

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 RC Primary School
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	1.12.2022
Date on which it will be reviewed	1.12.2023
Statement authorised by	Mr M. Clephane
Pupil premium lead	Mrs C. Clinton
Governor / Trustee lead	Rachel Cameron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,630
Recovery premium funding allocation this academic year	£6090
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	£58720

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	Assessments indicate that there are underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. On entry to Reception class in September 2022, 100% of our disadvantaged pupils

	<p>arrived below age-related expectations in listening, attention and understanding skills and 100% arrived below age-related expectations in speaking.</p> <p>This is compared to 37% of other pupils in listening, attention and understanding skills, and 34% of other pupils in speaking.</p>
2	<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.</p> <p>Currently, 52% of disadvantaged pupils are not at ARE compared to 20% of non-disadvantaged pupils.</p>
3	<p>Assessment and data analysis highlights children requiring further support and regular intervention to narrow the gap in reading.</p> <p>Currently, 52% of our disadvantaged pupils are below age-related expectations compared to 20% of other pupils.</p>
4	<p>Internal assessments indicate that writing attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.</p> <p>Currently, 60% of our disadvantaged pupils are below age-related expectations compared to 30% of other pupils.</p>
5	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils.</p> <p>Currently, 62% of our disadvantaged pupils are below age-related expectations compared to 24% of other pupils.</p>
6	<p>Teacher observations and SENCO assessments identify that disadvantaged pupils have a higher incidence of difficulties with social and emotional issues, than other pupils.</p>
7	<p>Our attendance/punctuality data indicates that attendance for disadvantage pupils was slightly lower than for non-disadvantaged pupils. 93% compared to non-pupil premium 95%</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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	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 looks and ongoing formative assessment.

	The Write Stuff approach adopted across the whole school - The 'Novel' Approach to English.
2. 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. Access to School Counsellor.
3. To ensure that disadvantaged pupils move closer towards the expected standard in phonics.	Whole school approach to the teaching of phonics: Phonics training for all staff Teach spelling through phonics and etymology 100% of PP children passing the PSC by the end of KS1 Nessy programme Educational Psychologist assessments for children with specific difficulties
4. To ensure that disadvantaged pupils move closer towards the expected standard in maths.	Whole school approach to the teaching of maths and maths intervention: Mastery approach to teaching maths 1:1 catch up daily following teaching of the maths lesson Pre-teaching Numbots and TTRockstars Educational Psychologist assessments for children with specific difficulties Keen Bean early morning homework club – Y6
5. To ensure that disadvantaged pupils move closer towards the expected standard in reading.	Whole school story book/novel approach to reading. Whole school approach to the teaching of phonics using Read, Write Inc. Nessy Oxford Owl app Read Write Inc app Project X Dyslexia screening tool Read Write Inc interventions- daily Educational Psychologist assessments for children with specific difficulties Keen Bean early morning homework club – Y6
6. To ensure that disadvantaged pupils move closer towards the expected standard in writing.	Novel approach to the teaching of writing. Nessy- spelling Assistive technology- Clicker, laptops, dictation tool Pencil grips/ writing slope

	<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 tramlines</p> <p>Educational Psychologist assessments for children with specific difficulties</p> <p>Keen Bean early morning homework club - Y6</p>
7. Disadvantaged pupils with a social and emotional need will be able to maintain emotional regulation across the day.	<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 etc.</p>
8. Disadvantaged pupils will have enhanced access to cultural capital.	<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>
9. Other	<p>Ensure attendance of PP pupils is monitored.</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: **£15,000** – Does not include cost of supply cover or senior leadership led training.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD - Gareth Metcalfe, Reasoning & Problem-solving Training I See Maths	High quality CPD is essential to follow EEF principles. This is followed up during Staff meetings. EEF evidence states that PP eligible children will fall further behind when they have less effective learning experiences, therefore all staff need to provide QFT which has the most impact on pupil achievement and progress.	5
Staff CPD -Read, Write Inc Training Embed use of RWI to support teaching of a consistent phonics scheme	Research suggests the impact of consistently good phonics teaching can add an additional 5 months progress over the year. EEF - Improving Literacy document “There is very extensive evidence to support the use of a systematic phonic programme with pupils in KS1”. There is particularly good evidence around impact of teacher professional development leading to greater improvement.	1,2,3,4
Read, Write Inc. Development days	Cycle of training involving coaching and mentoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4
Purchase of GL Assessments Rapid Dyslexia Screening. Training for staff to ensure that assessments are carried out correctly.	See evidence cited at: https://www.gl-assessment.co.uk/	2,3
Purchase of Nessy-programme for children with dyslexia and difficulties with reading.	https://www.nessy.com/en-gb	2,3,4

Training for staff to ensure that interventions are implemented accurately.		
Together for Children - Reading Fluency Training	EEF - The average impact of reading fluency strategies is an additional 6 months progress over the course of a year.	2,3
Maths, Reading, Writing -: Supporting the lowest 20%	Staff training by Together for Children for activities to support children with Quality First Teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Embedding the maths mastery approach across school ensuring children know more and remember more.	2,3,4,5
Specialist support from our educational psychologist to ensure appropriate interventions are in place and relevant referrals have been made to other agencies.	Sage journals - Psychology, learning and Teaching July 2021	6

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

Budgeted cost: **£35,000.00**

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.	https://thirdspacelearning.com/blog/author/clare-sealy/	5
Whole school approach to the teaching of maths using The Mastery Approach. TA to support in class for disadvantaged children TA support in classes for lower ability/ disadvantaged children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	5

Before and after school booster groups to deliver catch-up sessions. Y6	Pupils make accelerated progress. The average impact is approximately four months progress over the course of a year.	2,3,4,5
Whole school approach to the teaching of English using The 'Novel' Approach. TA support in classes.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,4
Early SEND intervention: Children at risk of dyslexia are identified and assessed using the Rapid Screening Tool.	See evidence cited at: https://www.g1-assessment.co.uk/	2
Early SEND intervention: Children at risk of dyslexia or experiencing difficulties with reading and spelling receive daily targeted intervention using the Nesy programme.	https://www.nesy.com/en-gb	1,2,4
Read Write Inc and Project X intervention programmes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4
TA support in class for the teaching of spelling through phonics TA x6 (1 per year group) Included in support for the teaching of English detailed above.	'The Art and Science of Teaching Primary Reading' Christopher Such	2,4
Delivery of Talk Boost intervention	Many children enter Nursery/Reception with weak language and communication skills. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after an eight week intervention.	1

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

Budgeted cost: **£12000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to resources which enable sensory regulation, including resources in the classrooms, practical areas and dedicated sensory rooms.	https://www.sunderlandaot.co.uk/	6
Access to the school based counsellor for children with SEMH	https://www.sunderlandcommunitycamhs.nhs.uk/ Thriving and Coping working party.	6
Senior Mental Health Lead and Mental Health First Aiders – x2	Pupils who have emotional wellbeing difficulties rely on staff to have 1:1 sessions to ease their worries and make them ready to learn.	6
<p>Access to cultural capital activities and experiences:</p> <ul style="list-style-type: none"> Guest speakers Careers week Music provision 1:1 music tuition Theatre visits Derwent Hill Visits to galleries Trip to London to the Houses of Parliament Youth Village residential Novel approach to the teaching of English and cross curricular links Knowledge based curriculum Breakfast and homework club Drama club 	<p>Every child has the right to attend school trips. It is essential for their wellbeing that they experience outdoor and adventurous activities in the Lake District. Pupils also have a residential visit to the Emmaus Youth Village.</p> <p>https://www.early-education.org.uk/cultural-capital</p>	8

Total budgeted cost: £ 60,000.00

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

2022 Phonics Screening test results 78% all pupils, 60% (3 out of 5 pupils) Pupil Premium pupils achieved the pass mark.

End of KS1 2021-2022

5 children	All	PP
Reading EXS	72%	33%
Reading GDS	7%	0%
Writing EXS	66%	33%
Writing GDS	5%	0%
Maths EXS	74%	33%
Maths GDS	5%	0%
Combined EXS	65%	33%
Combined GDS	5%	0%

End of KS2 2021-2022

14 pupils	All	PP
Reading EXS	88%	93%
Reading GDS	38%	36%
Writing EXS	82%	86%
Writing GDS	22%	7%
GPS EXP	92%	93%
GPS GDS	43%	36%
Maths EXS	93%	86%
Maths GDS	30%	14%
Combined EXS	80%	86%
Combined GDS	13%	7%