

St Mary's Voluntary Catholic Academy, Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium 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	194
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Tomlinson, Headteacher
Pupil premium lead	Katie Bleasdale, Acting Assistant Headteacher
Academy Council lead	Monica Uden, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,000
Recovery premium funding allocation this academic year	£4350
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	£52,350

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 robust diagnostic assessment, not assumptions about the impact of disadvantage. 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, observations, and discussions with pupils indicate under-developed 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 early readers.
3	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 47% of disadvantaged pupils met their age related expectation at the end of the last academic year, compared to 80% non-disadvantaged across all cohorts.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 43% of disadvantaged pupils met their age related expectation at the end of the last academic year, compared to 76% non-disadvantaged across all cohorts.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils. <i>NB. Covid related attendance data has not been included here</i>
6	New whole school behavior policy has not yet had time to embed and show significant impact. In addition, high staff mobility has led to some issues in maintaining consistency.

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 55% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 55% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.
Whole school behaviour policy to be embedded consistently across school	<ul style="list-style-type: none"> All stakeholders will have an understanding of the pedagogy underpinning the school behaviour policy All member of staff will be trained by SLT to ensure consistency across school Pupil views will indicate that pupils feel safe and supported in our school environment.

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: **£28,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of language development intervention materials for EYFS and Y1.</p> <p>Training for staff to ensure interventions are interpreted and administered correctly.</p>	<p>Guidance from EEF on communication and language approaches</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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>	<p>2</p>
<p>Purchase of additional resources to support the teaching of maths from EYFS to Y6 - including White Rose Math and Numicon</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>

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

Budgeted cost: **£18,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>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)</p>	<p>1, 2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to 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.</p>	<p>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</p>	<p>2, 3, 4</p>

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

Budgeted cost: **£5,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>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 and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £52,350

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

July 2022 data indicates that the attainment of PP pupils is generally significantly lower than the attainment of their non-PP peers. This attainment data is largely in line with previous attainment data for PP s. non-PP pupils.

Pupil Premium (At and Above) Year Group	Reading		Writing		Maths		RWM	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Year 1	57.14% (4/7)	75.00% (15/20)	57.14% (4/7)	80.00% (12/20)	71.43% (5/7)	70.00% (14/20)	57.14% (4/7)	60.00% (12/20)
Year 2	42.86% (3/7)	81.82% (18/22)	42.86% (3/7)	81.82% (18/22)	42.86% (3/7)	86.36% (19/22)	28.57% (2/7)	81.82% (18/22)
Year 3	66.67% (4/6)	75.00% (18/24)	33.33% (2/6)	70.83% (17/24)	50.00% (3/6)	75.00% (18/24)	33.33% (2/6)	62.50% (15/24)
Year 4	25.00% (1/4)	73.68% (14/19)	25.00% (1/4)	57.89% (11/19)	0.00% (0/4)	78.95% (15/19)	0.00% (0/4)	52.63% (10/19)
Year 5	40.00% (2/5)	86.36% (19/22)	40.00% (2/5)	68.18% (15/22)	40.00% (2/5)	68.18% (15/22)	40.00% (2/5)	63.64% (14/22)
Year 6	100.00% (4/4)	70.37% (19/27)	100.00% (4/4)	77.78% (21/27)	50.00% (2/4)	81.48% (22/27)	50.00% (2/4)	62.96% (17/27)

NB. Green data indicates where PP pupils have exceeded or achieved largely in line with Non-PP peers.

Progress

July 2022 data indicates that the majority of PP pupils are making expected or better progress from their starting points. This suggests that current intervention is effective.

The number of pupils making accelerate progress is small. This must be a school priority for the next academic year.

Progress <i>(from previous Key Stage)</i>	Reading	Writing	Maths
Below expected progress	15%	18%	21%
Expected progress	73%	76%	70%
Accelerated progress	12%	6%	9%

NB. There is no previous Key Stage data for 3 pupils who arrived from another setting/country – progress data is out of 33 pupils

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received £930 and this was pooled together with the total PP funding allocation
What was the impact of that spending on service pupil premium eligible pupils?	These pupils achieved EXS in their year end of year assessment data.