



St. Mary's Catholic Primary School

Pupil Premium Strategy Statement: 2022 - 2023

This statement details St. Mary's Catholic Primary 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.

Furthermore, this statement 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 | 206 |
| Proportion (%) of pupil premium eligible pupils | 10.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 - 2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Dr Joanna Marshall |
| Pupil Premium lead | David Miller |
| Governor / Trustee lead | Ian McGeorge |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £29,085 |
| Recovery premium funding allocation this academic year | £3,480 |
| 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 | £32,565 |

Part A: Pupil Premium Strategy Plan

Statement of intent

What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non- disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2021-22 PPG funding is an additional £1345 per eligible child with £2300 awarded for children who are currently LAC. Further information can be obtained by following:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

Schools are able to spend PPG to suit the needs of their pupils. DfE guidance for 2021-2022 states the grant should be spent:

- For the purposes of the school; that is, for the educational benefit of pupils registered at that school
- For the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable
- purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At St Mary’s we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and school context

- St. Mary's Catholic Primary School is an average sized primary school located in Consett, County Durham.
- The proportion of pupils eligible for pupil premium funding is below average.
- The proportion of pupils with both special educational needs and those with an Educational Health Care Plan is below average.
- Most pupils are of white British heritage and speak English as their first language.
- Pupils join the school in reception class from a wide variety of early years settings.

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

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Providing small group work with an experienced teacher/ HLTA focussed on overcoming gaps in learning support.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for selected activities, educational visits and residentials thus ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Mary's values and thus enhance learning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Pupils who are eligible for pupil premium do not enter early years at age related expectations; communication and language are poor. This means they need to make more progress than their peers to catch up. |
| 2 | Access to wider, enrichment opportunities is often limited for pupils who are eligible for pupil premium. This can have a detrimental impact upon their knowledge, understanding and experiences of the world and inhibit their progression throughout the curriculum. |
| 3 | Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging. |
| 4 | An increasing proportion of our disadvantage pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality reading materials – this impacts on the development of our pupils as readers but also impacts on their attainment in all curriculum areas. |
| 5 | Attendance of disadvantaged children is below other children and below the National average. In addition, the percentage of disadvantaged pupils who were persistently absent has risen significantly. |
| 6 | Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need. |

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 |
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| Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations. | A higher proportion of Pupil Premium children meet a Good Level of Development than in 2022. |
| Improved cultural and childhood experiences for all pupils. | Evidence of additional enrichment activities across all year groups within the curriculum. |
| Improve emotional resilience for all pupils through use of TA support and intervention. | Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours. |
| Year 1 and (Year 2 phonics resits) confirm that increased proportions of disadvantaged pupils meet the standard. | % of PP pupil meeting the expected standard in phonics improves from 2022. |

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| <ul style="list-style-type: none"> • Increase engagement with parents to support home reading. • Provide increased opportunities in school to support and enthuse a love of reading. | <p>By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2022.</p> |
| <p>Reduce the number of persistent absentees.</p> | <ul style="list-style-type: none"> • % of persistent absentees is at least in line with National Average. • There are increased attendance rates for Pupil Premium children. |
| <p>Ensure pupils identified with SEN receive timely support & intervention.</p> | <ul style="list-style-type: none"> • Flexible and set interventions are in place for Pupil Premium children and SEN plans are up to date and reviewed in line with policy. • Dedicated SEN time provided for new SENDCo. |

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: £6282.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>KS2 teacher to access training in: teaching & developing acquisition of language in KS2 to enable promotion of high levels of oral language and comprehension.</p> | <p>EEF indicates that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | 1 |
| <ul style="list-style-type: none"> • Staff to access RWI training to ensure consistency in this approach to systematic synthetic phonics across the school. • Staff to have access to RWI online subscription to support the teaching of phonics. | <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the</p> | 1 & 4 |

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| <ul style="list-style-type: none"> Additional non-fiction RWI books to be purchased to supplement resources in school. | <p>sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Read Write Inc is a DFE accredited systematic synthetic phonics programme. EEF toolkit: Phonics – additional 5-month progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | |
| <p>EYFS training from LA for staff deployed in that phase to ensure accuracy of judgements against new framework.</p> | <p>EEF highlights that supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> | 1 |
| <p>Whole Class guided reading to be introduced across KS2 throughout the year, using a wide range of text types, which will broaden pupil knowledge and increase range of vocabulary.</p> | <p>EEF suggests that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | 1 & 4 |
| <p>Additional TA deployed to support in EYFS and across school as required to support/ enhance progress for all pupils at all levels.</p> | <ul style="list-style-type: none"> Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <p>EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1,3 & 6 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6282.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| SENDCo to support staff in timetabling 1:1 and small group interventions, and to offer advice to staff in supporting pupils to overcome barriers to learning. | EEF toolkit suggests that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress DfE reports suggest that early identification and close monitoring of pupils with SEN will enable positive academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 3 & 6 |
| Explore and embed Nuffield Early Learning Language Intervention with all EYFS children across the year. | On average, children who are involved in communication and language approaches make approximately six-month additional progress over the course of a year. All children appear to benefit from such approaches but some studies show slightly larger effects for children from disadvantaged backgrounds. A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language intervention. EEF toolkit: Communication and language approaches – additional 6 moths progress NELI – additional 10 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1 |
| Continued use of Accelerated Reader to develop reading and | AR produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University. | 4 |

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| comprehension skills in KS2. | <p>“The internet-based programme increased the reading age of pupils by three additional months in 4 6 just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”</p> | |
| Many children enter school with speech and language difficulties school staff will support these pupils; providing strategies so that they progress towards speech and language outcomes and/or Early Years outcomes. | <p>Swift referral to speech and language assessment and subsequent report and advice ensures prompt intervention for our pupils.</p> <p>The Communication Trust indicates that a common feature of the most successful schools surveyed was the attention they gave to developing speaking and listening.</p> | |

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

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Implementation of Nurture provision to aid social and/or developmental issues exacerbated by school closures, which can have a huge impact on children’s ability to access learning (Year 6 specific). | <p>Nurture Group will target specific pupils to address social/emotional aspects of learning and help overcome potential barriers to academic attainment. Nurture provides a bridge between home and school; a place where children can feel safe and secure to explore their emotional and social wellbeing, learn about themselves, develop and grow. It is an essential part of the school’s Inclusion and PSHE provision.</p> <p>EEF suggests that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 2 & 3 |
| School will subsidise morning club, costs of | Costs of school visits/trips will be heavily subsidised or free of charge for families | 2 & 3 |

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| <p>school visits to broaden and develop experiences outside school and enhance the curriculum by providing first hand experiences so that these may be utilised within the curriculum.</p> | <p>entitled to Pupil Premium. School sees its responsibility to address the wider curriculum and provide enhanced learning opportunities for all pupils.</p> <p>LOtC indicates that pupils learn better through practical experience and acquire their knowledge and understanding through real-life experiences that stimulate their natural curiosity. These can then be consolidated through further learning opportunities in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | |
| <p>Children entitled to Pupil Premium will receive free access to after school clubs.</p> | <ul style="list-style-type: none"> • Access to after school clubs is free of charge or at a reduced cost. • This enables pupils to access a wide range of after school clubs. • Any pupil can access provision regardless of finances. <p>EEF toolkit acknowledges that after school programmes which are closely linked to the curriculum are clearly related to academic benefit. There is also evidence indicating that, on average, pupils make two additional months' progress per year from extended school time.</p> | <p>2 & 3</p> |
| <p>Increased focus on attendance due to high levels of social deprivation in the school catchment area & exacerbated parental anxiety in relation to the ongoing pandemic can affect the attendance of some pupils.</p> | <p>The SLT and Business Manager closely monitors the attendance of all of our pupils. The enforcement of guidelines ensure prompt and timely intervention if pupils are absent from or late to school, including first day contact, welfare checks and follow up. Changes to the Education Welfare Service puts a greater responsibility on schools for supporting families and tracking attendance.</p> <p>NfER briefing for school leaders identifies addressing persistent lateness as a key step in improving attendance and outcomes for pupils.</p> | <p>5</p> |
| <p>Development of the school library to provide inviting space for pupils to choose</p> | <p>See DfE research on reading for pleasure.</p> | <p>4</p> |

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| books and read for pleasure. | | |
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Total budgeted cost: £32,565



Part B: Review of outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

| Intended Outcome | Success Criteria | Outcome – end of 2022 |
|---|---|---|
| <ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally. | <ul style="list-style-type: none"> The % of disadvantaged pupils achieving GLD in Literacy is at least in line with all other areas. The gap in phonics attainment between disadvantaged pupils and other pupils is closing and is below the national gap. By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing rapidly in RWM. A significant proportion of pupils achieve RWM combined at the end of KS2. Quality of teaching across school is good or better. | <p><u>In EYFS:</u></p> <ul style="list-style-type: none"> 100% of PP children achieved the expected standard in 'Comprehension' 'v' 73% Non-PP. 100% of PP children achieved the expected standard in 'Word Reading' 'v' 10% Non-PP. 100% of PP children achieved the expected standard in 'Writing 'v' 23% Non-PP. <p><u>Year 1 Phonics:</u></p> <ul style="list-style-type: none"> In Year 1 Phonics Screening, 100% of PP children achieved the expected standard 'v' 75% nationally (2022). |
| <ul style="list-style-type: none"> Provision for disadvantaged/ EAL pupils, particularly in KS1, is of the highest quality. This will ensure the gap between EAL and non EAL pupils is closing rapidly. The language deficit for student in receipt of pupil premium funding is diminished. | <ul style="list-style-type: none"> Any identified attainment gap between EAL and Non EAL will close rapidly throughout the academic year. High-quality teaching of a well-planned, progressive language rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum. | <ul style="list-style-type: none"> Leaders now rigorously track and monitor progress of children who are both disadvantaged and have EAL. A highly ambitious, language driven curriculum is in place for all subjects from EYFS-Year 6. |
| <ul style="list-style-type: none"> Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others. | <ul style="list-style-type: none"> Teachers are highly skilled in imparting curriculum knowledge and use AfL strategies to ensure children retain and apply key knowledge from across the curriculum. A significant proportion of children achieve the expected standard across foundation subjects. The gap between PP and other children is closing rapidly. | <ul style="list-style-type: none"> Leaders have developed a curriculum where language acquisition, promotion of wider reading and enrichment opportunities are embedded across all subjects, providing children (specifically disadvantaged) with high levels of transferable cultural capital. Daily retrieval, mid- and end of unit assessments have been developed for all foundation subjects. Impact to yet to be |

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| | | fully realised – CPD planned for September 2022. |
| All disadvantaged pupils will meet at least national expectations for attendance and persistent absence. | <ul style="list-style-type: none"> Attendance for disadvantaged pupils is at least in line with national other. Persistent absence is halved for disadvantaged pupils. Punctuality for disadvantaged pupils will be in-line with other pupils across school. | <ul style="list-style-type: none"> Attendance for disadvantaged pupils was 92.8% compared to 94.3% for all pupils. Leaders have been relentless in their focus of improving attendance for all children and, more specifically PP/Vulnerable cohorts. |
| <ul style="list-style-type: none"> Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life. SEMH Outcomes will improve across school. | <ul style="list-style-type: none"> Pupils involved in pastoral interventions make at least expected progress. The % of disadvantaged pupils who receive Yellow or Red behavioural letters is reduced. Targets for disadvantaged pupils on individual social and emotional plans are met. Key vulnerable families will be accessing a comprehensive offer of extended services. | <ul style="list-style-type: none"> No disadvantaged children received a fixed term suspension this academic year. 100% of pupils on SEMH continuums have made expected/better progress from their starting points. |

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

| Intended Outcome | Success Criteria | Outcome – end of 2023 |
|--|--|--|
| Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations. | A higher proportion of Pupil Premium children meet a Good Level of Development than in 2022. | <ul style="list-style-type: none"> 73.3% of pupils achieve GLD. 100% of PP children achieve GLD. |
| Improved cultural and childhood experiences for all pupils. | Evidence of additional enrichment activities across all year groups within the curriculum. | <ul style="list-style-type: none"> Range of after school (extra-curricular) clubs for all children Breakfast club: free for PP Visits/trips – (Dukeshouse Wood, Primary Festival, Farm, Emmaus Village retreat) – across school all PP pupils free of charge. |
| Improve emotional resilience for all pupils through use of TA support and intervention. | Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours. | Nurture provision and Sensory Room increased pupil resilience – impacting attendance and positive, purposeful engagement in lessons. |

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| | | (Boxhall data available – group too small to publish data). |
| Year 1 (and Year 2 phonics resits) confirm that increased proportions of disadvantaged pupils meet the standard. | % of PP pupil meeting the expected standard in phonics improves from 2022. | Year 1: 89.7% pupils achieve EXS in phonics at end Year 1. 100% PP children achieve standard. Year 2: 80% pupils achieve EXS. 100% PP children achieve standard. |
| <ul style="list-style-type: none"> Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading. | By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2022. | Reading EXS or above: Year 1: 90% Year 2: 80% Year 3: 71% Year 4: 72% Year 5: 83% Year 6: 71% |
| Reduce the number of persistent absentees. | <ul style="list-style-type: none"> % of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children. | Whole school: 95.3% Whole school PA: 8.6% PP attendance: 92.2% PP PA: 22.2% |
| Ensure pupils identified with SEN receive timely support & intervention. | <ul style="list-style-type: none"> Flexible and set interventions are in place for pupil premium children and SEN plans are up to date and reviewed in line with policy. Dedicated SEN time provided for new SENDCo. | <ul style="list-style-type: none"> Intervention records available – demonstrating bespoke/tailored interventions to meet the needs of target pupils. Nurture provision – Boxhall profile data available. New SENDCo received SEN time weekly. Comprehensive CPD programme provided for new SENDCo. |

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 |
|--------------------|----------------------------|
| Accelerated Reader | Renaissance |
| Lexia | Lexia Learning Systems LLC |

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| Maths Shed | Ed Shed |
| Purple Mash | 2 Simple |
| Spelling Shed | Ed Shed |

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)

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.

