

Pupil premium strategy statement

St Mary's Catholic Primary School

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
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Berry Headteacher
Pupil premium lead	Jo Berry Headteacher
Governor / Trustee lead	Paul Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,228
Recovery premium funding allocation this academic year	£3,045
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	£35,273

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	Reading and phonics Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.

2	<p>Writing</p> <p>Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.</p>
3	<p>Maths</p> <p>Evidence from internal and external assessments shows that attainment and progress among disadvantaged pupils are below that of non-disadvantaged pupils.</p>
4	<p>Attendance</p> <p>Our attendance data over the last full year indicates that attendance among disadvantaged pupils has been between 3.75% lower than for non-disadvantaged pupils.</p> <p>6.45% of disadvantaged pupils have been 'persistently absent' compared to 2.7% of their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Wellbeing and Mental Health</p> <p>Our wellbeing survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils.</p> <p>Teacher referrals for support have increased during the pandemic.</p>
6	<p>Enrichment Opportunities</p> <p>Pupil surveys and discussions with pupils have identified a lack of enrichment opportunities during school closures.</p>

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 outcomes in reading.	KS2 reading outcomes in 2024/25 show that more than 73% (based on 2019 national) of disadvantaged pupils met the expected standard.
Improved outcomes in phonics.	KS1 phonics outcomes in 2024/25 show that more than 82% (based on 2019 national) of disadvantaged pupils met the expected standard.
Improved outcomes in writing.	KS2 writing outcomes in 2024/25 show that more than 78% (based on 2019 national) of disadvantaged pupils met the expected standard.

Improved outcomes in maths.	KS2 maths outcomes in 2024/25 show that more than 79% (based on 2019 national) of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Data from ISDR used to set attendance targets.	Sustained high attendance by 2024/25 demonstrated by: •the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged pupils and their non-disadvantaged peers. •the percentage of all pupils who are persistently absent being below 5%.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: •qualitative data from student voice, student and parent surveys and teacher observations.
To provide a coherently planned programme of enrichment activities.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. A variety of quality enrichment activities, many of which enhance curriculum provision.

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: £9,087

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to PiXL diagnostic tools and assessments. Training for staff to ensure assessments are interpreted and	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3

<p>administered correctly. £2,700</p>		
<p>Phonics training to ensure fidelity to DfE validated systematic Synthetic Phonics programme to ensure stronger phonics teaching for all pupils.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Bug club £465 Release £750 Training £50</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>1</p>
<p>Create a core list of quality books which expose pupils to the best that has been thought and said. These core books will reflect our multicultural community and help to develop pupils character along with a love of reading.</p> <p>£1500.</p>	<p>DfE Research evidence on reading for pleasure.</p> <p>https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</p>	<p>1</p>
<p>Purchase high quality CPD (Greenfields) on excellence in pedagogy for vocabulary acquisition and writing.</p> <p>Embedding of excellent pedagogy across the curriculum.</p> <p>Greenfields£1,700</p>	<p>The rationale for this substantial investment in professional development (PD) is clear: meta-analyses find that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood & Zuccollo, 2019; Lynch et al., 2019).</p>	<p>1, 2</p>

S&L Training £12		
<p>Mental health and wellbeing training from Suffolk Mind EARLY mind programme.</p> <p>Mental health and wellbeing lessons embedded into PSHE curriculum.</p> <p>Resources £500</p> <p>Support time £500</p>	<p>https://www.bera.ac.uk/publication/the-role-of-schools-in-the-mental-health-of-children-young-people</p> <p>https://www.suffolkmind.org.uk/wp-content/uploads/2020/10/EARLY-Minds-leaflet-2020.pdf</p>	5

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

Budgeted cost: £14,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
Additional before and after school reading groups £1,980.	<p>Reading comprehension strategies have a high impact for a low cost based on a strong evidence base.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1
Teacher to deliver Pixl small group interventions for maths, reading and writing across KS2.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition is most effective if it is targeted at pupils specific needs. Diagnostic assessment can be used as the best way to target support.</p>	1,2,3

£12,180		
Year 2 additional HLTA support to enable teacher to deliver small group intervention. £990	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3

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

Budgeted cost: £11,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Appointing EWO to improve attendance. £1,070	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
To provide ELSA support at St Mary's. ½ day per week release time plus half termly supervision s £2,850	ELSA intervention is an individualised (or sometimes group) programme for children with significant social and emotional difficulties. The work is planned around the needs of the individual child. https://www.elsanetwork.org/elsa-network/evaluation-reports/	5

<p>Whole staff training on behaviour cascaded by behavioural lead involved in IOA programme £2,660</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>5,6</p>
<p>Develop and resource a coherently planned programme of enrichment activities. CUSP £1,950 Bassitry £500 Author £500 Artist £1000 Drama/ plays £1,000</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical activity has a positive impact on academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>5,6</p>
<p>Contingency fund for acute issues. £416</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: £35,273

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.

Due to only having 1 disadvantaged pupil in year 6 in 2021, internal assessments are not statistically significant.

In 2020, there were 6 disadvantaged pupils in year 6. 67% achieved expected in RWM combined, 100% in reading, 67% in writing and 83% in maths.

In 2019, there were 5 disadvantaged pupils in year 6. 60% achieved expected in RWM combined, 100% in reading, 60% in writing and 80% in maths.

Outcomes for our pupils have been impacted primarily by Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure.

22% of disadvantaged pupils attended during partial school closure

Overall attendance in 2020/21 was higher than in the preceding year at 97.7% compared to 96.8% in 2019, and was higher than the national average. Compared to disadvantaged at 95.7% for 2020/21

At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.37% higher than their peers and persistent absence 3.75% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments, observations and discussions with pupils indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues.

School visits could not take place and this restricted our ability to fulfil our pupil premium strategy in 2020.

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
Language Link	Speech link
Boxall	Boxall
PiXI	PiXI

Service pupil premium funding (optional)

At St Mary's there is currently 1 pupil in receipt of service pupil premium funding.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Included within the main pupil premium budget.
What was the impact of that spending on service pupil premium eligible pupils?	Access to additional interventions and support services.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Implement a learning behaviour lead in conjunction with Ipswich Opportunity Area.
 - Receive and cascade Training key staff in schools in the EEF guidance on the 5 pillars of the "Learning Behaviour" framework – Metacognition, SEND, Social and Emotional Learning, Behaviour and Parental Engagement.
 - Create and deliver a Supporting Engagement Action Plan and carry out baseline assessments as part of the Supporting Engagement Action Plan.
 - Identify those children and young people within the school that face the most significant barriers to learning, or struggle most to engage with learning in the classroom.
 - Collaboratively share learning and practice with other schools.

Planning, implementation and evaluation

In planning our new pupil premium strategy we triangulated evidence from multiple sources of data including assessments, book scrutiny, conversations with pupils, teachers and parents in order to identify the challenges faces by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We continue to evaluate and review this framework for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.