

St Mary's Catholic Primary 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
Name of School	St Mary's Catholic Primary Blackbrook
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	22 nd December 2021
Date on which it will be reviewed	28 th March 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Lesley Atherton
Governor / Trustee lead	Angela Siney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,686.00
Recovery premium funding allocation this academic year	Recovery £10,322.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£310
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	£197,778.

Part A: Pupil premium strategy plan

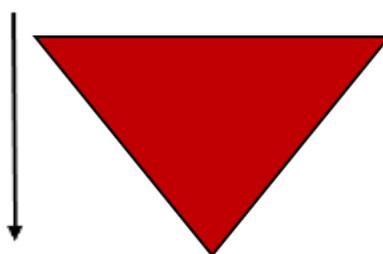
Statement of intent

‘Poverty is not destiny’ Anne Duncan.

We at St Mary’s are proud of our warm and nurturing school as we believe this provides the optimum conditions for effective learning. We work in partnership with our vulnerable families to create caring, confident and curious children. We promote personal responsibility for learning, as we want our children to have high aspirations for themselves and work hard to reach their full potential. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the chance to achieve their true potential.

We recognise the prior attainment and needs of our children on entry to our school and have built our curriculum to meet the needs of the whole child. We develop social and communicative needs in a positive, affirming and systematic way. We are a primary school and recognise that a swift and successful acquisition of key skills will provide our pupils with the best possible outcomes. We value resilience and teamwork and provide opportunities for co-operative learning. Over time, skills and knowledge will continually be built upon.

Attainment gap on entry to EYFS



Gap closed at the end of KS2

We carefully identify the challenges our disadvantaged children experience through robust diagnostic assessments (specific to elements of education as well as non-academic challenges), not assumptions about the impact of disadvantage. This includes analysis of NFER assessments, PASS assessments and WELLCOMM screening, as well as attendance data. We ensure we prioritise the ‘challenges’ our disadvantaged children experience and implement actions to address these. In addition to this, we focus on evidence from EEF and other key research findings in relation to which interventions

have the most impact. This includes elements of metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence. Our actions are measurable and the impact of these are monitored closely; changes are made if necessary.

We want to develop in our pupils, a sense of personal pride so that they know how to, and want to, make a positive contribution to their community and the wider society. We want them to have the confidence and skills to make decisions, self-evaluate and make connections. We want them to leave our school with a greater understanding and deep sense of pride in their local community and how it helped to shape the modern world. We realise the responsibility of these aims and have built a curriculum which will support this.

We will widen our pupils' perspective of the world and foster an enthusiasm to discover and try new things. We want our children to be independent thinkers who marvel at the incredible and fantastic world we live in. We will provide pupils over time with a range of memorable experiences both indoors and outdoors which will help each child explore their strengths and interests and will expand their cultural horizons.

As a Catholic School, we will remind our children regularly that they are precious and valued. We welcome, celebrate and embrace our uniqueness and diversity. We will participate in the mission of the Church by striving to tackle social inequality equip them for today and tomorrow.

To ensure our approaches are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're 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
- That all our school planning is aligned and underpinned by a focus on equity, accessibility and challenge for all in our care

Challenges

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

Challenge number	Detail of challenge
1	A key focus of the school on entry and for our disadvantaged children is to further develop language skills due to the prevalence of speech language or communication needs. This has been exacerbated by the pandemic where language skills may be delayed due to a lack of social engagement.

	This is evidenced by Wellcomm and Neli assessments.
2	<p>The number of disadvantaged pupils meeting age related literacy levels are significantly lower than their peers.</p> <p>This is evidenced by NFER assessments and Y1/2 Phonic screens.</p> <p>In 2018 80% of year 1 disadvantaged pupils met the national standard in comparison to Autumn 2020 where 33% met the national standard.</p> <p>Gap analysis following lockdown indicated delays in early reading acquisition and writing skills across all years.</p>
3	<p>Post Covid an increasing number of eligible pupils have struggled to regulate their emotions and experienced difficulties with relationships with their peers, thus affecting their behaviours for learning.</p> <p>This is evidenced by our PASS/PATHS data and teacher review.</p>
4	<p>The gap in attendance levels for disadvantaged pupils prior to the pandemic was broadly in line with those not eligible. This gap has been widened due to the impact of covid lockdowns and is therefore a key focus for the school.</p> <p>This is evidenced by attendance data analysis and punctuality records.</p> <p>Attendance of disadvantaged pupils was 95.46% in 2018/19 compared with 94.55% for non-disadvantaged pupils. Attendance of disadvantaged pupils was 92.22% in 2020/21 compared with 95.10% for non-disadvantaged pupils.</p>
5	<p>Post Covid an increasing number of eligible pupils experienced a dip in mathematical fluency for key mathematical facts.</p> <p>This is evidenced by Y4 tables screening.</p>

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
<p>From Early Years upwards, children and their families receive age -appropriate support to further develop speech and language skills and widen their vocabulary.</p> <p>We will measure this through regular Wellcomm and Neli Screening and analysis of termly NFER teacher administered standardised assessments.</p>	<p>There will be a sustained narrowing of the gap of pupils below age-appropriate standards for language.</p> <p>Wellcomm screening used to identify and support targeted children effectively</p> <p>Ongoing strategies to support oracy development would include:</p> <ul style="list-style-type: none"> • Offering the 30 hour Nursery offer to all disadvantaged pupils. • Speaking and listening tasks built into every lesson • All adults to model high standards of speaking and listening • Opportunities for children to speak in full sentences using subject specific vocabulary

	<ul style="list-style-type: none"> • Deliver the 'Talk Through Story' sessions in Reception and Key Stage 1. This aids exposure to words they would rarely hear or use in everyday speech. Understanding vocab is vital for comprehension and so also for wider learning and progress.
<p>Children will acquire fluency and accuracy in core aspects of literacy leading to age appropriate reading and writing standards.</p> <p>We will measure this by analysis of termly NFER standardised assessments.</p>	<p>Reading</p> <p>A significant increase in the proportion of disadvantaged pupils achieving age appropriate standards in reading. As shown in NFER scores and phonic screen results.</p> <p>Ongoing strategies to support reading development would include:</p> <ul style="list-style-type: none"> • Practical 'in class' support for high quality teaching, including assessment and the importance of a school wide consistent approach to the teaching early reading. • Parent workshops to support parents to help their children to learn to read. • Exposure to high quality shared texts to expose all disadvantaged pupils to a diverse number of authors and genres and themes.
<p>Children will be motivated and re-engaged with their learning. Social and emotional needs will be identified and supported through interventions and pastoral support. This is intended to overcome barriers to learning.</p> <p>PASS data and teacher referrals to the learning mentor will identify needing extra support/interventions.</p> <p>We will measure the effectiveness of these strategies via PASS data, exit reports from school counsellor, mental health practitioner and behaviour records.</p>	<p>PASS/PATHS and behaviour data will show impact, a positive shift in social and emotional wellbeing.</p> <p>NFER data will show a closing of the gap for disadvantaged pupils including those who have shown signs of improved self - regulation.</p> <p>Ongoing strategies to support self-regulation would include:</p> <ul style="list-style-type: none"> • Whole school approach to social and emotional learning, driven by weekly PATHS lessons. • SEL (Social and Emotional Learning) Assemblies to reinforce key themes tackled in lessons. Whole school celebration of behaviour data to reinforce the high proportion of children making the correct choices. • Weekly achievement assemblies value Social and Emotional learning with the introduction of the SEL Superstar Award which provides precise praise for achievements in self-regulation and awards gold cards

	<p>to pupils whose behaviour goes above and beyond the behaviour expectations of the school.</p> <ul style="list-style-type: none"> • The adoption of 'Feelings Check Ins' in lessons. • Weekly pastoral meetings to identify and support children and families.
<p>Through a detailed and regular analysis of attendance there will be a focus on ensuring all disadvantaged pupils have attendance records in line with non-eligible pupils.</p> <p>This will be closely monitored and measured by targeted analysis of attendance and punctuality data.</p>	<p>Attendance data will demonstrate the closing gap towards nation figures for FSM disadvantaged pupils with a focus on persistent absence so that children regularly attend school and gain greater access to the whole curriculum.</p> <p>Ongoing strategies to support improvements in attendance include:</p> <ul style="list-style-type: none"> • First day response initiated by Pastoral Mentor • The procurement of weekly EWS services to liaise with harder to reach families to ensure children attend school and on time. • The introduction of attendance incentives including, SAM Bear, PIPPI Penguin and half-termly raffles. • Termly individual awards of 100% bronze, silver and gold star badges for all pupils.
<p>Children will acquire fluency and accuracy in core aspects of numeracy leading to age-appropriate standards in mathematics.</p> <p>This will be measured by termly NFER standardised assessments</p>	<p>NFER data and Year 4 Multiplication screen will show a closing of the gap for disadvantaged pupils.</p> <p>Ongoing strategies to support improvements in mathematical fluency include:</p> <ul style="list-style-type: none"> • Daily maths meetings • Providing disadvantaged pupils with logins to mathematical programs(TTRS, RM Easi maths and Century KS2) to consolidate their learning at home • Interventions for targeted pupils will include Third Space Learning and Maths Mastery year group specific interventions.

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 (CPD, recruitment and retention)

Budgeted cost: £ 112,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The ongoing implementation of the Thinking Schools approach -building a consistent pedagogy and ensuring a high level of teaching and learning for all.</p> <p>The focus will be on EEF and Ofsted recommendations around metacognition, self-regulation, cognitive load theory, working memory, skilful questioning, effective feedback, building learning and thinking skills.</p> <p>Ensure staff have full access to ongoing CPD and research into metacognitive strategies.</p> <p>Membership of Thinking Matters full CPD programme.</p>	<p>EEF research into low cost, high impact strategies such as metacognition, thinking schools, feedback and self-regulation</p> <p>University of Exeter research on the impact of the Thinking Schools approaches</p> <p>Ofsted's research into the implementation of a sequenced and challenging curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF Metacognition and self-regulated learning.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/Metacognition and self-regulation review.pdf</p>	<p>1,2,3,4,5</p>
<p>Further staff training in the use of teacher administered standardised assessments</p> <p>NFER and the use of the curve to establish challenge, analyse learning gaps and through</p>	<p>EEF Teacher Toolkit</p> <p>Recommendation of Sir Kevan Collins and the DFE on the use of standardised assessments</p>	<p>1,2</p>

confidence bands to assess progress and attainment against National Curriculum expectations.	https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf	
CPD for subject leaders on developing the whole school Curriculum approach to ensure accessibility for the most vulnerable children.	DFE Education Recovery guidance. EEF Teacher Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4,5
Staff training in core areas of literacy improvement - phonics for all RWI Annual Subscription including termly development days and access to schools portal including virtual classrooms. Purchasing of NFER assessments and ongoing training.	EEF Teacher Toolkit on effective strategies for EYFS, Reading comprehension and improving the progress of children with Special Needs https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	1,2
CPD for reception and Key Stage 1 staff to implement NCETM 'Mastering Number' which involves an additional number session daily to develop confidence and fluency in basic number facts. Teacher CPD via termly live workshop sessions.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics	5

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

Budgeted cost: £61,282.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Wellcomm Early Talk Boost/Chatty Words</p> <p>To be delivered via small group and 1-1 targeted interventions by trained staff</p>	<p>Developed by speech and language therapists, EEF reports</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,3</p>
<p>Neli</p> <p>To be delivered by trained staff to identified target groups</p>	<p>Developed by speech and language therapists, EEF reports</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,3</p>
<p>1:1 Phonics</p> <p>Pupils identified by screening to received targeted individual interventions to ensure rapid catchup</p>	<p>EEF Reports</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3</p>
<p>Third Space Learning</p> <p>Targeted interventions by trained staff</p>	<p>EEF Reports</p> <p>https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/</p>	<p>3,5</p>
<p>School Led Tutoring for identified children</p> <p>Short term small group interventions to ensure catch up following gap analysis</p>	<p>Recommended by EEF and DFE</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,5</p>

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

Budgeted cost: £ 25,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mindfulness in School -all children to have access to ongoing PATHS (Social and Emotional Learning) programme</p>	<p>EEF – ‘Social and emotional skills’ are essential for children’s development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p>
<p>Providing experiential engagement opportunities Trips to museums, art galleries, religious building etc These to be planned as key</p>	<p>EEF/Pupil Premium Awards research on the importance of experiential learning</p> <p>Wider research regarding the importance of building cultural capital</p>	<p>1,3,4</p>

element of curriculum planning to enhance engagement and improve core learning skills	Previous discussions with pupils staff and parents	
After school sporting clubs to be offered linked to sports premium planning.	Sports Council Linked to Sports Premium Plan School knowledge of the importance of sporting experiences in our local community https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3,4
Disadvantaged children offered calm start to the day via nurture breakfast to encourage attendance to school with any additional learning mentor support as needed.	Schools Minister Lord Agnew said: <i>"We want every child to lead a healthy, active and happy lifestyle regardless of their background. That's why we are giving thousands more children in disadvantaged areas the opportunity to attend a breakfast club, which will help boost attendance, behaviour and attainment, helping them to achieve their best in school."</i> Carmel McConnell, MBE, founder of Magic Breakfast, said: <i>"A hungry pupil cannot learn, simple as that."</i> https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2,3,4,5
Tranquillity room development and Library Nurture Support	Pupils who have experienced adverse childhood experiences require space outside the classroom to regulate their emotions and begin to learn. https://www.traumainformedschools.co.uk/evidence-base Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £ 198,482.00

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 measures significant changes had to be made over the 2020-21 school year in order to meet the specific needs of pupils working in school and at home.

Pupils safety and their families support was of paramount importance. Every effort was made to ensure all vulnerable pupils had continuing access to the curriculum and we are proud of the proportion of pupils we successfully supported in school.

A robust home learning structure was established with all pupils provided with remote access and a full curriculum programme. Technical support and devices were provided when necessary.

In short, we kept in regular contact with families, ensured all were safeguarded, provided meals to sheltering families and delivered a hybrid curriculum.

NFER standardised assessments have been used to identify specific areas of reduced or delayed learning in the core areas of literacy and numeracy and adjustments made to fill any gaps. Staff have been trained in the use of standardised assessments and a programme of termly assessments has been put in place for the current school year.

Additional resources have been deployed in relation to speech and language screening and staff have been trained to ensure appropriate catch-up opportunities are in place to ensure that all children reach age-appropriate levels of speech and language.

A renewed focus has been established in relation to the wider aspects of experience for disadvantaged pupils. Sport remains a core opportunity and opportunities have been put in place to further ensure a focus on pupil wellbeing.

On return to school a planned Recovery Curriculum was implemented with a clear focus on pupil mental wellbeing and staff worked closely with vulnerable pupils to ensure a positive experience and to mitigate the impact of the Covid restrictions.

As our pupils come from an area of high disadvantage the school ensured that all practical support was provided in terms of food, safeguarding and all relevant support services.

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 Interventions	Third Space Learning

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?	£310 Provided funded place on the residential carried forward to this academic year.
What was the impact of that spending on service pupil premium eligible pupils?	Intended impact Cultural Capital Experience

Further information (optional)

Attainment:

Last year we delivered a quality CPD programme to all staff across a range of subject areas, albeit virtually. We embedded a Maths Mastery approach throughout school and developed our curriculum further to ensure connected links could be made between subjects. We developed our Feedback policy to ensure pupils were receiving quality verbal feedback which was having a positive impact on their day-to-day progress. An additional teacher was employed to provide targeted tuition to plug specific gaps identified following lockdowns. All year groups had a designated member of support staff assigned to their class full time to run catch-up interventions. However, despite all this, the attainment of our disadvantaged pupils was lower than non-disadvantaged pupils, with the gap widening by the end of the Spring term following the second lockdown. Outcomes were notably lower in the areas of writing and maths. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Remote learning:

We audited pupil's accessibility to technology at home and provided all pupils who required it with a laptop and data card to ensure they could access their daily lessons at home. We closely monitored the engagement levels of all our families working remotely during this period and ensured we had a daily check-in with them all, this included doorstep visits for those reluctant to engage. We sought feedback from our parents regarding the quality of our remote education offer via a questionnaire. Feedback from this was very positive with 93% reporting they were happy with the level of support their child received.

We offered high quality food parcels to all our families in receipt of free school meals and maintained contact with our families

Pupils' wellbeing, social, emotional and behavioural needs:

We completed wellbeing questionnaires with all our pupils on return to school (post-lockdowns) and although their feedback gave a positive picture overall, it was clear, through daily interactions, behaviours and observations, that Covid lockdowns had impacted on our pupil's wellbeing, social, emotional and behavioural needs. This impact was particularly notable with some of our older pupils and disadvantaged pupils.