

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	St Mary's RC Primary
Number of pupils in school	449 (including Nursery) 421 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	22.49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	1 December 2021
Date on which it will be reviewed	31 July 2022
Statement authorised by	Mrs Geddis
Pupil premium lead	Mr McGrail
Governor / Trustee lead	Mrs Hyde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,845
Recovery premium funding allocation this academic year	£ 13,993
	£ 8,543
	£ 7,158
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 165,539

Part A: Pupil premium strategy plan

Statement of intent

WHAT IS PUPIL PREMIUM?

The government allocates additional money to schools, Pupil Premium funding, for children from low income families or Looked after children. Funding is allocated to children who have been entitled to free school meals (FSM) over the last six years. This is allocated to raise the attainment of these children and close the attainment gap between these pupils and others at our school as well as ensuring that all qualifying pupils benefit from the funding. We have utilised strategies from 'Narrowing the Gap' and The Sutton Trust EEF Toolkit, which has been researched and analysed extensively to inform us of the best ways to use this money.

TOTAL NUMBERS OF CHILDREN ON ROLL:

Although numbers fluctuate during the year our October 2021 CENSUS indicated that there were children of statutory age of whom *** were identified as eligible for pupil premium.

Therefore, approximately 22% of our school population qualifies for Pupil Premium.

PUPIL PREMIUM FUNDING RECEIVED: £135,845

Disadvantaged pupils 101

PP per pupil £1,345

Pupils in year groups reception to year 6 recorded as Ever 6 free school meals

£59,170

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

£10,162

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order

£2,345

At St Mary's RC Primary School & Nursery, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to achieve highly. Pupil premium funding, along with allocations made from the school's own budget will help ensure this money is spent to maximum effect.

We have analysed our barriers to learning and we see the most effective ways to support disadvantaged pupils' achievement are:

- to have a whole school ethos of attainment for all
- to ensure high quality teaching
- to meet children’s individual learning needs
- to deploy staff effectively
- to make good use of data and information to identify and evaluate
- to have clear roles and responsive leadership
- to address behaviour and attendance concerns

At St Mary’s we direct this funding towards:

Learning in the curriculum for all learners

Enrichment activities, including projects to raise the aspirations of learners

Families and Community

Social, emotional and behavioural issues

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Socio and economic factors
3	Safeguarding and emotional barriers to learning
4	Low attainment on entry to EYFS
5	Developing language and communication skills

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
To reduce the gap in attainment and progress between pupil premium and non-pupil premium	The gap is reduced in English and Maths between pupil premium and non-pupil premium pupils through quality first teaching, interventions and adult support.
To provide a range of opportunities to target SEMH in order to boost self-confidence, self-esteem and social interaction	Children's Welfare Officer employed to support our families alongside CARITAS school-based counsellors.
Pupils' language and communication skills are further developed.	Language and communication are developed through pupils' access to: <ul style="list-style-type: none"> • Speech Bubbles • Debate Mate • Speech and Language Therapist • Manchester Arts Education Initiative
To fund enrichment activities for eligible pupils to ensure they have the same opportunities as other pupils	All pupils receive a variety of culturally-rich experiences.
To fund eligible pupils to ensure they have the same opportunities as their peers.	All pupils, regardless of their socio-economic factors receive the same opportunities and experiences.
To use a system to record and communicate safeguarding concerns	All staff are fully aware of the Safeguarding Team and how we all safeguard our pupils effectively.

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: £22,815.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
[1] Maths Whizz Programme	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[2] Reading and Writing – Literacy Consultant working with staff/SLT/English Lead	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4,5
[4] Debate-Mate - language and communication	Language and communication skills identified as concerns. Developed through school. Debate-Mate working with our older pupils to further address these concerns and help develop confidence in speaking in front of audience.	2,4,5
[5] Charanga - music	Music resource – helps deliver curriculum with onus on performing, composing and develops self-esteem/confidence. Cultural capital.	2
[6] Ten-Ten Life to the Full - PSHE	Necessary to deliver PSHE including sex education	2
[7] Times Tables Rock Stars – IT based support	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[8] White Rose Maths	Maths resources to push to mastery	2,4
[9] Science Assessment Tool	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[10] Discover Education	Children need building in confidence and use of finding information independently from IT systems	2,4
[11] Target Tracker	Assessment tool to use to assist in closing gap between pp and non-pp.	2,4
[12] LED Partnership	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[13] Phonics Story	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4

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

Budgeted cost: £41,815.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
[14] English – Writing - NTP tutor in once a week to work with PP children in years 5 and 6	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[15] School-led tutoring : English – Writing – teachers to lead group interventions after schools weekly with years 1-4	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[16] <i>Speaking and Language/communication – speech bubbles to work with KS1 groups</i>	Language and communication skills identified as concern with some of our pupils from intake up.	2,4,5
[17] <i>Speaking and Language/communication – Speech therapist to work one-to-one with children across phases</i>	Language and communication skills identified as concern with some of our pupils from intake up.	2,4,5
[18] <i>Number Fun/Maths of the Day/ Route One network</i>	Maths resources to assist interventions - Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[19] <i>EduKey</i>	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[20] <i>Educational Psychologist visits</i>	SEMH needs	1,2,3,4,5
[21] <i>Excellence in Education</i>	SLT assistance - to close gap between pp and non-pp, particular focus on lowest 20%	1,2,3,4,5
[22] <i>NTP Remote Tutoring</i>	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4

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

Budgeted cost: £100,907.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
[23] Children's Welfare Officer to work with children and families.	Need to support CARITAS counsellors in their work. Need identified to support our children socially, emotionally and help raise confidence, self-esteem and encourage social interaction. Need identified to work with families socially and identify areas of support.	1,2,3
[24] MAEI	Cultural capital. Need to improve speaking and listening/self-esteem and confidence	1,2,4,5
[25] Teaching Assistant	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4,5
[26] CARITAS counsellors	Need to support CARITAS counsellors in their work. Need identified to support our children socially, emotionally and help raise confidence, self-esteem and encourage social interaction. Need identified to work with families socially and identify areas of support.	1,2,3
[27] Safeguarding - To use a system to record and communicate safeguarding concerns	All staff are fully aware of the Safeguarding Team and how we all safeguard our pupils effectively. Communication is key.	1,2,3
[28] Ten-Ten - Assemblies	Reflective time essential	2,3,5
[29] Mindfulness sessions	Mental health needs are prevalent	1,2,3
All pupils, regardless of their socio-economic factors receive the same opportunities and experiences. Such as:		
[30] Artist Visits	Socio-economic factors	1,2,3
[31] Music lessons	Socio-economic factors	1,2,3
[32] Theatre visits to school	Socio-economic factors	1,2,3,5
[33] Robinwood Residential	Socio-economic factors	1,2,3,5

<i>[34] Swimming</i>	Socio-economic factors	1,2,3
<i>[35] Transport for swimming</i>	Socio-economic factors	N/A
<i>Trips</i>	Socio-economic factors	1,2,3,4,5
<i>Economic Fund – clothing/breakfasts/etc</i>	Socio-economic factors	1,2

Total budgeted cost: £165,539

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.

ACADEMIC OBJECTIVE: To reduce the gap in attainment and progress between pp and non-pp pupils in core subjects/To closely monitor pp interventions to ensure pupils are making good or better progress.

Quality First Teaching ensured through monitoring exercises. Focus on lower 20% PP through interventions (also supported through catch-up premium crossover). Use of Maths Whizz programme rolled out to parents/children. NTP tuition for years 3,4,5 and 6 in reading. Focus on phonics – whole class teaching and targeted intervention – reading/phonics identified as high priority. Use of termly NTS Assessments from Y1-Y6. Analysis of results – addressed gaps with quality first teaching, class based intervention (e.g. targeted in reading/grammar lessons) or further interventions. Reading – daily readers (lowest 20% plus children with gaps identified). English curriculum developed looking at cross curricular links where appropriate to embed literacy skills for both reading and writing. Termly moderation with Literacy Consultant/Moderator liaising with Catholic Federation to ensure consistency and identify trends – areas to develop. Writing – lowest 20% of PP year 3-6 attended 1:3 tutoring programme 1x hour session per week. Maths – Maths Whizz - Been placed in top 20 schools in the UK for the most progress made in Autumn 2021. Staff training sessions and parent sessions carried out. Pupils attended extra after-school maths whizz sessions to close the gap. Tracked and monitored by maths lead. Maths Whizz used to identify gaps and target learning for pupils (teachers could set specific objectives to be covered). Weekly maths whizz certificates/prizes to encourage use at home and progress. White Rose used throughout school effectively. Use monitored. Access to WRH premium resources and home learning videos. Concrete resource boxes to support learning. Staff training on ready-to-progress criteria. R-t-P criteria used to catch pupils up and as a resource to support learning.

English/maths - Data analysed and used throughout year to inform.

SEMH OBJECTIVE: To provide a range of opportunities to target SEMH in order to boost self-confidence, self-esteem and social interaction

Counsellors continue to make impact. CWO appointment significantly improved our service to children and parents and provided improved level of liaison with services/organisations. Creative Arts – hampered by lockdowns/bubbles/distancing rules but brought in wherever possible. School trips now up and running again.

PARENTING OBJECTIVE: To promote support for families.

CWO appointment significantly improved our service to children and parents, and provided improved level of liaison with services/organisations.

ASPIRATIONS OBJECTIVE:

To fund enrichment activities for eligible pupils to ensure they have the same opportunities as other pupils.

Hampered due to covid. School trips and music lessons/music tuition commenced again.

ECONOMIC OBJECTIVE: To fund activities for eligible pupils to ensure they have same opportunities as other pupils. Also, to ensure that day-to-day needs are met e.g. children having breakfast.

Activities hampered due to covid restrictions. clothing needs/vouchers/Breakfast Club, etc, provided for.

SAFEGUARDING OBJECTIVE: To use a system to record and communicate safeguarding concerns.

CPOMS proven to be effective way of communicating safeguarding concerns.

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
Maths-Whizz	Whizz Education
Literacy Consultant	Literacy Planet
White Rose Maths	White Rose
CARITAS Counselling	CARITAS - Salford Diocese
Arts (drama/art/music/dance)	MAEI – Manchester Arts Education Initiative
Debate-Mate – Communication/debating skills	Debate-Mate
Speech Bubbles – Language development	M6 Theatre/Speech Bubbles
CPOMS - safeguarding communication tool	CPOMS
Pobble – publishing writing	Pobble
Rising Stars Reading	Pearson
Times Tables Rock Stars	TT Rock Stars

Service pupil premium funding (optional)

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

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.