

## 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 RC Primary School
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	11
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	1.12.2021
Date on which it will be reviewed	1.12.2022
Statement authorised by	Mr M. Clephane
Pupil premium lead	Mrs C. Clinton
Governor / Trustee lead	Stephen Armstrong

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74870
Recovery premium funding allocation this academic year	£6960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81830

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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.

Our approach will be responsive to common challenges and individual needs, rooted in daily individual pupil feedback and formative assessment. 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	Post-lockdown internal assessments indicate that there are 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. On entry to Reception class in September 2021, 100% of our

	<p>disadvantaged pupils arrive below age-related expectations in listening, attention and understanding skills and 75% arrive below age-related expectations in speaking.</p> <p>This is compared to 28% of other pupils in listening, attention and understanding skills, and 24% of other pupils in speaking.</p>
2	<p>Teacher observations and SENCO assessments identify that disadvantaged pupils have a higher incidence of difficulties with communication and interaction skills, than other pupils.</p> <p>52% of disadvantaged children have an identified difficulty with communication and interaction, compared with 48% of other pupils with a communication and interaction need.</p>
3	<p>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. See challenge number 2 for data.</p>
4	<p>Post-lockdown internal assessments indicate that maths attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.</p> <p>On entry to Reception class in September 2021, 75% of our disadvantaged pupils arrive below age-related expectations compared to 26% of other pupils.</p>
5	<p>Post-lockdown internal assessments indicate that reading attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.</p> <p>On entry to Reception class in September 2021, 100% of our disadvantaged pupils arrive below age-related expectations compared to 49% of other pupils.</p>
6	<p>Post-lockdown internal assessments indicate that writing attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.</p> <p>On entry to Reception class in September 2021, 100% of our disadvantaged pupils arrive below age-related expectations compared to 44% of other pupils.</p>
7	<p>Teacher observations and SENCO assessments identify that disadvantaged pupils have a higher incidence of difficulties with SEMH, than other pupils.</p> <p>57% of disadvantaged children have an identified difficulty with SEMH, compared with 43% of other pupils with an SEMH need.</p>
8	<p>Access to broader, enrichment curriculum activities.</p> <p>Ensuring equity of experiences and access to cultural capital.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including talk for teaching, book look and ongoing formative assessment.</p> <p>The Write Stuff approach adopted across the whole school- The Fantastics Approach to English.</p>
Disadvantaged pupils with a communication and interaction need will be able to maintain sensory regulation across the day.	Pupils with a communication and interaction need will have access to resources to promote sensory regulation, including resources in the classrooms, practical areas and dedicated sensory rooms.
To ensure that disadvantaged pupils move closer towards the expected standard in phonics.	<p>Whole school approach to the teaching of phonics:</p> <p>Phonic training for all staff</p> <p>Teach spelling through phonics and etymology</p> <p>Nessy programme</p> <p>Educational Psychologist assessments for children with specific difficulties</p>
To ensure that disadvantaged pupils move closer towards the expected standard in maths.	<p>Whole school approach to the teaching of maths and maths intervention:</p> <p>NCETM- Mastering Number and training</p> <p>Mastery approach to teaching maths</p> <p>1:1 catch up daily following teaching of the maths lesson</p> <p>Pre-teaching</p> <p>Numbots and TTRockstars</p> <p>Educational Psychologist assessments for children with specific difficulties</p> <p>Educational Psychologist assessments for children with specific difficulties</p> <p>Keen Bean early morning homework club</p>
To ensure that disadvantaged pupils move closer towards the expected standard in reading.	<p>Whole school story book/novel approach to reading using Jane Considine's Fantastics.</p> <p>Nessy</p> <p>Oxford Owl app</p> <p>Read Write Inc app</p> <p>Project X</p>

	<p>Dyslexia screening tool</p> <p>Read Write Inc interventions- daily</p> <p>Educational Psychologist assessments for children with specific difficulties</p> <p>Keen Bean early morning homework club</p>
<p>To ensure that disadvantaged pupils move closer towards the expected standard in writing.</p>	<p>Jane Considine's Fantastics approach to the teaching of writing.</p> <p>Nessy- spelling</p> <p>Assistive technology- Clicker, laptops, dictation tool</p> <p>Pencil grips/ writing slope</p> <p>Resources to support attention and concentration in lessons- wobble board, kick straps, fidget objects</p> <p>Fine motor activities and resources</p> <p>Handwriting intervention</p> <p>Handwriting books with tram lines</p> <p>Educational Psychologist assessments for children with specific difficulties</p> <p>Keen Bean early morning homework club</p>
<p>Disadvantaged pupils with an SEMH need will be able to maintain emotional regulation across the day.</p>	<p>Access to resources to promote sensory regulation, including resources in the classrooms, practical areas and dedicated sensory rooms.</p> <p>Access to the school counsellor.</p> <p>FRIENDS intervention programme</p> <p>Card club</p> <p>Educational Psychologist assessments for children with specific difficulties</p> <p>Turn taking games</p> <p>Wellbeing areas in practical areas- lego, theraputty</p>
<p>Disadvantaged pupils will have enhanced access to cultural capital.</p>	<p>Music tuition</p> <p>Drama club</p> <p>Chess club</p> <p>Subsidised trips</p> <p>Breakfast club</p> <p>Residential visit to Derwent Hill</p>

## 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: **£2728.99** – Does not include cost of supply cover or senior leadership led training.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NCETM-Mastering Number training-no cost</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4
<i>Jane Considine The Write Stuff training</i> <b>£1299.99</b>	There is a strong evidence base that suggests oral language interventions, such as high-quality classroom discussion have high impacts on writing and reading, speaking and listening: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,5,6
Purchase of GL Assessments Rapid Dyslexia Screening.  Training for staff to ensure that assessments are carried out correctly. <b>£309- annually</b>	See evidence cited at: <a href="https://www.gl-assessment.co.uk/">https://www.gl-assessment.co.uk/</a>	5
Purchase of Nessy-programme for children with dyslexia and difficulties with reading. <b>£700 annually</b> Training for staff to ensure that interventions are implemented accurately.	<a href="https://www.nessy.com/en-gb">https://www.nessy.com/en-gb</a>	5
Read Write Inc	<a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a>	3,5

in house training- led by English lead.	evidence/teaching-learning-toolkit/phonics	
Whole school approach to the teaching of phonics: Phonic training for all staff Teach spelling through phonics and etymology	'The Art and Science of Teaching Primary Reading' Christopher Such	3,5
Maths training: Supporting the bottom 20% - x3 teachers <b>£420</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	

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

Budgeted cost: **£77476**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following St. Mary's marking and feedback policy, children receive same day intervention to support their work in maths. <b>TA x6 (1 per year group)</b> <b>Up to 1hr daily</b> <b>1:1 support</b> <b>£24492</b>	<a href="https://thirdspacelearning.com/blog/author/clare-sealy/">https://thirdspacelearning.com/blog/author/clare-sealy/</a>	4
Whole school approach to the teaching of maths using The Mastery Approach. TA support in classes for lower ability/ disadvantaged children. <b>TA x6 (1 per year group)</b> <b>1hr daily</b> <b>1:1 support in class</b> <b>£24492</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4

<p>Whole school approach to the teaching of English using The Fantastics Approach.</p> <p>TA support in classes for lower ability/ disadvantaged children.</p> <p><b>TA x6 (1 per year group)</b>  <b>1hr daily</b>  <b>1:1 support in class</b>  <b>£24492</b></p>	<p>There is a strong evidence base that suggests oral language interventions, such as high-quality classroom discussion have high impacts on writing and reading, speaking and listening:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1,5,6</p>
<p>Early SEND intervention: Children at risk of dyslexia are identified and assessed using the Rapid screening tool.</p>	<p>See evidence cited at:  <a href="https://www.gl-assessment.co.uk/">https://www.gl-assessment.co.uk/</a></p>	<p>5</p>
<p>Early SEND intervention: Children at risk of dyslexia or experiencing difficulties with reading and spelling receive daily targeted intervention using the Nessy programme.</p> <p><b>TA x6 (1 per year group)</b>  <b>5mins daily</b>  <b>1:1</b>  <b>£2000</b></p>	<p><a href="https://www.nessy.com/en-gb">https://www.nessy.com/en-gb</a></p>	<p>3,5</p>
<p>Read Write Inc and Project x (year 5/6) intervention programmes</p> <p><b>TA x6 (1 per year group)</b>  <b>5mins daily 1:1</b>  <b>£2000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>3,5</p>
<p>TA support in class for the teaching of spelling through phonics</p> <p><b>TA x6 (1 per year group)</b>  Included in support for the teaching of English detailed above.</p>	<p>‘The Art and Science of Teaching Primary Reading’ Christopher Such</p>	<p>8</p>



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

Budgeted cost: **£12000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to resources which enable sensory regulation, including resources in the classrooms, practical areas and dedicated sensory rooms.</p> <p><b>£4000</b></p>	<p><a href="https://www.sunderlandaot.co.uk/">https://www.sunderlandaot.co.uk/</a></p>	<p>2,7</p>
<p>Access to the school based counsellor for children with SEMH</p> <p><b>£1300 annually</b></p>	<p><a href="https://www.sunderlandcommunitycamhs.nhs.uk/">https://www.sunderlandcommunitycamhs.nhs.uk/</a> Thriving and Coping working party.</p>	<p>7</p>
<p>Access to cultural capital activities and experiences:</p> <ul style="list-style-type: none"> <li>Guest speakers</li> <li>Careers week</li> <li>Music provision</li> <li>1:1 music tuition</li> <li>Theatre visits</li> <li>Derwent Hill</li> <li>Visits to galleries</li> <li>Trip to London to the Houses of Parliament</li> <li>Youth Village residential</li> <li>Novel approach to the teaching of English and cross curricular links</li> <li>Knowledge based curriculum</li> <li>Breakfast and homework club</li> <li>Drama club</li> </ul>	<p><a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p>	<p>8</p>

<p><b>Trips and visits (all PP children): £1000 annually</b></p> <p><b>Residential visits: £4500 30 PP children (over 3 years) LAC child: £245 (this year only)</b></p> <p><b>Clubs: £390 (10 PP children) annually</b></p> <p><b>Music: £2280 annually (19 PP children)</b></p> <p><b>Y5 London trip: £1000 24 PP children (over 3 years)</b></p> <p><b>Breakfast/homework club: Approx £936 annually 12 PP children</b></p>		
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**Total budgeted cost: £ 92295**

# 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.

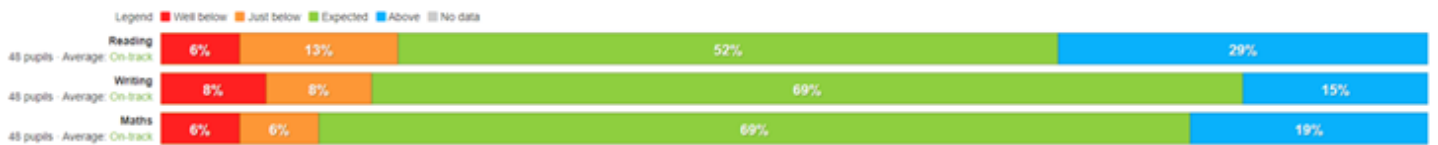
Attainment Overview for Pupils (from 2020-2021) in Year 6, who are pupil premium - 2020-2021 Summer - Main Assessment Print



### Combined attainment



Attainment Overview for Pupils (from 2020-2021) in Year 6, who aren't pupil premium - 2020-2021 Summer - Main Assessment Print



### Combined attainment

