

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	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023-2024, 2024-2025
Date this statement was published	26 th of September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ann Shevlin
Pupil premium lead	Ann Shevlin
Governor / Trustee lead	M. Thorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,000
Recovery premium funding allocation this academic year	£1595
Total budget for this academic year	£28,595

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We want our children build resilience, confidence and self-esteem. It is important that our children become fluent and confident readers and to develop an appreciation and love of **reading** whilst gaining knowledge across the curriculum. reading and experiences in school we want to develop their vocabulary and language and communication skills helping the children to succeed.

We believe in maximising the use of the pupil premium grant (PPG) This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Low achievement in English for some children identified through assessments and pupil work
2	Children to develop independence in their work
3	Difficulties with reasoning in mathematics identified through assessments and pupils work
4	No aspiration or value in the importance of learning for some children
5	Limited growth mindset with some children.

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 raise standards of achievement in English and narrow the gap	Children will achieve the expected standard in English or exceed in English by the end of Key Stage 2
To raise standards of achievement in Mathematics and narrow the gap	Children will achieve the expected standard in Mathematics or exceed in Mathematics by the end of Key Stage 2
Children to develop independence in their work	Children will be able to work independently and use resources that will support them with their learning independently
Children will want to learn and have high aspirations	Children will be engaged in their learning and pupils will show they want to learn impacting on their progress
Develop a growth mindset	Children will have a good growth mind set which will be shown in observations and interviews

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff Training on helping children to develop independence. Links with LA and training with follow up on OAP (Ordinarily Available Provision)</i></p> <p><i>National Colloege Training - Maximising impact TAs</i></p>	<p>Using the Scaffolding framework for teaching assistant-pupil interactions. Training OAP and how to support children in the classroom</p> <p><i>EEF Teaching and Learning Toolkit</i> <i>EEF guidance on Teaching assistants supporting children</i></p>	<p>All children</p>
<p><i>Staff training on different areas of the curriculum to support children with their learning. Targeted training across the year on different school priorities during staff meetings, Inset days. Also individual staff to attend training relating to their development needs, school priorities and also needs of children they are supporting</i></p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes Training on different areas of the curriculum for teachers and TAs to support the children. This will include training to support children with their mental health Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p><i>Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students</i></p> <p><i>EEF Teaching and Learning Toolkit</i> EEF Teaching and Learning Toolkit – Oral Language Interventions</p>	<p>All Children</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
A teacher to come in each week and support tuition in Mathematics	<p>Mathematics tuition for children, one to one and also in small groups. This tuition will be based on identified gaps in learning for the children in mathematics</p> <p>EEF Teaching and Learning Toolkit</p>	Identified children
<i>Pre teaching for children</i>	<p>Help with pre teaching in different subject areas – this will be done one to one or in a small group to help children to access learning in the classroom. Helping children with their understanding.</p> <p><i>EEF Teaching and Learning Toolkit</i> EEF Teaching and Learning Toolkit – Teaching Assistant Interventions</p>	Identified Children
<i>Additional small group support in phonics, vocabulary and spelling</i>	<p>Phonics tuition for children, one to one and also in small groups. This tuition will be based on phonics support the children need.</p> <p>Additional work on vocabulary and spellings</p> <p>Using technology to also support children.</p> <p><i>EEF Teaching and Learning Toolkit</i></p>	Identified Children
<i>Support will reading – both reading strategies and also comprehension skills</i>	<p>One to One and small group work on reading.</p> <p><i>EEF Teaching and Learning Toolkit</i></p>	Identified Children
<i>Additional support with writing</i>	<p>Support with both handwriting and also with grammar and writing content.</p> <p><i>EEF Teaching and Learning Toolkit</i></p>	Identified Children

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support with music Helping with music lessons	Build self-esteem and helping to develop growth mindset	
Supporting children with sports lessons – learning a sport	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. EEF Teaching and Learning Toolkit – physical activity/extending school time	
<i>School Journey support in Year 6</i>	Helping children broaden their experiences beyond their locality. Help children to develop independence and learn to be part of a team. Also to support learning in History and develop their interest. Children can also challenge themselves with new physical activities helping their mental health.	
<i>Support for children’s mental health and well-being – continued staff training and support for the children during the school day</i>	Support for the children during the school day to help them with their mental health and well-being both in class and also one to one support.	
<i>Trying to engage parents more in the life of the school through – workshops, information for parents, curriculum afternoons, Come and Read with me afternoons, Mathematics afternoons etc. Extended meetings with teachers to support parents This is especially important as we have had the couple of years when parents could not come into school as often due to Covid</i>	Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning Toolkit – Parental Engagement)	

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.

2022 Results

Key Stage One

100% of children met the expected standards in Reading, Writing and Mathematics.

Key Stage Two

100% of the children met in reading

66% met in mathematics and writing (One child did not meet)

Service pupil premium funding

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

Measure	Details
How do you spend your service pupil premium allocation last academic year?	Last year we used Service pupil Premium allocation to provide one to one support for some children to help them work towards meeting the expected standards in the English and Mathematics. Other children who were new to English got support with English language. We also support some children by giving them a mentor and additional well-being support. We will continue to do this next year.

Further information

For some children we have provided them with additional resources to support their learning at home. We have also supported some children by staff supporting them with their homework. The staff also help some parents with paperwork and ordering of lunches etc.