance of some of our Pupil Premium disadvantaged pupils was lower than the previous year -19/20.  69.2% of children achieved the expected standard in reading. 69.2% of children achieved the expected standard in writing and 76.9% of children achieved the expected standard maths.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.  Our well-being and recovery curriculum was implemented at the start of the academic year. Most well-being interventions continued to take place in class bubbles. During this period of time, 53% of children have accessed items of school uniform and 61% of children have accessed after school clubs – supporting both social skills and self-confidence.  During 20/21 the average attendance for our Pupil Premium pupils was 94.6%.Communication with parents continued to be good, with teachers communicating targets with parents on a regular basis via phone and email.  During this academic year 2021/22, the average attendance for our Pupil Premium pupils was 91.2%, due to a rise in COVID-19 case, absence has been higher than in preceding 3 years. |

## 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 |
| Provide opportunities for a relationship based well-being approach to re-establish children’s engagement and development in learning | Evolve |
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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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |