



REVIEWED

Pupil Premium Strategy Statement

2022-2023

2023-2024

2022- 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-25 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	100 (22-23) TBC (23-24)
Proportion (%) of pupil premium eligible pupils	17% (17 pupils 22-23) TBC% (TBC pupils 23-24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24
Date this statement was published	September 2022 September 2023
Date on which it will be reviewed	September 2023 September 2024
Statement authorised by	Kerry Scott, Headteacher
Pupil premium lead	Kerry Scott, (Headteacher) Rachael Hooper (AHT)

Funding overview

Detail 2022-23	Amount
Pupil premium funding allocation this academic year (22-23)	£ 26 315
Recovery premium funding allocation this academic year (22-23)	£1 701
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2 122 from 21/22
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	£30 138
Total allocated spending approx. for the academic year 22-23	£25 730

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School, our intention is that all pupils, regardless of their background or the challenges they may face, make good progress and achieve high attainment across all subject areas. We are carefully constructing our new curriculum to ensure the children in our school access a wide and exciting curriculum to enable our learners to reach their full potential academically and emotionally. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal by using funding to narrow and close the gap between achievement of these pupils and their peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and children with a range of conditions including ASD and social and emotional needs. The activity we have outlined in this statement is also intended to support their needs, and the needs of their peers and cohort.

We continue to focus on overcoming the impact caused by Covid-19. As a school, we are aware of the disproportionately high impact of Covid-19 on our disadvantaged pupils. We have carefully chosen interventions for those children who have returned to school in need of social and emotional support as well as deploying staff to deliver high quality teaching of phonics and reading. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the high quality teachers for pupils whose education has been worst affected, including non-disadvantaged pupils. In 2021-2022, years 1- 6 participated in tutoring; 55% of those children were pupil premium recipients.

We will aim to ensure that our plans are sustainable and in line with wider school priorities. We will make good use of evidence based practice to inform our planning, using evidence from the [Education Endowment Foundation](#). We strive to create a school culture in which all members of our school community are aware of our plans, desired outcomes and strategies.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils 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.
2	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.

3	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 some pupils falling further behind age-related expectations.
4	Several pupils on SEN/D Register or EHCP for a range of conditions including Autistic Spectrum Condition, ADHD and mental health disorders. These conditions have an impact on children's social and emotional wellbeing as well as their ability to access the curriculum without support.

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 & 2.Improved outcomes in language skills, phonics and reading scores particularly the SEND and disadvantaged pupils	All pupils to achieve their best outcomes in early language and phonic skills. Continued attainment and progress of pupils eligible for Pupil Premium and their peers in phonics and reading. 100% of pupils eligible for pupil premium making at least the expected progress in CLL, Phonics and Reading. This will be measured through termly work scrutinies, moderation, termly NFER tests and end of Key Stage statutory assessments in Year 2 and Year 6. End of year testing will resume as will phonics screening in Year 1 and year 4 multiplication checks. Outcomes will be monitored through pupil progress meetings in Autumn, Spring and Summer.
3.Improved attainment among disadvantaged pupils in subject knowledge gaps.	Focus will be recovery and closing the gaps for pupil premium pupils. To re-establish the good progress of disadvantaged pupils across the school in the foundation subject areas. Identify opportunities across the curriculum to read widely and develop knowledge and vocabulary. Early Years: To focus on prime areas of learning in the EYFS including communication & language, personal, social and emotional development and physical development. Gaps in language, early reading and maths will be addressed. Through high quality teaching and a stronger curriculum teacher's subject knowledge and skills will be increased helping to support the pupils particularly the disadvantaged and pupil premium to make sure that they achieve in line with their peers. To make sure the disadvantaged and pupil premium children are being included and participating in extracurricular activities.
4. To achieve and sustain improved wellbeing for all pupils in school, particularly our SEND and disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • whole school approach to well-being through My Happy Mind.

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: **£9750 approx**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>New SSP resources from ELS</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Continuing Professional Development for Teachers and support staff through partnership with CAPITAL, Liverpool and Lancashire Cluster and the local Catholic Schools Cluster where a key focus of training and collaboration this year will be writing moderation, assessment and progression, and excellence in reading.</p>	<p>Our partnership with allows access to a wealth of high quality continued professional development for staff across a wide range of curriculum and teaching and learning areas. The Education Endowment Foundation shows that developing reading comprehension strategies has very high impact for very low cost based on extensive evidence and has an impact rating of + 6 months.</p>	1, 2, 3
<p>Use of well trained and skilful TA's and Teachers to deliver personalised and targets intervention groups for disadvantaged children in their year groups.</p> <p>Guided groups may focus on:</p> <p>fix-it time- children to have focused time to consolidate and over learn skills taught in previous lesson and support with key knowledge needed to progress. co-operative learning: children may need to take time out of class with peers to work collaboratively. Reading Buddies y6 Reading to writing journey; New Lancashire planning curriculum, wider reading opportunities to develop love for reading, staff to be trained to this curriculum,</p> <p>Problem solving & reasoning. Our higher ability children may use interventions for mastery skills and activities taken from maths consultant. New Lancashire planning curriculum</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment:</p> <p>https://educationendowmentfoundation.org</p>	1,2

Shelley Pennington from School Improvement Liverpool to work with all subject leads to develop a reading triad. Lyndsey Norris from Lancashire council as senior math consultant. Kathrine Leyland as English consultant.	.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£6750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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)	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support- trained TA's to deliver tutoring for ELS children and some 1:1 intensive intervention.	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	1,2
Timetabled individual and small group support provided by class teacher / teaching assistant to support children's progression in reading, writing and mathematics.	Highest quality teaching, support and intervention provided by highly skilled, nurturing staff members allows children to flourish and gain confidence. Members of staff are able to provide opportunities for over learning of key concepts taught in class and to address misconceptions. The Education Endowment Foundation shows that small group tuition has moderate impact for low cost and has an impact rating of +4 months. Teaching Assistant interventions has moderate impact for moderate cost with an impact rating of +4 months.	1, 2
Educational psychologist to complete reports for a pupil premium / LAC child.	To have a full EP report with strategies and interventions to support further progress for pupils.	4
Targeted weekly 1:1 tutoring delivered by a qualified teacher to support	The Education Endowment Foundation shows that one to one tuition has high	1,2

children's progression in reading, writing and mathematics.	impact for moderate cost and has an impact rating of +5 months.	
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: **£5250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual support to pupils who require 1:1 support as well as their families with our Pastoral worker. Pastoral worker to be employed on zero-hour contract approx. 2 afternoons a week Therapy for some disadvantaged pupils, one session per week. This will work social and communication skills, anxiety, emotions and ability to cope with change and explore past traumas.	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)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	All
Increased support from parents of those pupils in receipt of Pupil Premium funding through parental engagement and support when necessary, for example regular providing regular feedback on children's progress, adaptations of homework procedures, supportive meetings and phone calls by members of teaching staff and SLT, and if needed - funded wraparound care provision.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. The Education Endowment Foundation shows that a focus on parental engagement provides moderate impact for very low cost based on extensive evidence and has an impact score of +4 months.	4
Access to wraparound care to meet individual family circumstances. This provision has been planned alongside parents; considering their individual	The Education Endowment Foundation shows that extending the school day for enrichment activities without a specific focus on learning can have an impact on attainment. These may be beneficial for	4

request to support the family circumstances.	their own sake outside any attainment impacts. Extending school time provides moderate impact for moderate cost and has an impact score of +3 months.	
Contingency fund for acute issues such as funding holiday or breakfast club places and enrichment days for disadvantaged children and to pay for Coffee Mornings for parents of disadvantaged children in the new academic year.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

When children returned to school in September 2021 following disruptions, we quickly carried out baseline assessments of all pupils to enable us to plan teaching and learning as well as catch up support and intervention. School utilised the government COVID Catch up premium to employ a qualified teacher to deliver individual and small group support for the duration of the academic year. Pupil progress was carefully monitored and support provided. The individuals identified were constantly reviewed. Assessments at the end of the autumn, spring and summer terms showed pleasing progress for pupils in receipt of additional support – a clear impact of our intensive support and curriculum adjustments. Our end of Key Stage 1 & 2 assessments also demonstrated strong attainment of pupils in receipt of Pupil Premium compared with their peers.

The 21/22 attainment of pupils in receipt of Pupil Premium funding is outlined below in KS1 & 2 SATs. This is based on **4 pupils** – 2 in Y2 and 2 in Y6.

KS1		Reading		Writing		Maths			
Expected +		50%		50%		100%			
Greater depth		0%		0%		0%			
KS2		Reading		SPAG		Writing		Maths	
Expected +		100%		50%		50%		100%	
Greater depth		0%		0%		0%		0%	
EYFS				School 2022		National 2022			
GLD and expected in all areas				71%		63%			
Y1 Phonics				School 2022		National 2022			
Expected level				87%		75%			
Key Stage 1				School 2022		National 2022			
Expected level in reading (greater depth in brackets)				67% (7%)		67%			
Expected level in writing				60% (7%)		58%			
Expected level in maths				73% (13%)		68%			
Key Stage 2				School 2022		National 2022			
Expected level in R/W/M combined (higher in brackets)				69% (6%)		59% (7%)			
Reading: expected level				88% (56%)		74% (28%)			
Writing: expected level				75% (6%)		69% (13%)			
Maths: expected level				81% (19%)		71% (22%)			
GPS: expected level				75% (19%)		72% (28%)			

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

Results are always cautious in a half form entry school as pupils weigh higher per percentage.

Data from tests and assessments from the academic year 22-23 suggest that the progress and attainment of the school's disadvantaged pupils were above the school's expectations in EYFS. The results showed St Mary has had a 13% increase in pupils achieving GLD compared to national results and a 17% increase compared to the Local Authority. CLL in St Mary's were 93.3% compared to 76.5% at Local Authority level. *For this academic year the disadvantaged in EYFS is not statistically significant.*

In KS1, 93% passed in phonics compared to 79% nationally. Of this, 100% of the disadvantaged pupils passed their phonics screening as well as 100% of the Y2 disadvantaged retakes.

KS1 SAT results were broadly in line with the national figures but low in greater depth figures. This is due to cohort size. **Reading and writing will be a priority for the following academic year.**

Overall our in school analysis shows that disadvantaged pupil's oracy from KS1 to KS2 has increased **but to continue further work.**

In KS2 the overall school results were broadly in line with national and regional figures. St Mary's cohort size results in percentage per pupil being higher. The 2023 results were a 50/50 split.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils and their families has been particularly acute. These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25. **We have reviewed our strategy plan and made changes to how we intend to use some of our budget in the following academic year.**

Absence rates in disadvantage pupils was 94.4%, which is better than previously anticipated. Overall, school absences at the beginning of Jul 23 was 94.5%. We recognise this gap is too large, which is why raising the attendance of all pupils is a focus of our current plan. **There is still work to do.**

Our analysis shows the impact was significantly positive and school should continue with the ongoing strategies.

The 22/23 attainment of pupils in receipt of Pupil Premium funding is outlined below in KS1 & 2 SATs.

KS1	Reading	Writing	Maths	
Expected +	75%	75%	75%	
Greater depth	0%	0%	0%	
KS2	Reading	SPAG	Writing	Maths
Expected +	50%	50%	50%	50%
Greater depth	50%	50%	0%	50%

This is based on **6 pupils** – 4 in Y2 and 2 in Y6.

Overall 2023 Summer Results

EYFS	School 2023	National 2023
GLD and expected in all areas	80%	67%

Y1 Phonics	School 2023	National 2023
Expected level	93%	79%

Key Stage 1	School 2023	National 2023
Expected level in reading (<i>greater depth in brackets</i>)	67% (0%)	68% (19%)
Expected level in writing	50% (0%)	60% (8%)
Expected level in maths	75% (0%)	71% (16%)

Key Stage 2	School 2023	National 2023
Expected level in R/W/M combined (<i>greater in brackets</i>)	60% (7%)	59% (8%)
Reading: expected level	73% (40%)	73% (29%)
Writing: expected level	67% (7%)	72% (13%)
Maths: expected level	73% (20%)	73% (24%)
GPS: expected level	60% (33%)	72% (30%)