

Pupil premium strategy statement – St Mary of the Angels Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2025-26
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Natalie Hill Headteacher
Pupil premium lead	Natalie Hill
Governor / Trustee lead	Michelle Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,085
Recovery premium funding allocation this academic year	£3,625
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42,710

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 believe that in having ambition for all pupils, the highest possible standards can be achieved.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We ensure a framework of sharing key knowledge and vocabulary, providing timely feedback and adapting and resourcing work appropriately to meet pupils' needs. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worse affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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 are 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
- Robust assessment procedures with validated tests
- Pupils' mental health and wellbeing has the highest priority
- Phonics and speech and language has a high priority across school, with early identification of need and early interventions

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and monitoring indicate that disadvantaged pupils have greater difficulties with phonics, reading, vocabulary and writing than their peers. This negatively impacts their development as readers. School is now using Twinkl Phonics as our validated phonics reading scheme. Extra resources are being put into reading across the

	school, ensuring that all of our pupils have quality first teaching in reading throughout the week. School will also work closely to support parents in helping their children to access quality reading materials at home.
2	There has been a negative impact on pupils' mental health and wellbeing. It remains a priority for school to continue to ensure that pupils have regular opportunities to discuss, understand and work on their mental health and wellbeing. Wellbeing time, and wellbeing and resilience interventions help support children as necessary.
3	Access to enrichment opportunities, including educational visits, extra-curricular activities and music lessons. Limited parental funds can be considered to negatively impact on pupils' overall attainment and engagement. These findings are supported by the EEF and DfE national studies. Some of our disadvantaged families and pupils need help and support to access these opportunities. This can be in the form of providing subsidised sessions for pupils.
4	Our attendance data indicates that 24% of disadvantaged children have been classed as persistently absent at some point during the autumn term. Absenteeism negatively impacts pupil progress. These children are monitored by SLT, office staff and the Educational Welfare Officer, who work closely with these children and their families to help understand any underlying cause of their absence in order to overcome barriers. We are also aware that these disadvantaged pupils may have greater academic difficulties. These children are tracked carefully with specific intervention put in place to ensure that they are making progress.
5	Many of our pupils with additional needs have suffered as there has been a lack of face to face support from many external agencies due to Covid and its continuing impact. School has continued to screen all pupils in EYFS in terms of SALT (speech and language) – to identify their attainment levels and allow teachers to group pupils. Appropriate intervention programs are then devised.

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 reading and writing outcomes for disadvantaged pupils	<p>There is a clear phonics programme in place to accelerate the progress of any child who is not on track to meet the phonic screening check. Disadvantaged pupils are clearly tracked and intervention to support is put in place.</p> <p>Internal observations, monitoring and assessments indicate sustained improvements in phonics and fluency when reading. The gap in attainment between our disadvantaged and non-disadvantaged pupils will close. 100% of Y1 disadvantaged pupils achieved the required standard in the phonics screening check in 2022. Sixty per cent of Y2 disadvantaged pupils achieved the expected standard in reading.</p>

	Staff are appropriately retrained where necessary in the validated phonics scheme.
Teachers and teaching assistants are confident to plan appropriate, sequential lessons and interventions and provide timely effective feedback to ensure children make progress and knowledge is committed to their long-term memories	Teachers and support staff can plan and deliver lessons in order to enable maximum progress for children, appropriate scaffolding and sequencing of lessons. Analysis of lessons/books and on-going formative assessment evidences this.
To achieve and sustain improved wellbeing for all pupils in our school, including our disadvantaged pupils which then impacts on attainment	There are sustained high levels of well-being, with participation in enrichment activities, particularly among disadvantaged pupils. Qualitative data from pupil voice, parent surveys and teacher observations, indicate children's well-being and confidence has increased, impacting on their overall engagement in lessons and attainment in school. Children's improved self-esteem and confidence leads to greater and improved outcomes emotionally and academically.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils	Sustained improved attendance demonstrated by rates of attendance for disadvantaged pupils being in line with their non-disadvantaged peers and the percentage of disadvantaged pupils with persistent absences reducing. Families feel supported and able to attend school. There is sustained high attendance demonstrated by: <ul style="list-style-type: none"> • The overall target for attendance is 97% • Pupil Premium gap will be no more than 5% and an aspiration is to close the gap. <ul style="list-style-type: none"> • The percentage of all pupils who are persistently absent has been reduced
Financial support made available to ensure all children have access to the wider and extra-curricular opportunities	An increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of DFE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils Giving staff CPD to develop their teaching of Systematic Synthetic Phonics and reading comprehension skills</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Teaching pupils a comprehensive set of letter-sound relationships for spellings, is also key. Training all staff to have the necessary pedagogical skill and content is fundamental to engagement and progress in reading.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2</p>
<p>CPD and management time dedicated to quality first teaching, teaching and learning pedagogy and providing effective feedback for children in order to maximise their learning</p>	<p>There is strong evidence that immediate feedback from adults supports children's attainment and progress. The EEF found that low attaining pupils tend to benefit more from explicit feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2</p>
<p>Professional development – CPD – for focused reading groups and speech and language</p>	<p>There is strong evidence to suggest that using a balanced and engaging structure to develop reading, which integrates both decoding and comprehension skills, is necessary for competent and confident reading. It is also recommended that using teaching assistants and other trained adults to deliver high quality, small group reading can impact on attainment of approximately three-four additional months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 5</p>
<p>Developing and embedding high quality assessments – standardised diagnostic assessments</p>	<p>It is recognised that 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. In this respect, the support of effective assessment for the core subjects can support teachers in identifying the precise gaps and teaching tools needed to support catch-up.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	<p>1, 5</p>

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

Budgeted cost: £ 18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention and teaching assistant support	<p>Embedding diagnostic activities across the school curriculum in line with children’s requirements. This includes work on phonics and reading comprehension strategies that are a key element of our school development plan, as well as key vocabulary and fluency in maths and further purchase of maths manipulatives to support learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 5
Additional adult and close supervision work / tutoring giving high quality 1:1 and small group work	<p>Supporting the implementation of interventions across school and providing opportunities for children to receive support on key learning missed and catch up interventions.</p> <p>There is clear evidence to suggest that schools who invest time to develop practitioners’ understanding of how children read is likely to support fluency and reading comprehension. The EEF note that children need wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. Reading comprehension can also be improved by targeting specific strategies that pupils can use to help and overcome barriers to comprehension. These include tools which focus on: prediction, questioning, clarifying, summarising, inference and activating prior knowledge.</p> <p>Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition dependent on their needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 5

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

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour support and de-escalation techniques Staff inset and CPD time dedicated to behaviour and wellbeing support</p>	<p>Approaches to improve children’s behaviour, social skills and self-esteem can contribute to their academic progress along with a decrease in problematic behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2, 4</p>
<p>SLT time and regular EWO time to monitor attendance and engage with parents offering support where needed so that attendance can be improved</p>	<p>Improved attendance allows children increased teaching and intervention time in order to close any attainment gaps and supports interactions with their peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Regular monitoring of attendance will help identify patterns, reasons for absence and attendance of particular groups, including children with medical needs, mental health problems and SEND. The DfE also advise that using wider pastoral and SEND staff, who are skilled in supporting such pupils and their families, can significantly help identify and overcome barriers to attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>4</p>
<p>Financial support offered to families with disadvantaged children so that they can take part in educational visits, residential stays, music lessons and extra-curricular activities where needed.</p>	<p>This will foster children’s self-esteem, allowing them access to opportunities in line with their non-disadvantaged peers. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating wider arts education. Access to extra-curricular activities and cultural experiences are key in supporting engagement and ultimately impacting on academic attendance and attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2, 3</p>

Total budgeted cost: £ 43,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our wider assessments across school indicate that pupil behaviour, well-being and mental health were significantly impacted, primarily due to the Covid-19 pandemic. We have used pupil premium funding to provide well-being and targeted intervention where required. We purchased resources to support teaching and learning, particularly in English and Maths (class novels, maths resources for each class, as well as the purchase of online resources –TTRS, Education Shed, Espresso and Twinkl.

CPD was provided for staff on quality first teaching and assessment for learning. Staff have suffered with their mental health and wellbeing and having the normal pattern of the school year disrupted. We need to reignite their passion for teaching and learning too, and give them access to high quality resources and training so that the children receive quality first teaching whilst engaging with enthusiastic staff. Additional teaching support was employed to boost progress in the areas of phonics, reading and writing. Additional staff were also purchased to support children's well-being where needed, for example – play therapy, counselling. Children gained from the personal approach and made progress from their starting points in terms of phonics, maths and with their mental wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Maths Hub
Twinkl Phonics	Twinkl
WellComm Assessment	GL Assessment