

# Pupil premium strategy statement (Primary)

## St Mary's Catholic Primary School.

### School overview

Metric	Data
School name	<b>St Mary's Catholic Primary School</b>
Pupils in school	385
Proportion of disadvantaged pupils	24.9% (96 Children)
Pupil premium allocation this academic year	£123,958
Academic year or years covered by statement	2021-24
Publish date	18 <sup>th</sup> October 2022
Review date	1st July 2023
Statement authorised by	Denise Mellor
Pupil premium lead	Sophie Olszewski
Governor lead	Ellen Wainwright

### Disadvantaged pupil progress scores for last academic year (2021-22)

Measure	Score
Reading	-0.83 (-0.5 in 2019)
Writing	-0.76 (-0.2 in 2019)
Maths	-1.15 (-2.8 in 2019)

### Disadvantaged pupil performance overview for last academic year (2021-22)

Measure	St Mary's
GLD (EYFS)	50%
KS1 Phonics	67%
Meeting expected standard in Reading at KS1	80%
Achieving high standard in Reading at KS1	0%
Meeting expected standard in Writing at KS1	50%
Achieving high standard in Writing at KS1	0%
Meeting expected standard in Maths at KS1	80%
Achieving high standard in Maths at KS1	0%

## Disadvantaged pupil performance overview for the last academic year (2021-22)

Measure	St Mary's
Meeting expected standard in Reading at KS2	81%
Achieving high standard in Reading at KS2	19%
Meeting expected standard in Writing at KS2	50%
Achieving high standard in Writing at KS2	0%
Meeting expected standard in Maths at KS2	70%
Achieving high standard in Maths at KS2	31%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1- Reading	<p>Planning lessons based on the teaching of reading skills.</p> <p>Whole class teaching approach to reading to ensure high expectations of PP children and ensure immersion in high quality texts.</p> <p>Reading domains identified from assessment and covered in reading lessons to secure key skills.</p> <p>Pre-teach sessions in Autumn 1 for reading skills in all year groups.</p>
Priority 2 - Writing	<p>Planning writing sequences (Sentence Stacking approach) to ensure progression of key skills and improvement in stamina for writing.</p> <p>English lead to support with embedding of these.</p> <p>Introduction of 'Greater Depth Writing Challenges' to provide challenge for disadvantaged children working within or towards the GDS standard.</p> <p>Collaborative learning enabling more pupil talk – improving articulation and vocabulary use (Nelly in Reception and Oracy Champions in KS1 and 2) (EEF Collaborative Learning +5 months). (EEF Oral Language Interventions +5 months).</p>
Priority 3 - Maths	<p>In 2020, we implemented the Teaching for Mastery Approach across the school successfully. As a result, this year will be embedding this practice in all key stages so that the children become confident and fluent mathematicians. Further CPD will be provided in line with NCETM strategies on the CPA approach, Language in Mathematics and teaching tables. Pre-teaching sessions will also take place in KS1 to support the development on early maths.</p>
Priority 4 - Phonics	<p>Implementation of 'Little Wandle' scheme ensuring consistency of pitch and coverage of all sounds with context. Interventions to take place in KS2.</p> <p>Whole class teaching of phonics that includes extending and challenging during lessons and effective grouping to identify and address the needs of the children.</p>
Projected Spending	£63,000

## Teaching priorities for current academic year

Aim	KS1 Target	KS2 Target	Target date
1. Progress in Reading	Achieve attainment score above or in line with national (76%).	Achieve attainment score in line with national 74%.  Achieve average reading progress score (0.1) And scaled score for our Family of Schools (104).	July 2023
2. Progress in Writing	Achieve attainment score above or in line with national (58%).	Achieve attainment score in line with national 69%.  Achieve national average progress scores in KS2 Writing (0.1)	July 2023
3. Progress in Mathematics	Achieve attainment score above or in line with national (68%).	Achieve attainment score in line with or above national average 71%.  Achieve average KS2 Mathematics progress score (0.1) And scaled score for our Family of Schools: (104).	July 2023
4. Phonics	Achieve national average expected standard in Phonics Check (82%)		July 2023
5. Other (Attendance)	Improve attendance of disadvantaged pupils to LA average (98.5%)		July 2023

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

Measure	Activity
Priority 4 <b>Phonics</b>	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.  Use of the 'Storytime Phonics' scheme of work in R and KS1 lessons to ensure consistency of pitch and exposure to language.  Small intervention groups for children who need targeted support with lower phases of phonics in early years and KS1 (EEF Early Years Interventions +5 months).
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Lack of Parental Support.</li> <li>Need for CPD.</li> </ul>
Projected spending	£10,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1 <b>Reading</b>	<p>Continue with embedded use of Accelerated Reader across year groups 2-6 to increase reading for pleasure and to introduce small reading interventions (pre-teaching) for disadvantaged pupils falling behind age-related expectations in Years 5-6 (EEF Small Group Tuition +4 months). (EEF Reading Comprehension Strategies +6 months).</p> <p>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. (EEF Feedback +8 months).</p>
Priority 2 <b>Writing</b>	<p>Continue with embedded use of skills based writing approach across year groups R-6 to improve stamina for writing and accurate sentences structure (EEF Mastery Learning +5 months).</p> <p>Also to introduce small writing interventions (pre-teaching) for disadvantaged pupils falling behind age-related expectations in Years 3-4 (EEF Small Group Tuition +4 months).</p> <p>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. Marking code will also enable the children to independently edit and improve their writing (EEF Feedback +8 months) (EEF Metacognition and Self-regulation +7 months).</p>
Priority 3 <b>Maths</b>	<p>Introduce small group maths interventions (pre-teaching) for disadvantaged pupils falling behind age-related expectations in KS1. 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 (EEF Small Group Tuition +4 months).</p> <p>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. (EEF Feedback +8 months).</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of reading for pleasure.</li> <li>• Inaccurate punctuation use and sentence structure.</li> <li>• Lack of secure understanding of place value and multiplication.</li> </ul>
Projected spending	£25,000

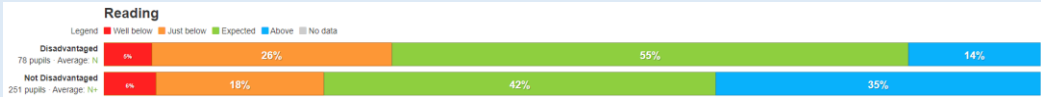

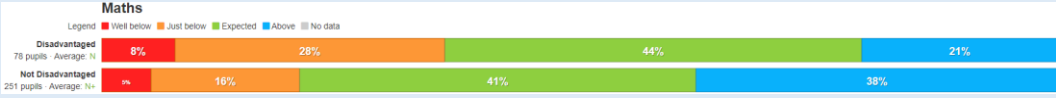
## Wider strategies for current academic year

Measure	Activity
Priority 1 <b>Nutrition</b>	<p>Daily provision of toast in the mornings.</p> <p>Continued use of half-termly 'Breakfast Club' to engage with parents and educate them on what a healthy breakfast looks like.</p> <p>(EEF Parental Engagement +3 months).</p> <p>Family Support Worker to educate children 1:1 on importance of eating breakfast daily. Use of new food technology room to show children how to make easy breakfasts.</p> <p>(EEF Individualised Instruction +3 months).</p>
Priority 2 <b>Attendance</b>	<p>Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need.</p> <p>Family support worker to continue to build strong relationships with families to encourage improved attendance and understanding of importance of school</p> <p>Attendance cup to be given out each week to the class with the highest figure.</p> <p>(EEF Parental Engagement +3 months).</p>
Priority 3 <b>Behaviour</b>	<p>To implement new behaviour policy across the school which is based on restorative practice. Including Pupil Restorative Practitioners to support during lunchtimes.</p> <p>(EEF Social and Emotional Learning +4 months).</p> <p>Sumo sessions to continue to develop behaviour strategies where there is particular need.</p> <p>(EEF Behaviour Interventions +3 months).</p>
Priority 4 <b>Extra-curricular Activity</b>	<p>Year 6 residential trip to take place to provide outdoor education. Payment plans and support packages provided for disadvantaged pupils.</p> <p>(EEF Outdoor Adventure Learning +4 months).</p> <p>To provide part funding for children who would like to take part in instrumental tuition or drama club.</p> <p>(EEF Arts Participation +2 months).</p> <p>To put on summer sports club (PP only).</p> <p>Offer after school club places to disadvantaged children first before offering out whole school.</p> <p>(EEF Sports Participation +2 months).</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Parental Engagement.</li> <li>• Low attendance.</li> <li>• Lack of emotional control in particular situations.</li> <li>• Lower uptake of clubs compared to non-PP children.</li> </ul>
Projected spending	£20,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>Staff need appropriate resources to teach lessons</p> <p>Senior leaders to monitor effectiveness of lesson and books and provide additional support where needed.</p>	<p>Use of INSET days and additional cover being provided by senior leaders for other CPD.</p> <p>Use of NCETM funding and PP budget to purchase maths equipment. PP budget to buy comprehension ninja books to support pre-teaching.</p> <p>Management time covered by LSAs to enable leaders to monitor and train.</p>
Targeted support	<p>Ensuring enough time for teachers to support small groups in pre-teaching sessions.</p> <p>Senior leaders need time to monitor impact of pre-teaching sessions.</p>	<p>Pre-teaching to take place at 8:30 before school starts.</p> <p>Management time covered by LSAs to enable leaders to monitor and support.</p>
Wider strategies	<p>Engaging the families facing most challenges.</p>	<p>Family Support Worker to work closely with disadvantaged families on a weekly basis.</p> <p>Working closely with the LA and other local schools on cross-school outreach programme.</p> <p>School 'Shine' days encouraging parents to become more involved with the children's learning.</p> <p>Breakfast club.</p> <p>Personal invitations sent out to parents for Mass, liturgies and assemblies.</p> <p>Parent forum with HT.</p> <p>Extra trips and visits to be offered to vulnerable learners first.</p>

## Review: last year's aims and outcomes

Aim	Outcome															
<p>Progress and Attainment in Reading</p>	<ul style="list-style-type: none"> <li>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.</li> <li>In the KS2 SATs, we achieved a figure of 87% of children achieving ARE and 23% achieving GDS.</li> <li><b>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.</b></li> </ul>  <p><b>Reading</b></p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged (78 pupils - Average: N)</td> <td>1%</td> <td>26%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Not Disadvantaged (251 pupils - Average: N)</td> <td>1%</td> <td>18%</td> <td>42%</td> <td>35%</td> </tr> </tbody> </table>	Group	Well below	Just below	Expected	Above	Disadvantaged (78 pupils - Average: N)	1%	26%	55%	14%	Not Disadvantaged (251 pupils - Average: N)	1%	18%	42%	35%
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<p>Progress and Attainment in Writing</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li><b>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.</b></li> </ul>  <p><b>Writing</b></p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged (78 pupils - Average: W)</td> <td>6%</td> <td>45%</td> <td>47%</td> <td>0%</td> </tr> <tr> <td>Not Disadvantaged (251 pupils - Average: N)</td> <td>1%</td> <td>19%</td> <td>57%</td> <td>18%</td> </tr> </tbody> </table>	Group	Well below	Just below	Expected	Above	Disadvantaged (78 pupils - Average: W)	6%	45%	47%	0%	Not Disadvantaged (251 pupils - Average: N)	1%	19%	57%	18%
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<p>Progress and Attainment in Mathematics</p>	<ul style="list-style-type: none"> <li>Teachers feeling more confident with using the Power Maths scheme.</li> <li>Use of concrete apparatus more evident in lesson, helping to embed children's understanding of mathematical concepts.</li> <li>Improved use of mathematical vocabulary heard and seen in lessons during the 'discover' and 'think together' parts of the lesson.</li> <li>Disadvantaged children becoming more involved in the lessons after having discussion time with their peers. This meant more contributions as well.</li> <li>Teachers reported an improved ability to retain mathematical facts and increased confident in using manipulatives. End of unit check scores have also improved over the course of the unit.</li> <li><b>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.</b></li> </ul>  <p><b>Maths</b></p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged (78 pupils - Average: N)</td> <td>8%</td> <td>28%</td> <td>44%</td> <td>21%</td> </tr> <tr> <td>Not Disadvantaged (251 pupils - Average: N)</td> <td>1%</td> <td>16%</td> <td>41%</td> <td>38%</td> </tr> </tbody> </table>	Group	Well below	Just below	Expected	Above	Disadvantaged (78 pupils - Average: N)	8%	28%	44%	21%	Not Disadvantaged (251 pupils - Average: N)	1%	16%	41%	38%
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Phonics	67% of disadvantaged children passed the phonics check which is a 10% increase from last year's score of 57%. The average progress made by the PP children was 19 marks compared to 23 by the non-PP children. We have been able to close the progress gap between PP and non-PP children considerably. New aim of disadvantaged pupils is meeting national average for all pupils by June 2023.									
Other: 1. Attendance 2. Clubs	<p>1. <u>Attendance</u></p> <p>Attendance figures for the academic year show:</p> <table border="1" data-bbox="435 427 911 667"> <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> <p>2. Clubs</p> <p><u>Music Clubs:</u>          23% of choir are PP          8% of Orchestra/Recorders are PP          6.5% of Instrumental tuition pupils are PP.</p> <p><u>Sports Clubs:</u>          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%. 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 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>		St Mary's	National	PP	95%	89%	Non-PP	96%	84.4%
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