

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

Detail	Data
School name	St Mary's Catholic Primary Voluntary Academy
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	30 children = 17%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it was updated and reviewed	October 2022
Statement authorised by	Headteacher and Chair of Governors.
Pupil premium lead	Mr J Leech
Governor / Trustee lead	Mrs L Norton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45290
Recovery premium funding allocation this academic year	£4060 recovery premium £3442.50 School Led Tutoring
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£52792.50

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

St Mary's wants to ensure that all children across the academy are supported in their academic, social and emotional development. The focus of our pupil premium strategy is to provide additional support for our disadvantaged children, based upon their specific needs.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those from challenging backgrounds. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The school will develop a school led tutoring approach, supporting children who have fallen behind or who require additional support in accessing their age appropriate curriculum.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge																					
1	<p>Our assessments for reading outcomes for PP children were lower than those from non-PP backgrounds. In 2021 – 22, the breakdown for each class are below (please note classes are listed as September 2022 classes).</p> <table border="1"> <thead> <tr> <th>Class</th> <th>PP ARE</th> <th>Non PP ARE</th> </tr> </thead> <tbody> <tr> <td>Class 2</td> <td>75%</td> <td>80%</td> </tr> <tr> <td>Class 3</td> <td>50%</td> <td>83%</td> </tr> <tr> <td>Class 4</td> <td>0%</td> <td>63%</td> </tr> <tr> <td>Class 5</td> <td>60%</td> <td>72%</td> </tr> <tr> <td>Class 6</td> <td>33%</td> <td>65%</td> </tr> <tr> <td>Class 7</td> <td>50%</td> <td>88%</td> </tr> </tbody> </table>	Class	PP ARE	Non PP ARE	Class 2	75%	80%	Class 3	50%	83%	Class 4	0%	63%	Class 5	60%	72%	Class 6	33%	65%	Class 7	50%	88%
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2	<p>The assessments have shown that the writing levels for our PP children in 2021 - 22 were lower than those for the non-PP children;</p> <table border="1"> <thead> <tr> <th>Class</th> <th>PP ARE</th> <th>Non PP ARE</th> </tr> </thead> <tbody> <tr> <td>Class 2</td> <td>50%</td> <td>68%</td> </tr> <tr> <td>Class 3</td> <td>30%</td> <td>89%</td> </tr> <tr> <td>Class 4</td> <td>50%</td> <td>63%</td> </tr> <tr> <td>Class 5</td> <td>60%</td> <td>68%</td> </tr> <tr> <td>Class 6</td> <td>33%</td> <td>61%</td> </tr> <tr> <td>Class 7</td> <td>50%</td> <td>88%</td> </tr> </tbody> </table>	Class	PP ARE	Non PP ARE	Class 2	50%	68%	Class 3	30%	89%	Class 4	50%	63%	Class 5	60%	68%	Class 6	33%	61%	Class 7	50%	88%
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3	33% of PP children are in the bottom 20% for reading, compared to 16% of non-PP children.																					
4	In discussions with children it has been suggested that those from disadvantaged backgrounds were not attending out of school clubs due to financial constraints unlike their non-disadvantaged peers.																					
5	All children have missed considerable time in school due to the pandemic, however our disadvantaged children have been significantly impacted. This has been demonstrated, through internal surveys, in the increase of referrals to the school ELSA requesting support for emotional wellbeing.																					
6	<p>Our attendance data from the last academic year indicates that attendance among disadvantaged pupils was 92.39%, compared to 93.54% for the whole school.</p> <p>Our assessments and observations show that the attendance difference of almost 5% could impact negatively on the progress of the disadvantaged children in the school.</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
Provide access to tailored phonics input for all children, including any appropriate intervention, to enable the expected standard in phonics (and reading) to be met.	KS1 Phonics Screening outcomes show that disadvantaged children met the expected standard in line with non-disadvantaged peers by the end of 2022/2023.
To achieve significant progress (from their starting points) for our disadvantaged children by the end of KS2 in writing.	KS2 writing outcomes for disadvantaged children is in line with non-disadvantaged children in 2023/24.
Improved reading attainment for our disadvantaged children at the end of KS2 through targeted intervention strategies.	KS2 reading outcomes in 2023/24 are in line with their non-disadvantaged counterparts.
Improved access for disadvantaged children to clubs and extra-curricular provisions throughout the academic year.	Attendance at clubs by disadvantaged children in line with non-disadvantaged children by July 2023.
To create a mental health and wellbeing Ambassadors (students).	Ambassadors trained and in place by Lent 2023.

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: £42,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of delivery of RWI (all staff are trained) to improve early reading across KS1 and sustain progress throughout KS2 in order to meet national targets.</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: Phonics Toolkit Strand Education Endowment Foundation EEF EYFS lead, Phonics lead and new TA to attend RWI training (Oct 2022).</p>	<p>3 + 5</p>
<p>Embed and develop the Talk for Writing approach so that all relevant staff are aware of the importance of phonetic strategies in the teaching of early writing skills in order to meet national targets at the end of KS1 and KS2.</p>	<p>Talk for Writing has been adopted by the school due to it being a well thought out approach to the teaching of writing at a primary school level. Education Endowment Foundation EEF Oracy. Further endorsed by Claire Oberman DFE.</p>	<p>2</p>
<p>Quality first teaching. Senior Teacher to complete the NPQLTD. NQT to complete RQT training through Leicestershire and Rutland teaching school hub. EYFS lead to complete NPQEY qualification</p>	<p>The EEF states that quality teaching is the most important lever schools have to improve pupil attainment. Education Endowment Fund DFE approved qualifications in NPQ LTD, NPQSL and NPQH to be completed by staff in school. Further enhance the leadership and provision in EYFS.</p>	<p>All</p>

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

Budgeted cost: £8300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading sessions targeted at those who require further reading support. This will be delivered using Lexia and 1:1 reading support from teacher/teaching assistant.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. DfE validated systematic synthetic phonics programme EEF RWI study	3 + 5
Additional tutoring in core subjects, through School Led Tutoring or National Tutoring Programme.	DFE School led tutoring guidance	1 + 5
Small Group interventions led by Teaching Assistants. These will include diagnostic assessments and tracking throughout.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 + 5
Literacy Shed – home learning and school learning resources	Prior to purchasing, its suitability was discussed with other Headteachers in the trust to ensure alignment with the profile of the school and effectiveness in meeting local need.	1

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

Budgeted cost: £ 2342.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve KS2 staff delivering a session on the importance of attendance to all our children. Additionally there will be the continued practice of first day calling and attendance meetings with parents for Persistent Absentees.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Headteacher to meet Office Manager weekly for an attendance meeting.</p> <p>Headteacher to meet Local Authority attendance lead (Oct 2022) to plan and discuss school response to ATTEND framework.</p>	5
<p>Develop the role of the ELSA and Mental Health Champion in school.</p>	<p>The DfE recognise the importance of all schools being aware of the importance of mental wellbeing.</p> <p>Develop links with 'With Me In Mind' and develop our aim to becoming a mentally healthy school.</p> <p>MHFA England develops and supports the ability for all to recognise and support young people more effectively.</p> <p>Internationally accredited training course. MHFA.</p>	All
<p>Improve the accessibility of trips for all including disadvantaged children.</p>	<p>Disadvantaged children- examples of best practice (DFE)</p> <p>Social Mobility Commission 'Unequal playing field'.</p>	All
<p>Improve the availability of extra-curricular clubs to all including disadvantaged children.</p>	<p>The school ensures that all disadvantaged children are invited and encouraged to participate in clubs free of charge.</p> <p>Social Mobility Commission 'Unequal playing field'.</p>	All

Total budgeted cost: £52792.50

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.

Last year, the school established the role of the ELSA and has further developed the referral process. The school has also trained a senior leader in the Senior Mental Health and Wellbeing training through Carnegie Teaching Hub.

The Pupil Premium and recovery funding was used to fund the development of the home reading books. More book bag books and reading resources were purchased in order to further support children on their reading journey's.

All Pupil Premium children were offered places in our extra-curricular clubs and these ran throughout the year. 67% of the Pupil Premium children attended an extra-curricular club and received a free place. This compares to

Externally provided programmes

Programme	Provider
Talk for Writing	Talk for Writing
Reading SLE	Delta CMAT
Get Ahead Partnership	North Lincs Get Ahead
ELSA	North Lincs Council
ECT training	Leicestershire and Rutland / Ambition
NPQH, NPQEY, NPQSL and NPQLTD	Leicestershire and Rutland/ Ambition

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly how to work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.