Pupil premium strategy statement: Long term Plan

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.

As this strategy is a three -year plan, each year new updated information will be added to ensure that the strategy statement is current. A separate impact statement for

School overview

Detail	Data
School name	St Marie's RC Primary School
Number of pupils in school	**21/22**: 238 including nursery **22/23**: 231 including nursery
Proportion (%) of pupil premium eligible pupils	**21/22**: 14% **22/23**: 10%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	September 2021 September 2022 (updated)
Date on which it will be reviewed	July 2022 ✓ July 2023
Statement authorised by	A Testa (CoG)
Pupil premium lead	G McRae
Governor / Trustee lead	A Testa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	21/22: £47,075 22/23: £45,705
Recovery premium funding allocation this academic year	21/22: £2538 22/23: £1196 (so far) £4785 in total)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	21/22: £10,000 22/23: 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	21/22: £59,613 22/23: £45,705

Part A: Pupil premium strategy plan

Statement of intent

At St Marie's RC Primary School we target the use of Pupil Premium Grant funding to ensure that our eligible children receive the highest quality of personalised education in order for them to excel, flourish and to meet their true potential. We recognise that disadvantaged children can potentially face a wide range of barriers that could impact on their learning.

Our ultimate objectives are:

- To remove barriers to learning created by financial difficulties, family circumstance and background.
- To narrow the attainment gap between disadvantaged children and their non-disadvantaged peers both within the school and nationally.
- To ensure that every child eligible for funding accesses a personalised programme of support and enrichment.
- For our children to be equipped with the knowledge and skills to become effective, confident readers.
- That all of our children have excellent attendance and we support their families to enable them to do so.
- For our children to gain the knowledge and support necessary to support their emotional well- being and self- regulation.
- To provide our children with a wealth of enrichment opportunities to widen their horizons and to develop their knowledge and understanding of the world.

<u>Our Context</u>

14% of our children are entitled to Pupil premium (10% 22/23) Whilst this is below national it does not reflect the socio- economic hardship of many of our families.

The school's IMD average is 42 (22/23: 41) (national = 22) and IMD rank is 4816 (22/23: 5143)

35% of our children live within the 10% most deprived areas in England.

<u>Achieving our goals</u>

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide individualised support for our eligible children where needed through establishing baselines, gap analyses and targeted intervention.
- Provide all teachers with appropriate CPD to ensure that all pupils access quality first teaching at all times

- Ensure that our eligible children gain access to suitable reading interventions if needed and have access to high quality books to develop their pleasure for reading.
- Work closely with our Education Welfare Officer/Family Support worker in closely monitoring the attendance of our eligible children and supporting the family to address any concerns
- Provide appropriate emotional well-being support to enable pupils to access learning within and beyond the classroom
- Target funding to ensure that all children have access to enrichment activities, such as trips, residentials, first hand learning experiences and curriculum led workshops.

This list is not exhaustive and aspects of it may change as we adapt to meet to the needs of our learners

Key Principles

At St Marie's we know that quality first teaching, effective use of assessment strategies and rigorous analysis of data, enables us to meet the needs of all learners. Class teachers and support staff will liaise with intervention teachers and collectively plan specific interventions and support for individual pupils which are regularly reviewed (at least termly). Our children will also have access to well-being/mental health support including specialised intervention where needed from appropriately trained adults. Every child will also be provided with a wealth of enrichment and extra curriculum opportunities to expand their horizons and expose them to the arts.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in key skills: reading, grammar, spellings, writing and maths
2	Lack of access to a literature rich environment at home
3	Social, emotional and mental health
4	Speech, language and communication needs
5	Attendance and punctuality
6	Access to wider opportunities and experiences

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 attainment and progress in Phonics/Reading, Grammar, Writing and Maths	Achieve outcomes in line with, or above national average for attainment and progress and narrow the gap between PP/NPP children
All children have got access to a diverse range of books which offer enjoyment, challenge and can be recommended to their peers	Children are fully accessing school library systems and are highly motivated to read an and recommend
Children's well-being is given high priority and they can access support where needed	Improved SDQs and noticeable improvements in self –regulation. Less incidents of concern from targeted individuals
Improved attendance and punctuality	Attendance of eligible children to be at least 96%
All children gain access to a wealth of enrichment activities	Tracking attendance and engagement enhancing their cultural capital Arts Mark award recognition

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:21/22: £2500 22/23: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
21/22 Jane Considine "The Write Stuff' training on writing and spellings	EEF guide to pupil premium-tiered approach – QFT is priority including CPD Writing and spelling is a school led priority (data led)	1, 2 and 4
Talk boost training and staff release Additional oracy related staff training	Low on-entry outcomes across EYFS in language and communication and within identified groups of children across KS 1 EEF- oral language interventions consistently show positive impact on attainment	4
RWI booster training	CPD to support staff delivering RWI phonic booster sessions	1 and 4
22/23 RWI Whole school training Purchase of up to date resources to support delivery of RWI	EEF guide to pupil premium-tiered approach – QFT is priority including CPD (EEF PP evidence brief) Phonics and spelling is a school led priority (data led)	1, 2 and 4
CPD for subject leaders to support class teachers deepen the curriculum. CPD for TAs to support SEMH and SEND	EEF PP evidence brief: Support continued and sustained professional development is important. Continued curriculum development is a whole school priority (SDP)	1,3 and 4

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

Budgeted cost:

21/22: £35,000 (plus £3442.50- SLTutoring which will include PP children)

22/23: £30,000 (plus £5184.50- SLTutoring which will include PP children)

Activity	Evidence that supports this approach	Challenge number(s) addressed
21/22 School Led Tutoring (NTP funded) Teacher working with small groups of targeted children (in addition to above) (see separate costings above)	EEF advocates the impact of small group work to raise standards/increase outcomes. Groups of children and individuals have been identified across KS2 who would benefit from further additional intervention in writing specifically	1 and 4
Designated teachers to provide bespoke 1:1/small group teaching for eligible children on basic skills in collaboration with class teachers. (PP designated teachers/K.Green)	EEF (+3/4) As group sizes get smaller, the amount of attention a student receives will increase, improving outcomes for pupils Small group tuition is often used to strategy to ensure effective progress Previous successes with small group bespoke work	1 and 4
Booster classes for Y6 children (especially for eligible children) in English and Maths focusing too on resilience and	Small group work shown to be beneficial to support improved outcomes.	1,3 and 4

22/23		
Designated teachers to provide bespoke 1:1/small group teaching for eligible children on basic skills both within and outside the classroom in collaboration with class teachers. (PP designated teachers: K Worsley/L.Robinson)	EEF targeted academic support carefully linked to classroom teaching and match to specific needs.	1,2, 3 and 4

Booster classes for Y6 children (especially for eligible children) in English and Maths focusing on steps to mastery and fluency School Led Tutoring (NTP funded) Resourcing revision books for all children	EEF targeted academic support carefully linked to classroom teaching and match to specific needs.	1,2, 3 and 4
Funded 1:1 support for a specific child in Y4 with ASC who is PP to allow him to access the curriculum and SEMH support activities	EEF Strategic deployment of TAs is important to ensure priority pupils are supported	1,3 and 4

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

Budgeted cost:21/22 £23,000 22/23 £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer to continue to work with school to monitor and improve attendance.	Improved attendance evident in most children whose families have met with EWO. Paperwork trail completed	5

Family Support worker to extend her working days by an additional alternate afternoon to support child well-being strategies and parent /staff support drop ins (part funded)	NHS Digital 2020 states that there has been an alarming increase in children having a mental health problem-from 1:10 in 2001 to 1: 6 in 2020 Children and parents identified as needed additional well-being support	3
Relax Kids Initiative – supporting children with self -regulation and positive affirmation exercises Led by Caritas Social worker	NHS Digital 2020 states that there has been an alarming increase in children having a mental health problem-from 1:10 in 2001 to 1: 6 in 2020 Children and parents identified as needed additional well-being support Very positive outcomes from previous year role out	3
Wider curriculum enrichment opportunities throughout the year to include: Willow weaving workshops Communitree outdoor learning forest school experiences Various trips and workshops	Many of our children have limited opportunities to engage in cultural activities linked to the arts and wider world. A significant number of children live in houses/flats without gardens and limited access to green space.	3,4 and 6
New library systems set up and used across the school (part funded)	Many of our children do not come from language rich homes. Access to high quality diverse texts will enrich lives and widen out children's experiences.	1,2,3,4,6
22/23		
Education Welfare Officer to continue to work with school to monitor and improve attendance.	Improved attendance evident in most children whose families have met with EWO. Paperwork trail completed	5
Family Support worker to extend her working days by an additional alternate afternoon to support child well-being strategies and parent /staff support drop ins (part funded)	NHS Digital 2020 states that there has been an alarming increase in children having a mental health problem-from 1:10 in 2001 to 1: 6 in 2020 Children and parents identified as needed additional well-being support	3

Wider curriculum enrichment opportunities throughout the year to include: Willow weaving workshops Communitree outdoor learning forest school experiences Various trips and workshops- payment for coaches/transport	Many of our children have limited opportunities to engage in cultural activities linked to the arts and wider world. A significant number of children live in houses/flats without gardens and limited access to green space.	3,4 and 6
Part funded: New KS2 library space to be used for all KS children to promote love of reading, language enrichment, research and group work.	Many of our children do not come from language rich homes. Access to high quality diverse texts will enrich lives and widen out children's experiences.	1,2,3,4,6

Total budgeted cost: £60,500 (21/22)

£46,000 (22/23)

(additional costs allocated from school budget)

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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- ✓ Y6 83% of PP children achieved ARE in Reading (impact of targeted intervention)
- ✓ Overall Y6 EoY teacher assessment show impact of QFT and interventions

  Reading: 84% Writing: 63% Maths: 75% (significant progress evident)
- ✓ Y5 Progress in Reading for PP children (7.1) above NPP (6,5) (impact of targeted intervention) and broadly in line for Maths 6.7 v 6.9 (targeted intervention)
- ✓ 100% of Y2 PP children achieved ARE in Reading and Maths (impact of targeted intervention)
- ✓ 2021 Y1 Phonics screening teacher assessment PP children: 100% of PP children achieved the pass mark (impact of targeted intervention)
- ✓ Individual progress measures for PP children were very good across the year groups
- ✓ Outcomes of assessments for children accessing ‘Relax Kids’ shown significant improvement in self-regulation
- ✓ PP attendance figures for end of 2020-2021 slightly below national at 94% (individual improvements evident)
- ✓ All children accessed a variety of enrichment activities throughout the year and feedback was positive.

2021/2022: See Pupil Premium Impact Statement

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
Relax Kids (Caritas)	Caritas Schools Services

Communitree Outdoor Learning	Communitree Outdoor Learning

Service pupil premium funding (optional): N/A

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.