



St Mary's Roman Catholic Primary School

St Mary's RC Primary School – Pupil Premium Strategy 2021- 2022

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 Roman Catholic Primary School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	17 (9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2023 Due to the impact of Covid-19 and disruption to education, this PP plan remains in place until 2023
Date this statement was published	September 2021
Date on which it will be reviewed	March 22 and July 22
Statement authorised by	Mrs Ewa Parker
Pupil premium lead	Mrs Ewa Parker
Governor / Trustee lead	Mr Matt Huke- Jenner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33 625
Recovery premium funding allocation this academic year	£ 4 495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 38 120

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If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

In St Mary's Roman Catholic Primary School all adults have high expectations of all pupils. We believe that all children can achieve well and that they deserve the best education. All adults working in St Mary's are trusted and all believe in the continuous CPD in order to perfect their expertise to better pass the knowledge to pupils.

Our main objectives for the PP children are for them to be confident learners, overcoming barriers to learning and 'being the best they can be for themselves and for others.' We want all PP pupils to be fluent readers, reading a wide range of text types, exposing them to a high quality vocabulary and experience those through cultural enrichment activities. Vocabulary and comprehension skills are vital for understanding of mathematics, therefore we put an extra effort in ensuring that all PP pupils are exposed to high quality teaching of mathematics and most up to date resources. By adopting the T4W approach, all pupils are exposed to high quality texts and develop their oracy skills which are so important in adult life.

Our PP strategy has been disturbed due to Covid-19 pandemic, and a change in leadership within the school, however internal data as well as surveys and Teacher Assessment suggests that we are on the right track to achieve all our objectives. We review the strategy termly and ensure that PP support is communicated at all levels across the school.

The school has invested in Thrive approach and in Pastoral Support Officer. This has been pivotal in ensuring that the Covid-19 impact on children as well as any other factors inhibiting greater progress are dealt with swiftly and appropriately.

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in communication, literacy and language
2	Historical underachievement of pupils impacting on progress in KS2

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3	Some PP pupils are also on the SEN register
4	Attendance rates
5	Parental engagement with the school

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
We will see an improvement in the writing and maths progress in all year groups	Progress is evident on the individual PP support records.
We will see phonics strategies used effectively in reading and writing	Progress in reading evident over time and in phonics screening as well as improved spelling strategies across the school
Improve pupils emotional well-being and attitudes to learning.	Improve levels of concentration and self-regulation leading to improved progress
Increased parental engagement	Parents will engage in school workshops, cafe's and curriculum events
95% attendance all PP	Attendance in line with national 95%

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: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching enables all children, and particularly PP to	<ul style="list-style-type: none"> First quality teaching as a form of early intervention in class 	2. Historical underachievement

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<p>excel in learning and match the national levels for attainment for PP pupils.</p>	<ul style="list-style-type: none"> • CPD based on and supported by most up to date pedagogical approaches to teaching/ learning process and based on extensive and documented researches • Developing culture of research and improvement across the school. 	<p>of pupils impacting on progress in KS2</p> <p>3. Some PP pupils are also on the SEN register</p>
<p>To further improve the progress in Reading between non PP and PP pupils by adopting government approved Phonics Scheme, RWInc.</p>	<ul style="list-style-type: none"> • Teaching and support for reading is central to progress across subjects. • High quality books and Library will support teaching • EEF research suggests that <i>“A key issue for teachers is identifying the level of difficulty for comprehension activities that is required to extend pupils’ reading capabilities.”</i> 	<p>1. Low levels on entry of PP pupils particularly in communication, literacy and language</p>
<p>To ensure that PP children match the National level of working at age related expectations for Mathematics.</p>	<ul style="list-style-type: none"> • High Quality resources for Maths, ‘Maths No Problem’ • Comprehensive support with Mastery Teaching • Maths Hub support as well as SLE in Mathematics support. 	<p>2. Historical underachievement</p>

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

Budgeted cost: £ 6 560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After school, small group booster groups as well as structured interventions across the school in particular daily 5 minute interventions for PP pupils</p>	<p><i>EEF- ‘Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. ... In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.’</i></p>	<p>1. Low levels on entry of PP pupils particularly in communication, literacy and language</p> <p>2. Parental engagement with the school</p>



NELLY intervention will see increase in communication and language acquisition and accuracy	<i>'The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading'</i>	1. Low levels on entry of PP pupils particularly in communication, literacy and language
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6 560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer enrichment opportunities e.g. class trips and experiences at no extra cost to FSM families.	<i>EEF says 'The case studies reflect the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students, and in turn show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum. However, there are several challenges to positioning pupil premium funded activities as a holistic set of interventions.'</i>	5 Attendance 6 Parental engagement
Small group Thrive and Pastoral interventions to improve wellbeing and access to education.	<i>EEF 'Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.'</i>	1 Low levels on entry of PP pupils particularly in communication, literacy and language

Total budgeted cost: £ 38 120



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.

Statutory testing did not take place and outcomes were very difficult to monitor due to the COVID-19 national lockdown measures; including the additional school closure due to a local outbreak in November 2020. This resulted in the school working at limited capacity and with limited pupils up until January 2021.

Distance and blended learning meant that teaching was very different and this had a particularly negative impact on writing. Additionally, trips and experiences were cancelled which typically offer encouraging opportunities to inspire reluctant writers. Writing will continue to remain a focus with additional intervention groups.

Overall attendance was an improvement on the previous year at 96%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive	https://www.thriveapproach.com/
RWInc	Oxford University Press https://www.oxfordowl.co.uk/for-school/default
Maths No Problem	Singapore Maths English National Curriculum 2014 https://mathsnoproblem.com/en/approach/maths-no-problem-programme/
Talk For Writing	Pie Corbet's Talk4Writing https://www.talk4writing.com/about/
NELLY	Nuffield Early Language Intervention (NELI) Project

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