

Pupil Premium Strategy Evaluation 2022-23

St Mary's Catholic Primary School, Newcastle.



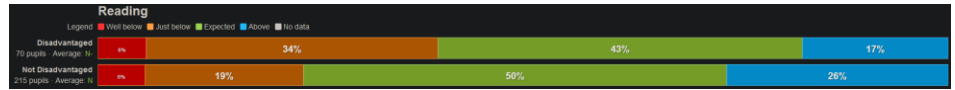
The Pupil Premium is additional funding designed to support disadvantaged pupils. This year, we received funding for 63 children, despite having **86** disadvantaged learners from R-Y6. Below is a table demonstrating the planned spending for 2022-23 Pupil Premium and a review its impact.

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 achieving well. Recent PP Peer review feedback commented that 'It was very clear to see feedback strategies shared across the school which will close attainment gaps between groups'
<p><u>Teaching and Learning</u> <u>All curriculum subjects</u> Oracy 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"> Disadvantaged learners continue to show that they are more effective in articulating their ideas eloquently. They are able to both add to class discussions and challenge opposing views to their own. This is visible in lesson drop-ins and was noted by both Ofsted and the Archdiocese of Birmingham in our recent CSI inspection. 'Pupils are highly confident and make good progress in knowing more and remembering more' CSI 2023. Disadvantaged learners are beginning to use the oracy sentence stems without prompting and with less reliance on the sentence stem mats. This demonstrated how embedded the oracy opportunities are becoming. A number of disadvantaged learners took lead roles in our school production of 'Robin Hood and the Sherwood Hoodies' this year. One learner also came second in our St. Mary's Got Talent competition which is testament to the fact that our children show great confidence when performing/speaking in front of crowds.
<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 use of metacognitive strategies such as 'retrieval practice' to secure understanding of new concepts.</p>	<ul style="list-style-type: none"> A recent 'Peer Review' show that staff are using skilled questioning to push the children's thinking further and to provide challenge. Though 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. 'Learners were fully engaged, showing consistent concentration, tracking others' contributing to the lesson. They were confident throughout, even when it was tricky - showing understanding that it is OK to take your time and to initially make a mistake' PP peer review.

Teaching and Learning: PRIORITY 1
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.

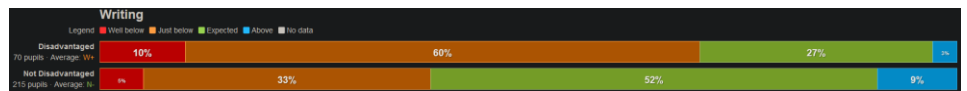
- Disadvantaged children in all year groups have made considerable progress this year in reading. This is evident in the increased percentage of children, in all classes, achieving ARE or above.
- In the KS2 SATs, we achieved a figure of 74% of children achieving ARE and 29% achieving GDS. The ARE is above national and the GDS figure is an improvement on the previous academic year.
- **Whole school attainment in summer showed an attainment gap of 16%.**



Teaching and Learning: PRIORITY 2
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.

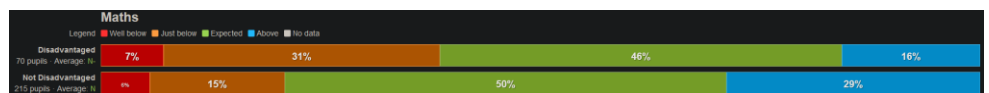
- Further CPD has taken place and all staff continue to follow the 'Sentence Stacking' approach. Children are given more opportunities to collate vocabulary banks and discuss their ideas before writing through the 'Chotting' part of the lesson.
- Lessons show that teachers are using a clever combination 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 31%.**



Teaching and Learning: PRIORITY 3
Maths

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

- Teachers are consistently using the Power Maths scheme and the 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 2022 showed an attainment gap of 19%. This has now reduced to 17% – showing that the gap is closing.**



Teaching and Learning: PRIORITY 4
Phonics

- Little Wandle scheme has now been implemented and is successfully taught for R to Y6. All staff have received appropriate CPD for this.
- Same Day Catch-up also takes place for the children who need to secure certain sounds.

PP	St Mary's	85.7%
	National	69.4%
Non-PP	St. Mary's	92.3%
	National	84.1%

Teaching and Learning

Maths

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

- This year, we continued with our times tables scheme which was implemented in 2022. 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. **90% either maintained or increased their score. 10% made better than expected progress and 3% 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!
- National MTC Check -

	Below 15	Score of 15 - 20	Score of 21 - 25	Score of 25
Year 4 (60)	13%	17%	70%	45%
PP (16)	5%	7%	15%	5%
Non - PP (44)	8%	10%	55%	40%

This year's results were considerably disappointing to us as our children achieved results lower than national figures. This will be extremely high priority for the maths lead in the next academic year.

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.

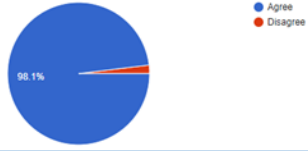
Targeted Academic Support

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.

- This year we have seen an increase in the number of disadvantaged children engaged in using the library and reading for pleasure. More of these learners are also volunteering to be part of our 'Friday Favourites' where the children share with the class a book that they love, hoping to inspire other to read it.
- Teachers continue to be able to assess disadvantaged readers more accurately using AR. This enables 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"> The number of children who have increased their SATs raw score is 13 out of 13 (100%). 13/13 or 100% increased their level of class participation particularly in the guided reasoning sessions. 13/13 or 100% increased their independent use of taught skills during the sessions. The number of children who achieved ARE in their Maths SATs test was 10/13 (77%) which is a great achievement! We are very proud of the progress made by these children.
<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. Feedback from children in pupil voice supported this: <div data-bbox="587 533 1485 757" style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>I feel that I learn well in the sessions and can do things that I couldn't do before.</p> <p>52 responses</p>  </div> <div style="width: 45%;"> <p>How do you think the sessions help you?</p> <ul style="list-style-type: none"> We read the text over and over again so we understand it more. It makes me more confident to answer questions in class. We get ahead of other classmates who don't go to pre-teach. It boosts my energy. The sessions help me to learn new words and meanings. It helps me to explain my ideas. It helps me to read more fluently. </div> </div> </div> <ul style="list-style-type: none"> In whole class teaching sessions, teachers have noticed an increase in confidence, enthusiasm and answering teacher posed questions. 97% of the disadvantaged children have outperformed their peers in achieving their in-session pre-teaching targets.

<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 a piece of fruit or cereal, which led to increased engagement and concentration during lessons. Year 6 pupils were provided with toast in the mornings that SATs booster sessions took place. During SATs week, breakfast was provided daily for all students. 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. Newcastle-under-Lyme College provided sessions for parents around using maths in the kitchen. These sessions were well attended and we hope to continue with this partnership again next year. 										
<p><u>Wider Strategies</u> <u>Attendance</u></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.. Close collaboration with our EWO at Attend ensures that children are closely monitored and brought to school as often as possible. Staff members have also been to children's homes to provide lifts into school to avoid absence. In Assembly, the attendance figures are 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 (FFT): <table border="1" data-bbox="826 1809 1254 1951"> <tr> <td rowspan="2">PP</td> <td>St Mary's</td> <td>94.2%</td> </tr> <tr> <td>National</td> <td>89.6%</td> </tr> <tr> <td rowspan="2">Non-PP</td> <td>St. Mary's</td> <td>91.9%</td> </tr> <tr> <td>National</td> <td>92.2%</td> </tr> </table> <p>This figure is in line with national government expectations and also 5.2% higher than the national PP figures. Our disadvantaged learners additionally had higher attendance levels than our non-PP children within St. Mary's. Attendance is always a moving figure and will therefore continue to be a priority.</p>	PP	St Mary's	94.2%	National	89.6%	Non-PP	St. Mary's	91.9%	National	92.2%
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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 is now embedded across the school and children respond 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. External feedback from both the CSI inspection and OFSTED confirm that behaviour across the school is outstanding 'Behaviour across all observed lessons, break times and dinner was never less than Good and commonly Outstanding'. Adam Parkes, Parkes Education. 'The school is a calm and orderly place in which to learn, and pupils say they feel safe'. OFSTED. 'The behaviour of pupils is exemplary in lessons and throughout the school, with the utmost care given to all'. CSI Inspection.
<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. PP children who suffered the loss of a parent was supported with the cost of all Y6 visits/experiences. Children 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>	<ul style="list-style-type: none"> 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. Pre-loved uniform stall took place at the end of term and will again in the autumn term where parents are able to purchase school uniform items for just £1 each – saving families hundreds of pounds.
<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 been maintained during the past year. In KS1, this had increased from 62% (2021/22) to 76% (2022/23) and has remained at that level. In in KS2, from 46% (2021/22) to 79% (2022/23) and had again remained there. We are very pleased to have kept this up considering the cost of living crisis. Another increase in disadvantaged participants has been the free of charge football club ran by Mr McQuade for Y5/6 children. This cohort of children have been less willing to join in clubs and this has helped with the significant rise in numbers. The number of PP children in this club has risen from 1 child to 6 children.
<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 – 8 disadvantaged partake in this group. (40%)</p> <p>Choir – 23% of the choir are disadvantaged which almost correlates with the percentage of PP children in the school.</p>
<p><u>Wider Strategies</u> <u>Family Support</u></p> <p>Family Support Worker to build relationships with parents.</p>	<ul style="list-style-type: none"> Relationships have been developed over the past few years and they now feel that they can come to PW with any concerns that they have. Other parents have also been directed to her support through word of mouth recommendations. Good working relationships with external agencies have also grown eg. Glow and Home Start. The agencies also comment on how professionally we work with them to keep the children at the centre of everything that we do. Glow provided a 'Relationships without Fear' programme to our Year 5 children, which was a huge success!

