Pupil Premium Strategy Statement 2022-2023

st mary’s catholic primary school

# Pupil premium strategy statement

## This statement details our school’s use of pupil premium and the outstanding recovery premium for the 2021 to 2022 academic year, 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.

## School overview

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| Detail | Data |
| School name | St Mary’s Catholic Primary School |
| Number of pupils in school  | 71 |
| Proportion (%) of pupil premium eligible pupils | 38% |
| Academic year | 2022-2023 |
| Date this statement was published | April 2022 |
| Date on which it will be reviewed | March 2023 |
| Statement authorised by | Samantha Griffiths Headteacher |
| Governor  | Jane Payton |

Funding overview

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| --- | --- |
| Detail | Amount |
| Pupil premium funding allocation this academic year | £95, 151 |
| Recovery premium funding allocation this academic year | £14, 500 |
| Total budget for this academic yearIf your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £109,651 |

# Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils at St Mary’s Catholic Primary School, irrespective of their background or the challenges they face, make good progress and achieve good attainment across all subject areas. We aim for all our children to be aspirational, aiming to be successful adults who make a worthwhile and positive contribution. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We actively consider the challenges faced by our vulnerable pupils, such as those who are new to our country and school, travelers, have a social worker or have experienced trauma. The school improvement activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not as we have a considerable number of children from ‘just managing’ families who we need to be equally aware of. High-quality teaching is at the heart of our approach here at St Mary’s, and we invest considerably in it, with a focus on areas in which disadvantaged pupils require the most support. We invest so much in our teaching team, securing consistently good teachers, as 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.Our approach will be responsive to common challenges and individual needs that faced by our families living in south Telford, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage which we are passionate about. The approaches we have adopted complement each other to help pupils excel and really enjoy coming to school. To ensure they are effective we will:* ensure children are treated fairly and consistently and are met with the care, good humour love and nurture they may need
* get to know our families really, possible barriers to their child making progress and try our upmost to help them overcome these
* ensure disadvantaged pupils are challenged in the work that they’re set
* act early to intervene at the point need is identified and check the effectiveness of interventions at regular intervals
* adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
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## Our Data

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| --- | --- | --- | --- | --- | --- |
| Year Group | Reading | Writing | Mathematics | SPAG | Combined |
|  |  |  |  |  |  |
| Reception |  |  |  |  |  |
| PPG | 57% | 57% | 71% |  | 57% |
| Non-PPG | 67% | 67% | 78% |  | 67% |
| Difference  | 10% <1 child | 10% <1 child | 7% < 1 child |  | 10% <1 child |
| Year One |  |  |  |  |  |
| PPG | 42% | 42% | 57% |  | 42% |
| Non-PPG | 57% | 50% | 71% |  | 50% |
| Difference  | 15% 1child | 8% <1 child | 14% 1 child |  | 8% <1 child |
| Year Two |  |  |  |  |  |
| PPG | 44% | 44% | 44% | 44% | 44% |
| Non-PPG | 57% | 67% | 57% | 67% | 57% |
| Difference | 13% 1 child | 23% 2 children | 13% 1 child | 23% 2 children  | 13% 1 child |
| Year Three |  |  |  |  |  |
| PPG | 46% | 46% | 61% | 61% | 46% |
| Non-PPG | 64% | 50% | 64% | 50% | 50% |
| Difference | 18% 2 children | 4% < 1child | 3% < 1 child | +11% +1 child | 4% < 1 child |
| Year Four |  |  |  |  |  |
| PPG | 62% | 46% | 62% | 54% | 46% |
| Non-PPG | 71% | 65% | 71% | 82% | 65% |
| Difference | 9% 1 child | 19% 2 child | 9% 1 child | 28% 3 children | 19% 2 children |
| Year Five |  |  |  |  |  |
| PPG | 69% | 62% | 54% | 54% | 54% |
| Non-PPG | 47% | 47% | 53% | 65% | 47% |
| Difference | +22% + 3 children | +15% +2 pupil  | 1%= | 11% 1 child | +7% +1 child |
| Year Six |  |  |  |  |  |
| PPG | 71% | 57% | 57% | 57% | 57% |
| Non-PPG | 81% | 76% | 71% | 81% | 62% |
| Difference | 10% <1 child | 19% 1 child | 14% 1 child | 24% 2 children | 5% < 1 child |

## Our Challenges

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

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| Detail of challenge  |
| Monitoring and assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. There are even more prevalent in our Reception and Year 1 classes as these were impacted upon mostly by the pandemic.  |
| Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.  |
| Internal assessments indicate that mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. |
| Observations and discussions with pupils and families have identified social and emotional issues for some of our pupils, notably due to the isolation experienced during the pandemic, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |
| Our attendance data indicates that attendance among disadvantaged pupils is lower for disadvantaged pupils than non-disadvantaged pupils |

## Focused school improvement 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.

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| Embedding dialogic (speaking and listening) activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.  | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) |
| Train new staff in [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme), Read, Write, inc. to secure stronger phonics teaching for all pupils.Ensure all children who require additional phonics teaching are in receipt of it. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. The focus being on developing language and strengthening the understanding of concepts through the use of concrete models and images and making links between learning explicit. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) |
| Re-evaluate the social and emotional curriculum offer Review and establish SEL interventions for children who would benefitSource counselling and support from other agencies where it is necessary | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):[EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) |
| Purchase of a programme (NELI) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.Train all staff involved in delivering the programme to our pupils | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  | 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/) |
| Establish small group tutoring afterschool that is led by classteachers for pupils whose education has been most impacted by the pandemic and children in reception that are yet to achieve standards in line with their age. A significant proportion of the pupils who receive tutoring will be disadvantaged | 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/) |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. This involves promoting good attendance, involving parents and sharing information and working closely with our EWOTrain LJ as our support officer to improve attendance.  | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified, school trip contributions, emergency uniform help etc |
| Total estimated cost of the plan: | £126, 000 |