

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 Catholic Primary School |
| Number of pupils in school | 115 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 3 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Nicola Slack Head teacher |
| Pupil premium lead | Nicola Slack Head teacher |
| Governor / Trustee lead | Deborah Fisher Governor with lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £ 34970 |
| Recovery premium funding allocation this academic year | £3770 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £38740 |

Part A: Pupil premium strategy plan

Statement of intent

St Mary's Buckfast aims to ensure that all pupils make good progress and attain well across all curriculum subjects. Ensuring that all pupils have access to high quality teaching, an effective and well sequenced curriculum, and appropriate resources are integral to this aim. Our strategy also involves engaging in the National Tutoring Programme, by using individual school-based tutoring so that pupils can benefit from specific, targeted intervention where needed.

In addition to additional specific academic support, other barriers to learning will also be addressed and support will be provided for pupils and their families, so that all children are able to achieve well.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | At St Mary's, assessments, and observations of pupils in Reception show that disadvantaged pupils have lower on-entry language and communication skills, compared to non-disadvantaged peers (67% of disadvantaged pupils in EYFS, compared to 9% of non-disadvantaged peers over a three-year period). |
| 2 | 59% of disadvantaged pupils have an identifiable special educational need which may affect progress and attainment in core subjects and across the curriculum. |
| 3 | Some disadvantaged children (60%) have difficulties with emotional regulation, anxiety, or mental health difficulties. This lack of emotional resilience and self-regulation skills can impact on many pupils' ability to be 'ready to learn', to work collaboratively and to accept a degree of challenge in their learning. This academic barrier has been exacerbated by COVID 19 lockdown. |
| 4 | Social deprivation and social care needs are higher for our pupil premium children with 36% of our pupil premium and FSM families receive additional support from external services such as family support workers, children's services, social workers who work in partnership with the school to help overcome barriers to learning. |
| 5 | Some of our families face challenges with supporting learning at home. COVID 19 'lockdown' exacerbated this situation. |
| 6 | Some of our disadvantaged pupils have poor attendance which is contributing to lower than expected academic progress. 94.33% was the attendance rate of disadvantaged children compared to 96.15% for whole school (2020-21). |

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 |
|--|---|
| An increased proportion of disadvantaged pupils achieve the expected standard and greater depth in reading, writing and maths. | Analysis of data demonstrates an increase in pupils achieving age expected standards or greater in reading, writing and maths across the school, in comparison to the percentages of pupils at the start of the academic year. |
| An increased proportion of Pupil Premium pupils make accelerated rates of progress in reading, writing and maths. | Analysis of progress illustrates that an increased number of pupil premium pupils have made accelerated progress in reading, writing and maths compared to the previous academic year. |
| Pupils demonstrate positive attitudes to learning and develop independent learning strategies. High aspiration and expectation are evident in their learning. | Disadvantaged pupils display equal resilience, self-confidence, and achievement with their non-disadvantaged counterparts. Work scrutiny shows high expectations and consistent progress and quality of work in all year groups and all disadvantaged pupil's books. Lesson observations/ pupil observations show outstanding attitudes to learning for all disadvantaged pupils and support in place for those who may find this difficult to achieve. |
| Help to reduce emotional and mental health and wellbeing barriers to learning (exacerbated by lockdown during pandemic). Ensure pupils have access to targeted support for mental health and wellbeing | Increase in self-esteem, confidence and resilience is reported through evaluations of school counsellor sessions and demonstrate the impact on the interventions. |
| Work with pupils, families, outside agencies and teaching staff to ensure a joint approach to improving attendance. | Attendance of PP is in line with/above national average and favourably comparable to attendance of non-pupil premium children. Attendance of pupils with persistent attendance difficulties to remain at least above 90%. |

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: £ 8,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 2 |
| Embed principles of the Plymouth Oracy Project across the curriculum, to develop pupils' use of language, their ability to express key ideas and to extend their vocabulary. We will fund additional resources where necessary and ongoing training. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3 |
| Enhancement maths teaching and curriculum planning, in line with DfE and EEF guidance. We will make use of Power Maths and White Rose resources to continue to develop the 'mastery' approach. We will fund additional resources and teacher time to embed key elements of guidance in school. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 2, 5 |
| Purchase Purple Mash to engage learners in the curriculum at home and at school. | Endowment Foundation's Teaching and Learning toolkit suggests up to 4 months additional progress with the use of digital technology, to enhance and supplement teaching. It also suggests 4 additional months progress in terms of parental engagement and home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 2, 5 |

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

Budgeted cost: £19,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Individual and small group teaching and interventions, to address gaps children who have been most affected by the pandemic (including SEND and high attainers). | One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1, 2, 5 |
| Purchase of speech and language assessment and intervention programme (Speech Link and Infant Language Link) to support individual pupils with relatively low speech and language skills. | EEF's Teaching and Learning Toolkit states that an addition 6 months' progress can be achieved through oral language interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1, 2 |

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

Budgeted cost: £ 11,740

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To monitor the attendance of disadvantaged pupils with EWO and as a result, implement a range of strategies including school counsellor, play therapy, Education Welfare Officer, Educational Psychologist. This will be based on guidance in the DfE's Improving School Attendance advice. | In March 2016, the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. The report also highlights that 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades A*-C and explains that pupils with persistent absences are less likely to attain at school. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 4, 5, 6 |
| Use of a professional school counsellor to support children on with their social, emotional, and behavioural needs following COVID 19 lockdown. Work with families to support the needs of the | In addition to the school's own evidence of impact from previous years, the EEF's Teaching, and Learning Toolkit suggests 4 months additional progress through social and emotional intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4, 5, 6 |

| | | |
|--|--|--|
| pupil's wider support network, as well as individual intervention in school. | | |
|--|--|--|

Total budgeted cost: £ 38,740

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.

Last year's Pupil Premium strategy was impacted by the COVID 19 pandemic, but initiatives were still carried out as planned. The plan was monitored by senior leadership and the Multi Academy Trust. However, teaching and assessment was disrupted in comparison to other years due to school closures. The school tried to continue to deliver a high-quality curriculum by ensuring all pupils were offered a digital device to access remote learning and by using online resources, for example Primary Oak Academy and those made available on the school's learning platform, Purple Mash.

Good attendance was maintained overall (excluding COVID related absences) school at 96.10%, in line with the previous year. Attendance of disadvantaged pupils was lower at 94.33% which is why attendance continues to feature on our Pupil Premium Plan.

Our school assessments made, using responses from the parent/ carer and pupil questionnaire would suggest that wellbeing and mental health were of concern to children and families. We used funding to provide support for families and whole school initiatives to support positive mental health across the school community, which we will continue with, as detailed in the plan.

Externally provided programmes N/A

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 |
|-----------|----------|
| | |
| | |

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.