

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 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	454 419
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	1 November 2022
Date on which it will be reviewed	31 July 2023
Statement authorised by	Mrs Bollado
Pupil premium lead	Mr McGrail
Governor / Trustee lead	Mrs Hyde

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,500
Recovery premium funding allocation this academic year	£26,183
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,255
Total budget for this academic year	£ 164,938

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 2022 CENSUS indicated that there were children of statutory age of whom 138 were identified as eligible for pupil premium.

Therefore, approximately 30% of our school population qualifies for Pupil Premium.

PUPIL PREMIUM FUNDING RECEIVED: £138,755

Disadvantaged pupils 101

PP per pupil £1,385

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

£985

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

£11,725

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

£2,410

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 in English and maths between pupil premium and non-pupil premium children.	The gap will be reduced in English and Maths between pupil premium and non-pupil premium children 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 self-confidence, self-esteem and social interaction will be nurtured and developed through Children's Welfare Officer, employed to support children and also families, alongside CARITAS school-based counsellors. Variety of interventions and opportunities will also empower children in these areas.
Pupils' language and communication skills are further developed.	Language and communication will be 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 will have received a variety of culturally-rich experiences, regardless of socio-economic factors.
To fund eligible pupils to ensure they have the same opportunities as their peers.	All pupils, regardless of socio-economic factors, will have received the same opportunities and experiences.
To use a system to record and communicate safeguarding concerns	All concerns, including safeguarding, behavioural, SEND and medical, will have been communicated with relevant staff to ensure pupils have been safeguarded 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
[1] 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
[2] Debate-Mate - language and communication	Language and communication skills identified as concerns. To be 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
[3] Charanga - music	Music resource – helps deliver curriculum with onus on performing, composing and develops self-esteem/confidence. Cultural capital.	2
[4] Ten-Ten Life to the Full - RSHE	Necessary to assist delivery of PSHE including statutory RSHE.	2
[5] Times Tables Rock Stars/Numbots – IT based support	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[6] White Rose Maths	Maths resources to push all pupils to mastery – closing the gap between pp and non-pp.	2,4
[7] Science Assessment Tool	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[8] Discover Education	Children need building in confidence and ability in finding information independently from IT systems	2,4
[9] Target Tracker	To assist in identifying pupils needing extra support in order to close gap between pp and non-pp.	2,4

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
[12] English – 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
[12a] School-Led Tutoring	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[12b] Third Space Maths Tuition – years 2,4 and 6	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[13] Speaking and Language/communication – speech bubbles to work with KS1 groups	Language and communication skills identified as concern with some of our pupils from intake up.	2,4,5
[14] Speech and Language/Communication – Speech Therapist to work one-to-one with children across phases	Language and communication skills identified as concern with some of our pupils from intake up.	2,4,5
[15] Number Fun/Maths of the Day/ Route One network	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[16] EduKey	To assist in developing support programme for pupils in order to close gap between pp and non-pp, particular focus on lowest 20%	2,4
[17] Educational Psychologist visits	SEMH needs identified across school.	1,2,3,4,5
[18] Anne Whitehead Consultancy	SLT assistance - to close gap between pp and non-pp, particular focus on lowest 20%	1,2,3,4,5
[19] Teaching Assistant	Need to close gap between pp and non-pp, particular focus on lowest 20%	2,4,5

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
[20] Children's Welfare Officer to work with children and families.	Need to support CARITAS counsellors in their work – see below. 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
[21] MAEI	Cultural capital. Need to improve speaking and listening/self-esteem and confidence	1,2,4,5
[22] CARITAS counsellors	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
[23] Safeguarding - To use a system to record and communicate safeguarding concerns	Need for continued reporting system. All concerns, including safeguarding, behavioural, SEND and medical, communicated with relevant staff.	1,2,3
[24] Ten-Ten Life to the Full – Assemblies	SEMH knowledge of our children shows reflective time essential	2,3,5
[25] Mindfulness sessions	SEMH knowledge of our children shows mental health time essential	1,2,3
[26] Drama Therapy	SEMH knowledge of our children shows that they benefit greatly through drama at our school.	1,2,3
All pupils, regardless of their socio-economic factors receive the same opportunities and experiences. Such as:		
[27] Artist Visits	Socio-economic factors	1,2,3

[28] Music lessons	Socio-economic factors	1,2,3
[29] Theatre visits to school	Socio-economic factors	1,2,3,5
[30] Robinwood Residential	Socio-economic factors	1,2,3,5
[31] Swimming	Socio-economic factors	1,2,3
[32] Transport for swimming	Socio-economic factors	1,2,3

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 2021-2022 academic year.

To reduce the gap in attainment and progress between pupil premium and non-pupil premium

Quality First Teaching was key to foundations of good progress and this was ensured through a variety of monitoring exercises such as book looks, observations (both drop-in and formal) and environmental walks. Focus across teaching of English and maths and targeted support via agencies and consultants, helped to cement this. We employed a wide variety of interventions and support to raise achievement (in particular the lowest 20% of pupil premium in reading, writing and maths) in order to close the gap between pp and non-pp children.

In terms of effect on our pupil premium children, the outcomes looked like this -

Year 1 – pp children outperformed their non-pp peers significantly, showing that the interventions worked significantly. With an expected progress score of +4, the average across the three subjects was 4.6. Writing, although above non-pp counterparts, was still lowest at 3.8. However, we have identified writing as an area for development across the school and it is a priority on our school Improvement Strategy for 2022-2023. This is also the national picture.

Year 2 – pp children achieved an average of 5.7, the same as the non-pp children (expected progress +6). Thus, as with year 1, the gap has closed between the two. In reading, they outperformed the non-pp children. Again, evidence that interventions working effectively.

Year 3 and 4 – in both cohorts, pp children achieved an average of 5.5 across the three subject areas, close to the expected average of 6 points. Of the three areas, again writing was weakest in these year groups.

Year 5 – Pupil Premium children attained an average of 7.3 progress points across the three subject areas, making better than expected progress. In reading, they outperformed non-pp peers. Writing was higher than expected progress by 0.8 points, and maths by 1.0 points.

Year 6 – Pupil Premium children outperformed non-pp in all three subjects and attained higher than 6 points progress. In writing, they achieved 8 points progress.

The data above clearly show that the interventions put in place to close the gap worked significantly.

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

The CWO continued to make considerable impact in terms of what we offered to children and parents. In terms of the children, much of this involved the chance to talk to someone about their emotions and interactions with other children. Covid-19 has had a massive effect on the wellbeing of our children and thus the need to talk has become essential. In terms of the families, the CWO has been able to offer advice, support and liaise with/signpost our families to various organisations who can offer support where we cannot.

CARITAS counsellors also worked with children on one-to-one or group basis, offering a chance for pupils to speak confidentially about wellbeing issues. They also offered drop-in sessions, so all children had access to their services. After covid-19, it has been wonderful for these meetings to take place face-to-face, instead of remotely. CARITAS counsellors also worked with their families.

Pupils' language and communication skills are further developed

Although not necessarily easily quantifiable in terms of data, the impact of children accessing opportunities has been unquestionable in terms of developing their communication, confidence and language skills. Examples of this success include the Debating Society reaching the national finals in London and the year 6 MAEI performance of Hamlet. Both events drew huge audiences and showcased how much the children have grown through the year. Speech Bubbles continued to be a valuable intervention for key stage 1 children in a secure and protected environment. Our speech and language therapist continued to make an impact on a weekly basis, working with the children and also staff and parents.

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

We firmly believe that all children should have equal opportunities to experience a rich cultural capital. This year, we have ensured this through funding theatre in school, empowering children in the arts, residential trips, educational trips, a wide array of visitors and such opportunities such as Debatemate and MAEI.

To fund eligible pupils to ensure they have same opportunities as their peers

We ensured that all children had basic needs catered for. We ensured children had clothing/families had vouchers for food and supermarkets/and offered children funded breakfast club. We have liaised, and worked with multiple agencies such as housing/Barnados, and have applied to various charities for necessary funds and grants. The CWO ensured that these funds/opportunities were utilised on a daily basis.

To use a system to record and communicate safeguarding concerns

Staff utilised CPOMS on a daily basis to ensure that all safeguarding concerns were reported and acted upon.

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
Literacy Consultant	Literacy Planet
Maths Whizz	Whizz Education
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