

# Pupil premium strategy statement

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 Catholic Primary School, Knaresborough
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	19% (36)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3years 2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	H Tomlinson
Pupil premium lead	K Bleasdale
Governor / Trustee lead	Monica Uden

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45, 245
Recovery premium funding allocation this academic year	£4,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

*At St Mary's, we treat all pupils as individuals and strive to meet the needs of every learner irrelevant of their starting point and socio-economic standing. Pupils who fall into the disadvantaged category are closely monitored by all staff to ensure that their primary school experience helps them to develop fully, both emotionally and academically.*

*Our pupil premium strategy is personalised to the specific needs of the pupils in our school. School works closely with all pupils and families to ensure good communication and a school community ethos of trust. All stake holders at St Mary's will have a role in this pupil premium strategy.*

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school
2	Our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited

## 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 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).	<ul style="list-style-type: none"><li>The school office will promptly call families who have an absent child without reason (by 9:10am)</li></ul>

	<ul style="list-style-type: none"> <li>• Information of absence to be shared with the head teacher weekly, highlighting families we know who have historic attendance concerns and the head teacher will contact these families as required</li> <li>• A discussion with the governors will take place about introducing fines for non-attendance</li> <li>• Extremely poor attendance (below 90%) will be challenged with communication (in the form of a email initially) from the headteacher</li> </ul>
2 - Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition	<ul style="list-style-type: none"> <li>• PP children will develop a love of reading</li> <li>• They will engage in the termly reading challenges set</li> <li>• They will be regularly heard read by an adult at home and an adult in school</li> </ul>
3 - A strong professional dialogue will be kept open between all of the vulnerable group champions	<ul style="list-style-type: none"> <li>• Termly meetings will take place with the vulnerable group champions and the link governor</li> <li>• We will continue to use the SIMs system to identify any new additions to the PP register throughout the year and notify class teachers</li> </ul>
4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at St Mary's School	<ul style="list-style-type: none"> <li>• A wide range of extra-curricular activities will be offered, aimed at children's interests</li> <li>• Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</li> <li>• Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc</li> </ul>

## 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, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET day looking at internal progress data	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children	2
Purchase phonetic reading books for EYFS	<b>Phonics EEF +5 months</b> Securing phonetical understanding in EYFS with enable pupils to achieve greater PSC and reading scores later in school	2
1:1 phonics intervention for Y1 and Y2pupils	<b>Phonics EEF +5 months</b> Y1pupils not on track to pass PSC and Y2 pupils who did not pass October 2021 will be the focus of this group	2
Implement Project X reading intervention for pupils below Orange book band	<b>Reading comprehension strategies EEF +6 months</b> Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results	2
Implement reciprocal reading intervention for pupils in UKS2 who are reading below age related expectation	<b>Reading comprehension strategies EEF +6 months</b> This intervention will support our pupils in developing their inference skills	2
The teacher in charge of SEND and PP will identify any support staff who would benefit from further CPD e.g. in speech and language or dyslexia	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	3

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

Budgeted cost: £18, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading and inference work with a teacher/TA x2 weekly	<b>Reading comprehension strategies EEF +6 months</b> Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2
Half-termly, 1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 & 3
Pastoral lunchtime group	<b>Social and emotional learning EEF +4 months</b> This will provide designated time for pupils to have access to trained adults in school to support their emotional well-being. This will enable children to feel safe and happy in school	3
Class teachers will take intervention groups from Autumn 2 onwards	<b>Within class attainment grouping +2 months</b> The most experienced teachers should work with of the most vulnerable children so that they are getting quality personalised support	2 & 3

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

Budgeted cost: £3,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum	<b>Physical activity EEF +1 month</b> Children who are exposed to these have an enhanced knowledge and	4

including residential for years 5 and 6	understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	
Peripatetic instrumental lessons	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	4
The library will be revamped to make it an exciting and fun place to read. Soft furnishings will make the space feel cosy and less formal to encourage reading for pleasure	Children who enjoy reading are motivated to read more frequently and make better progress	2 & 4
Engaging with families through the new behaviour policy	<b>Behaviour interventions EEF +4 months</b> <b>Parental engagement EEF +4 months</b> Sharing pupil successes will further strengthen relationships with school, and hopefully encourage an increase in attendance to continue these successes	1
Financial support to low-income families to residential school trips	<b>Outdoor adventure learning EEF</b> Some financial support offered to certain families. To be decided on an individual basis	4

**Total budgeted cost: £39,245**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2020-21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

End of year data July 2021 indicates that whilst our disadvantaged pupils have not closed the gap between them and non-disadvantaged peers, more than 90% have made expected or better progress in reading and writing. Furthermore, 82% of disadvantaged pupils have made at least expected progress in maths.

This data suggests that disadvantaged pupils at St Marys are making good progress from their starting points and therefore the provision in place for these pupils is effective.

#### Attainment

Pupil Premium (At and Above)	Reading		Writing		Maths		RWMcombined	
	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP
Year 1	60.00% (3/5)	80.00% (16/20)	60.00% (3/5)	70.00% (14/20)	60.00% (3/5)	80.00% (16/20)	60.00% (3/5)	70.00% (14/20)
Year 2	60.00% (3/5)	76.00% (19/25)	60.00% (3/5)	76.00% (19/25)	80.00% (4/5)	84.00% (21/25)	60.00% (3/5)	76.00% (19/25)
Year 3	20.00% (1/5)	76.00% (19/25)	40.00% (2/5)	72.00% (18/25)	20.00% (1/5)	68.00% (17/25)	20.00% (1/5)	64.00% (16/25)
Year 4	33.33% (1/3)	84.21% (16/19)	33.33% (1/3)	73.68% (14/19)	33.33% (1/3)	84.21% (16/19)	33.33% (1/3)	63.16% (12/19)
Year 5	40.00% (2/5)	69.57% (16/23)	40.00% (2/5)	52.17% (12/23)	40.00% (2/5)	73.91% (17/23)	40.00% (2/5)	52.17% (12/23)
Year 6	100.00% (3/3)	82.14% (23/28)	66.67% (2/3)	75.00% (21/28)	66.67% (2/3)	78.57% (22/28)	66.67% (2/3)	71.43% (20/28)
Year 7	100.00% (6/6)	86.96% (20/23)	83.33% (5/6)	73.91% (17/23)	66.67% (4/6)	78.26% (18/23)	66.67% (4/6)	69.57% (16/23)

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

#### Progress

<b>Progress</b> <i>(from previous Key Stage)</i>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Below expected progress</b>	9%	9%	18%
<b>Expected progress</b>	79%	79%	67%
<b>Accelerated progress</b>	12%	12%	15%

*NB. There is no previous Key Stage data for 1 pupil who arrived from another country*

### 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

## 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.