

Pupil Premium Strategy Evaluation 2021-22

St Mary's Catholic Primary School, Newcastle.



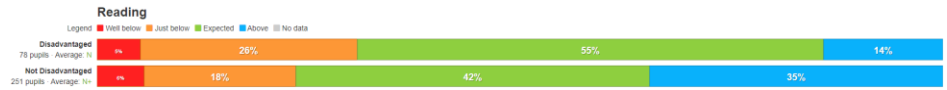
The Pupil Premium is additional funding designed to support disadvantaged pupils. This year, we received funding for 63 children, despite having 91 disadvantaged learners. Below is a table demonstrating the planned spending for 2021-22 Pupil Premium and a review of what impact these actions had.

Planned Spending	Impact
<p><u>Teaching and Learning</u> <u>All curriculum subjects</u> Improved use of 'in the moment' feedback during lessons to scaffold or provide challenge to children on a 1:1 basis. This is in line with our new marking and feedback policy.</p>	<ul style="list-style-type: none"> All learners receive 1:1 support multiple times throughout a lesson which enables them to make accelerated progress within a lesson. Pupil Voice in a recent 'Peer Review' shows that children are moved on effectively so that they feel challenged and able to think deeply about concepts. Pupil Voice also showed that children feel well supported in lessons and know when they are achieving well.
<p><u>Teaching and Learning</u> <u>All curriculum subjects</u> Oracy – Voice 21 Training on INSET. Strategies to be used in lessons to encourage learning through talk and learning to talk. These strategies will improve the children's ability to articulate ideas, develop understanding and engage with others through spoken language.</p>	<ul style="list-style-type: none"> Lesson drop-ins and Pupil Voice in a recent 'Peer Review' (Stainsby Mill Education) show that 80% of disadvantaged learners are now more effective in articulating their ideas eloquently. They are able to both add to class discussions and challenge opposing views to their own. Disadvantaged learners can use their oracy mats to scaffold their responses in class but work will be done next academic year to further their choice of high-brow language. Our Head Girl is able to address large groups with eloquence and has recently taken a lead role in the Year 6 production 'Porridge'.
<p><u>Teaching and Learning</u> <u>Reading, Writing and Maths</u> Regular Pupil Support Sessions will take place to identify needs of learners and provide strategies for in-the-classroom intervention.</p>	<ul style="list-style-type: none"> 'Pupil Support Sessions' (PSS) were designed to improve the attainment and progress of the disadvantaged pupils through senior leader support and increased accountability of teaching staff. These sessions have been successful meetings to create support mechanisms and strategies for our children. SMART targets were written with the teacher for each of the disadvantaged children to work on before the next PSS. Where strategies had been implemented well, the children have made accelerated progress and had often achieved their SMART target.
<p><u>Teaching and Learning</u> <u>All curriculum subjects</u> CPD on questioning techniques and delving deeper to secure understanding of new concepts.</p>	<ul style="list-style-type: none"> Lesson drop-ins and a recent 'Peer Review' show that staff are using skilled questioning to push the children's thinking further and to provide challenge. Through this questioning, the children's critical thinking and evaluation skills have developed drastically. Children are enthused by the questions and enjoy engaging in class discussions and debates.
<p><u>Teaching and Learning</u> <u>All curriculum subjects</u> Provide CPD for LSAs on teaching and learning, subject knowledge, social and emotional support and SEND.</p>	<ul style="list-style-type: none"> 100% of support staff have been received training in the following areas: phonics, worship, interactive whiteboard use, science, maths CPA approach and vocabulary and French. 100% of LSAs have reported an increase in confidence when teaching these subjects to a class or group. 100% of LSAs have also reported an improvement in their subject knowledge within a subject which is then transferred into the classroom when working with the children.

Teaching and Learning
Reading

Continue with embedded use of 6-day cycle reading lessons which focus in teaching key skills. Following CPD, GD learners given extension activities based on text to show deeper level of understanding/inference.

- Disadvantaged children in all year groups have made considerable progress this year in reading. This is evident in the increased percentage of children, in all classes, achieving ARE or above.
- In the KS2 SATs, we achieved a figure of 87% of children achieving ARE and 23% achieving GDS.
- Whole school attainment in autumn showed an attainment gap of 13%. In summer, this has now reduced to 8% – showing that the gap is closing swiftly.**



Teaching and Learning
Writing

Introduction of ‘Sentence Stacking’ approach and continuation of embedded use of skills based writing approach across year groups R-6 to improve stamina for writing and accurate sentences structure. CPD for all staff.

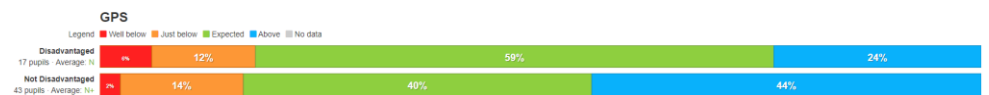
- CPD has taken place with all teaching staff and lessons are now following the ‘Sentence Stacking’ approach. Children are given more opportunities to collate vocabulary banks and discuss their ideas before writing through the ‘Chotting’ part of the lesson.
- Lessons show that teachers are using a clever combination of modelling their thought process for writing (metacognition) and questioning the challenge the children with vocabulary use and figurative language.
- Whole school attainment in summer data shows an attainment gap of 27%. This is a considerable gap which we will work on closing over the next academic year though a continuation of this approach to writing.



Teaching and Learning
Grammar

Introduction of daily discrete grammar sessions at the beginning of every English lesson.

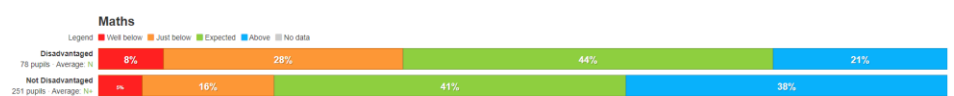
- The disadvantaged learners are now more confident in using grammatical terminology and recognising these features in texts. They are also applying these grammatical features more confidently within their application writes.
- In the KS2 SATs, we achieved 85% ARE and 37% GDS which is well above the national average for this assessment.
- The attainment gap between disadvantaged learners and non is negligible – a fabulous achievement of which we are very proud.



Teaching and Learning
Maths

Further CPD will be provided in line with NCETM strategies on the CPA approach and Language in Mathematics

- Teachers feeling more confident with using the Power Maths scheme.
- Use of concrete apparatus more evident in lesson, helping to embed children’s understanding of mathematical concepts.
- Improved use of mathematical vocabulary heard and seen in lessons during the ‘discover’ and ‘think together’ parts of the lesson.
- Disadvantaged children becoming more involved in the lessons after having discussion time with their peers. This meant more contributions as well.
- Whole school attainment in autumn showed an attainment gap of 19%. In summer, this has now reduced to 14% – showing that the gap is closing.**



Teaching and Learning

Maths

Following CPD, sessions (4x Per week) will take place which focus on teaching and practising tables.

- This year, a rigorous times tables scheme has been implemented. The children are taught tables once a week and then have opportunity to practise this in three additional sessions.
- The maths leader has also brought in an award for the most valuable player. This is awarded in merit assembly each week. The children are required to log in to Times Tables Rock Stars at least three times per week, in order to win this award.
- All of the above have led to pupils making exemplary progress in their times tables. The TTRS assessment is out of 100 and is completed at the start and end of every half term. Scores show how well the disadvantaged learners have achieved. **82% either maintained or increased their score. 13% made better than expected progress and 2% exceptional progress.**
- Comparison to Peers
Since September, the progress of the disadvantaged learners has well surpassed that of their peers in all key stages. Many of the children going from single digit scores to achieving double or considerably higher on their baseline assessments. The most drastic progress figures can be seen in KS1, which should be celebrated!

	Average Score - Autumn	Average Score - Spring	% Increase
KS1 PP (8)	10	33	230%
KS1 Non-PP	11	28	155%
LKS2 PP (24)	15	45	200%
LKS2 Non-PP	25	65	160%
UKS2 PP (28)	41	72	76%
UKS2 Non-PP	52	67	28%

Targeted Academic Support

Reading

A school Reading Dog from Canine Concern will support the children in developing their confidence and joy of reading through the Read to Dog Programme

- Increased enjoyment of reading has been seen amongst the disadvantaged learners who visit the reading dog.
- The pressure that many children feel about reading aloud has decreased when reading to the reading dog because learners feel more confident doing this rather than reading in front of the class. Teachers have reported an increase in the number of pupils volunteering to read in class following on from these sessions.

Targeted Academic Support

Reading

Accelerated Reader Scheme

- CPD on how to use the program effectively.
- Purchase of new books for Accelerated Reader Scheme to target lower achieving children.

- More disadvantaged children engaged in using the library and reading for pleasure.
- Teachers able to assess disadvantaged readers more accurately. Enabling them to focus extra support and ensure that the children read the correct books (also a wide range of genres).
- Disadvantaged learners actively want to improve their ZPD score each time we complete a 'Star Reading Quiz'.
- Children also strive to achieve the Accelerated Reader 'Word Millionaire' award for those children who have read one million words in total during the year.

<p><u>Targeted Academic Support</u> <u>Maths</u></p> <p>In Upper KS2 an extra teacher will provide support for a small group of disadvantaged pupil and others who are falling behind age related expectations.</p>	<ul style="list-style-type: none"> In Year 5, the disadvantaged learners have made considerable progress in this booster group. 50% of the children in the group have moved from working towards the expected standard to achieving ARE and 104 or above on the standardised tests. These children will now return to the whole class teaching sessions come September. This personalised programme was exactly what they needed.
<p><u>Targeted Academic Support</u> <u>All Core Subjects</u></p> <p>Pre-Teaching Sessions</p>	<ul style="list-style-type: none"> Sessions were set up to close the attainment gap between disadvantaged pupils and their peers. After analysing the data, a specific focus was decided for each year group. Overall, there has been an improvement in collaborative work, understanding of key skills and readiness to work. In whole class teaching sessions, teachers have noticed an increase in confidence, enthusiasm and answering teacher posed questions. Apart from in Year 2, 100% of the disadvantaged children have outperformed their peers in achieving their in-session pre-teaching targets. This is especially the case in Years 3 and 4. In KS2, the disadvantaged learners either outperform the non-disadvantaged pupils in transferring their pre-teaching learning to the classroom as in Years 3 and 5 or they are closely in line as in Years 4 and 6. In Year 1, there is only one child in receipt of the pupil premium who achieved 5/6 of her targets - providing a good standard of 83% improvement.

<p><u>Wider Strategies</u> <u>Nutrition</u></p> <p>Daily provision of fruit and bagels in the mornings.</p> <p>Family Support Worker to educate children 1:1 on importance of eating breakfast daily.</p> <p>Use of new food technology room to show children how to make easy breakfasts.</p>	<ul style="list-style-type: none"> Disadvantaged pupils who were coming to school feeling hungry were given either a bagel or a piece of fruit which led to increased engagement and concentration during lessons. Our family support worker used our new food technology room to educate disadvantaged learners about healthy food choices. The children also learnt quick, easy and healthy recipes that they could cook themselves if parents were unable to. 									
<p><u>Wider Strategies</u> <u>Attendance</u></p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak#dataBlock-bf6df763-9a45-48c4-2a41-08da68aa5688-tables</p>	<ul style="list-style-type: none"> Regular Facebook posts go out to families to educate them on the importance of sending their children into school every day. Some parents have commented on the effectiveness of these posts and how their 'eyes were opened' to how much lost learning time one day off a fortnight can add up to. Close collaboration with our EWO at Attend ensures that children are closely monitored and brought to school as often as possible. In Assembly, the attendance figure is discussed weekly and the class with the highest attendance wins a trophy. The children get very excited about winning this and feel responsible for the success of their class. Awards were given out at our achievement assembly for 100% attendance and the most improved attendance. Attendance figures for the academic year show: <table border="1" data-bbox="608 1854 1082 1966"> <thead> <tr> <th></th> <th>St Mary's</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>95%</td> <td>89%</td> </tr> <tr> <td>Non-PP</td> <td>96%</td> <td>84.4%</td> </tr> </tbody> </table> <p>This figure is in line with national government expectations but 1% below their peers. Attendance will therefore continue to be a priority.</p>		St Mary's	National	PP	95%	89%	Non-PP	96%	84.4%
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<p><u>Wider Strategies</u> <u>Behaviour</u></p> <p>To implement new behaviour policy across the school which is based on restorative practice. CPD for all staff.</p> <p>Sumo sessions to continue to develop behaviour strategies where there is particular need.</p>	<ul style="list-style-type: none"> The new behaviour policy has been implemented across the school and children have responded well to this. They are aware of the 'Relentless Routines' which keep them safe and children work hard to achieve 'Dojos' for displaying these behaviours. Many disadvantaged learners have been trained as 'Restorative Practitioners' and support their peers with conflict resolution and emotional support. This has been a great confidence boost for the children and has given them a strong purpose at break and lunchtimes. A recent behaviour review carried out by Adam Parkes showed that: 'Behaviour across all observed lessons, break times and dinner was never less than Good and commonly Outstanding' 'Overall, there has been an over 40% decrease in learners with an attendance below 90%, since Covid measures were lifted' 'Relationships in the school were Outstanding. The Catholic/Christian ethos shines through in all aspects of school life and the children at St Mary's feel extremely safe, respected and loved. This was endorsed wholeheartedly in the pupil and staff voice sessions that took place during the review'
<p><u>Wider Strategies</u> <u>Wellbeing</u></p> <p>Contributions to continue for educational visits and residential trips</p>	<ul style="list-style-type: none"> Payment plans set for parents of disadvantaged children for Laches Wood visit. Child in Y5 received funding for Greek Bakery Visit and the visit to Apedale Country Park and Museum.
<p><u>Wider Strategies</u> <u>Wellbeing</u></p> <p>Help with the purchase of school uniform / PE kit.</p>	<p>PE kit provided (on loan) for those children who do not have the correct kit. Ties also available to borrow if the children forget or lose theirs.</p>
<p><u>Wider Strategies</u> <u>Wellbeing</u></p> <p>Help to increase participation of disadvantaged learners in sports clubs throughout the year.</p>	<ul style="list-style-type: none"> The number of disadvantaged children attending sports clubs has significantly risen since this time last year. In KS1, this has increased from 62% to 76%. In in KS2, from 46% to 79%. Overall, this is a whole school increase of almost 19% on children attending the clubs. A huge impact on the increased amount of disadvantaged children attending a club in the summer term has been the 'Invite only Change 4 Life club. Y5/6 Sports Leaders and Adam (Bee Active) have led this over three lunch times, specifically for disadvantaged learners and for children who have not yet attended a club out of school hours. This has been very popular with these children, as they have said in pupil voice sessions that the reason they do not attend clubs is that their parents either will not pay or will not come back to school to collect them later on. Another increase in disadvantaged participants has been the free of charge football club ran by Mr McQuade for Y3/4 children. This cohort of children have been less willing to join in clubs and this has helped with the significant rise in numbers.
<p><u>Wider Strategies</u> <u>Wellbeing</u></p> <p>Help to increase participation of disadvantaged children in instrumental tuition, drama, music clubs</p>	<p>Drama – 11 disadvantaged partake in this group. (15%) OW "We can learn how to do different skills when acting, like making your voice louder. It makes me more confident to stand in front of people"</p> <p>Instrumental Tuition - 7disadvantagedpartake in this. (9%) LM "I like how we play different pieces of music and how a improve with other people in our lessons"</p> <p>Music Clubs – 23% of choir are PP (In line with % of PP in school). 8% of Orchestra/Recorders are PP 6.5% of Instrumental tuition pupils are PP</p>

	<p>LM "I like singing so much and we even get to learn songs from another country. We sang in a different language. I would definitely recommend choir to others because you can improve your vocals!"</p> <p>Sports Clubs - The number of PP children attending sports clubs has significantly risen since this time last year. In KS1, this has increased from 62% to 76%. In in KS2, from 46% to 79%.</p> <p>Overall, this is a whole school increase of almost 19% on children attending the clubs.</p> <p>A huge impact on the amount of PP children attending a club in the summer term has been the 'Invite only Change 4 Life club. Y5/6 Sports Leaders and Adam (Bee Active) have led this over three lunch times, specifically for PP children and for children who have not yet attended a club out of school hours. This has been very popular with these children, as they have said in pupil voice sessions that the reason they do not attend clubs is that their parents either will not pay or will not come back to school to collect them later on.</p> <p>Another increase of PP participants has been the free of charge football club ran by an LSA for Y3/4 children. This cohort of children have been less willing to join in clubs and this has helped with the significant rise in numbers.</p>
<p><u>Wider Strategies</u> <u>Family Support</u> Family Support Worker to build relationships with parents.</p>	<p>The Family Support Worker launched information sessions for parents delivered by external agencies. These sessions were well attended by parents who were able to get the relevant support that they needed. She has also played a vital role in the safeguarding of many children within the school.</p>