

PUPIL PREMIUM STRATEGY STATEMENT AND 2021/2022 IMPACT REVIEW

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.

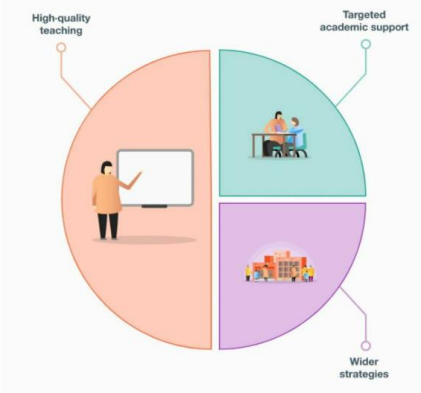
It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary's RC Primary School
Number of pupils in school	2021/2022 R- Y6:306 N- Y6:348
Proportion (%) of pupil premium eligible pupils	2021/2022 PP: 26 % (90 Pupils) LAC: 0.5% (2 Pupils) SPP: 0.5% (2 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 July 2023 July 2024
Statement authorised by	Mylene McGuire :Executive Head Teacher
Pupil Premium Lead	Joanne O'Mullane: DHT Head of School

Governor / Trustee lead	Rebecca Kennedy: Chair Of Governors
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (94 pupils) 90 x £1345= £121,050 2 x £310 = £620 2 x £2345 =£4690	£126,360
Recovery premium funding allocation this academic year 94 x £145 = £13,630	£13,630
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	£139,990
Distribution of spending 2021/2022  https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	High Quality Teaching £69,995
	Targeted Academic Support £34,997.50
	Wider Strategies £34,997.50

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. Our strategy works towards a three tiered approach that balances approaches to improve **quality first teaching, targeted academic support and wider strategies**.

Pupils at St Mary's RC Primary School, will make targeted progress in reading, writing a maths based on their individual starting points, through quality first teaching and targeted support.

We aim for disadvantaged pupils to have access to a wide range of support in school to meet their individual needs.

We will provide pastoral support for pupils and parents/carers, identified by school as vulnerable or in need.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

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

Challenge number	Detail of challenge
1	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of PP pupils across school.
2	PP Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment.
3	PP Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry, therefore meaning of the world and vocabulary acquisition is limited.
4	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families.
5	Attendance is a barrier to learning for some pupil premium students- a small number of parents/carers carry low aspirations for their children and are less motivated to ensure that their children have their educational entitlement.

Intended outcomes 2021-2024 and review of progress towards outcomes for 2021/2022 : This explains the outcomes we are aiming for by the end of our current strategy plan (July 2024), and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Review End of 2021/2022																																																																																		
1. Improved reading, writing and maths attainment among disadvantaged pupils. School Development Plan: Quality of Education	- Appropriate academic support in place. - Accelerated progress from individual starting points and gaps diminished between PP and Non PP pupils, in particular maths. - X2 Additional Teacher employed in order to accelerate progress. - Spelling Shed, Reading Eggs, Maths Seeds embedded to support Home Learning - Intervention Provision Plan identifying interventions for pupils working below ARE. - Systematic Synthetic Phonics embedded and literacy levels improved by high quality phonics teaching.	PP Y1- Y6: 70 pupils % PP SEND : 33% <table><tr><th></th><th></th><th>OL</th><th>WT</th><th>EXP</th><th>GD</th><th>EXP +</th></tr><tr><td rowspan="4">READ-ING</td><td>PP</td><td>10</td><td>34</td><td>44</td><td>11</td><td>55</td></tr><tr><td>NOT PP</td><td>10</td><td>25</td><td>38</td><td>26</td><td>64</td></tr><tr><td>PP SEN</td><td>26</td><td>35</td><td>30</td><td>9</td><td>39</td></tr><tr><td>PP NOT SEN</td><td>2</td><td>34</td><td>51</td><td>13</td><td>64</td></tr><tr><td rowspan="4">WRIT-ING</td><td>PP</td><td>10</td><td>40</td><td>46</td><td>4</td><td>50</td></tr><tr><td>NOT PP</td><td>9</td><td>34</td><td>44</td><td>14</td><td>58</td></tr><tr><td>PP SEN</td><td>26</td><td>39</td><td>35</td><td>-</td><td>35</td></tr><tr><td>PP NOT SEN</td><td>2</td><td>40</td><td>51</td><td>6</td><td>57</td></tr><tr><td rowspan="4">MATHS</td><td>PP</td><td>10</td><td>40</td><td>41</td><td>9</td><td>50</td></tr><tr><td>NOT PP</td><td>7</td><td>20</td><td>51</td><td>22</td><td>73</td></tr><tr><td>PP SEN</td><td>26</td><td>43</td><td>30</td><td>-</td><td>30</td></tr><tr><td>PP NOT SEN</td><td>2</td><td>38</td><td>47</td><td>13</td><td>60</td></tr></table> Send PP Pupils are making progress. Particular progress in reading with 9% of SEND pupils achieving Greater depth. Overall SEND needs are significant and a barrier to learning for PP pupils. READING and WRITING : The difference has diminished between not PP pupils and PP pupils without SEND achieving expected plus.			OL	WT	EXP	GD	EXP +	READ-ING	PP	10	34	44	11	55	NOT PP	10	25	38	26	64	PP SEN	26	35	30	9	39	PP NOT SEN	2	34	51	13	64	WRIT-ING	PP	10	40	46	4	50	NOT PP	9	34	44	14	58	PP SEN	26	39	35	-	35	PP NOT SEN	2	40	51	6	57	MATHS	PP	10	40	41	9	50	NOT PP	7	20	51	22	73	PP SEN	26	43	30	-	30	PP NOT SEN	2	38	47	13	60
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		SEND PP pupil attain higher in Reading and Writing. 2022/2023: maths continues to be a focus 2022/2023 Interventions reviewed and monitored review and adjusted as needed. Clear communication between teachers and LSA's – expectations within lessons LSA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning Little Wandle Phonics introduced. Ongoing CPD to support initial implementation. Embed 2022/2023
2. Improved quality of teaching and learning through developing staff understanding of metacognition and memory recall. (staff development) School Development Plan: Quality of Education	Lesson observations, book monitoring shows evidence of sustained, deliberate practice to support memory recall.	2021/2021 CPD for senior leader to strategically plan implementation of Metacognitive approaches across the school. Full whole school implementation 2022/2023 SLT CPD June 2022 Jan 2022: SEND CPD linked to EEF. Monitoring evidencing 5 a day strategies, which is benefiting all vulnerable learners. Evidence that vulnerable groups SEND and PP are knowing more and remembering more. Writing is extended, scaffolding evident. Some use of graphic organisers, in particular The Frayer model (EEF)
3. To develop the Oracy skills of disadvantaged pupils to diminish the difference. School Development Plan: Quality of Education	• Elkan SALT intervention and appropriate support in place across the school. • The Nuffield Early Language Intervention (NELI) programme for children in Reception (4-5 years) to be embedded and assessments evidence that children's language and early literacy skills to be improved.	2021/2022 Member of EYFs team and Assistant SENDCo Elkan trained this year. Speech and language Therapist 1 day a week Supporting:

	- Speech and Language Therapist deployed appropriately and impacting positively on pupils outcomes. - Language rich curriculum in place across the school. - Ongoing CPD to support specific teaching of vocabulary. - A cultural capital rich curriculum embedded which includes a graduated response to life experiences.	1.Oral language development in EYFS through targeted SALT Groups Interventions: Talk Boost and Little Magic Train 2.One to one interventions and group interventions to support comprehensions and vocabulary development. Extended vocabulary evident through monitoring.					
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils School Development Plan: Behaviour and Attitudes	- Zones of Regulation embedded across the whole school and impacting positively on pupil outcomes. - Pastoral support Team in place rigorously monitoring emotional well being of pupils, signposting to external support and matching our provision to need through well being interventions. - Well Being curriculum in place. - Messy Play embedded within EYFS and KS1. - EHA Support	2021/2022 ZoR: Implementation Dip. Review as a federation and relaunch 2022/2023 EARLY HELP: Increased number of children and families being supported much earlier Early intervention for social and emotional needs have ensured that some of our children's problems have been reduced and prevented Increased representation at safeguarding meetings Pastoral team extended to include Assistant SENDCO. Supporting additional pastoral interventions. Increased numbers of pupils needing pastoral support. Staffing to be extended 2022/2023 PLAY THERAPY and messy play in place for our most vulnerable pupils. Cycle of CPD to support implementation in the classroom. CPD continuity has been impacted by staff absence					
5. Gap between the percentage of attendance for PP and Non PP children to be closed /narrowed School Development Plan: Personal development	- An Attendance Team in place to rigorously monitor attendance/punctuality. - Attendance lead to also lead Early Help Assessments. - A 'red flag' list will be used by the Pastoral Team for children who have historic attendance concerns and family support workers will complete home visits. - Extremely poor attendance (below 90%) will continue to be challenged with communication (in the form of a letter initially) from the Head Teacher. - Penalty warning letters and attendance fines are issued as appropriate. - Attendance incorporated into EHAs as appropriate. - Parental Engagement opportunities, lead by our Parent Liaison lead, to ensure engagement of our vulnerable families engagement in learning and improved attendance.	2021/2022 Robust systems in place to support attendance. Difference is diminishing between all pupils and PP pupils <table><tr><td>ALL PUPILS</td><td>95%</td></tr><tr><td>PP</td><td>92%</td></tr></table>		ALL PUPILS	95%	PP	92%
ALL PUPILS	95%						
PP	92%						

2021/2022: TOTAL BUDGET: £139,990

Details of intended spend of our Pupil Premium and Recovery Premium 2021/2022

2021/2022 High Quality Teaching Budget : £69,995		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme: Little Wandle to secure stronger phonics teaching for all pupils.	High Impact: Phonics Toolkit Strand Education Endowment Foundation EEF School Development Plan: Quality of Education	1
Numeracy intervention (KS2) supported by Sandwell assessment and delivered by trained practitioner.	1stClass@Number EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2
Online resources to support QFT and home learning: Spelling Shed, Reading Eggs, Maths Seeds	High Impact: Homework EEF(educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1
Ongoing CPD to support QFT development of metacognition strategies and collaborative learning approaches.	High Impact: Collaborative learning approaches EEF(educationendowmentfoundation.org.uk) Very High Impact: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2
Introduce and implement NELI to EYFS to support and develop oracy skills	Very High Impact: Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) Very High Impact: Oral language interventions EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,3
Additional teacher coaching staff within KS1 and LKS2 to support the development of using purposeful, curriculum focused, dialogue and interaction to develop oral language and to develop reading comprehension. 2 days per week.,	Very High Impact: Oral language interventions EEF (educationendowmentfoundation.org.uk) Very High Impact: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
Additional specialist teacher to deliver SEMH Curriculum:Relax kids	Emotion Coaching P14 SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) School Development Plan: Quality of Education	1, 4
X2 Forest School Practitioners teaching a Forest school curriculum supporting enrichment and SEMH curriculum enrichment across the school.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Forest Schools: impact on young children in England and Wales - Forest Research School Development Plan: Quality of Education	1,4

Specialist music tuition: 1 x teachers specialising in different instruments: Purchase of instruments and funding music lessons for disadvantaged pupils.	Arts participation EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1.4
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2021/2022 Targeted Academic Support: Budget: £34,997.50		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language Therapist 1 day a week Supporting: 1.Oral language development in EYFS through targeted SALT Groups Interventions: Talk Boost and Little Magic Train 2.One to one interventions and group interventions to support comprehensions and vocabulary development	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
Additional FT Learning Support Assistant trained to deliver Phonics interventions in line with the SPP programme Little Wandle.	Phonics EEF High Impact (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
X2 Specialist Leader Teachers delivering small group and 1:1 tuition within KS1 and KS2 (Total 4 days)	Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
Additional FT Learning Support Assistant trained to deliver targeted 1:1 Literacy intervention (Switch On Literacy) across KS2.	One to one tuition EEF (educationendowmentfoundation.org.uk) Switch-on Reading EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3
Homework club; 3 evenings per week: 3 x LSA's. Pupils have time to complete homework tasks if unable to at home. Clubs also provides access to ICT facilitate learning. Club ensures that collection from school is not a barrier to parents' ability to find work.	Homework EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education	1,2,3,4,5

2021/2022 Wider Strategies: £34,997.50		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction and implementation of The Zones of Regulation. (Pilot 2021/2022) Includes CPD and purchasing of resources.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Very High Impact: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5
CPD Attendance Team, including safeguarding L3 Training	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) School Development Plan: Quality of Education School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	5
Parental Engagement Coordinator to develop and strengthen our parent Forum, supporting engagement in learning and improved attendance.	Parental engagement EEF (educationendowmentfoundation.org.uk) School Development Plan: Personal Development	1,2,3,4,5
X1 day a week Pastoral support by specialist LSA for pupils across the school. Targeted 1:1 and group interventions based on trauma informed approaches. Helps build pupils social and emotional development and improves the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. Additional support for Post LAC and Services children. Intervention to support anxiety based school avoidance.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5
Play Therapist: Specialist support to help children process emotions based on trauma informed approaches.. Supports self regulation. Develops independent thinking, improves social skills, respect for others and stronger relationships with family members. Provided personalised support for parents of LAC pupils Intervention to support anxiety based school avoidance.	SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf (babcockldp.co.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Benefits - PTI - Play Therapy International School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5
Biweekly half a day CPD to develop and embed Messy Play within KS1 and EYFS. Based on trauma informed approaches. Intervention to support anxiety based school avoidance.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) School Development Plan: Behaviour and Attitudes School Development Plan: Personal Development	1,2,3,4,5,

Externally provided programmes

Non-DfE programmes purchased 2021/2022

Programme	Provider
Catch Up Literacy	Catch Up Literacy - Catch Up
Reading Recovery	https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery
Messy Play	Messy Play Matters
Play Therapy	Mary Metcalfe Therapy
Forest School	Jane Sabire Associates
Relax Kids	Home - Relax Kids - Official Website

Service pupil premium funding

Measure	Details		
How did you spend your service pupil premium allocation last academic year?	2021/2022: Catch Up Literacy: Daily 1:1 Literacy Intervention x1 pupil		
What was the impact of that spending on service pupil premium eligible pupils?		End 2021	End 2022
	Reading	WT	WT
	Writing	WT	WT