

# St Mary's Voluntary Academy Catholic Primary School



## Pupil Premium Strategy Statement 2022-23

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. This review can be found on the school website

[Pupil premium strategy statement \(saintmarysprimarygrimsby.co.uk\)](http://saintmarysprimarygrimsby.co.uk)

## School overview

Detail	Data
School name	St Mary’s Catholic Voluntary Academy primary School
Number of pupils in school	225 ( Including Nursery)
Proportion (%) of pupil premium eligible pupils	53.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23, 2023-24, 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr Joseph O’Connor and Mrs Michelle Steeper
Pupil premium lead	Mr Joseph O’Connor
Governor / Trustee lead	Mr Chris Mack

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,190

Recovery premium funding allocation this academic year	£23,725
Pupil premium funding carried forward from previous years(enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£153,915

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils make good progress and achieve high attainment across all subject areas subject areas. The focus for our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside process for their disadvantaged peers.

Our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ❑ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ❑ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ❑ To support our children's health and well-being to enable them to access learning at an appropriate level.

The approaches we have adopted will complement each other to help children 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 staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge – Academic Barriers
1	Low levels of Literacy – phonics, spelling, reading fluency and comprehension, writing composition. Assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by school closure to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.
2	Poor language skills – through limited vocabulary. Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in EYFS/KS1.
3	Internal assessments that KS1 and 2 maths attainment among disadvantaged pupils is lower than that of their non-disadvantaged peers.
5	<p>Poor knowledge and understanding of the wider community and world</p> <p>Curriculum Enrichment – Many of the families of pupils eligible for pupil premium find it difficult to provide money for visit and extra-curricular activities</p> <p>Limited first hand experiences to support language and knowledge and a lack of enrichment opportunities due to school closure has been challenging and particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Attendance</p> <p>These figures include reception class but not nursery</p> <p>5.63% at the end of 2021-2022 PA 13.79%</p> <p>4.05% at the end of 2020-2021 PA 11.21%</p> <p>7.02% at the end of 2019-2020 PA 31.40% COVID year Christmas - July</p> <p>4.36% at the end of 2018-2019 PA 11.96%</p>

Challenge number	Detail of challenge – External Barriers
1	Home conditions – traumatic life experiences encountered regularly
3	Mental well-being and anxiety – struggling to cope with life experiences and have a smooth transition from home life to school life; large number of attachment disorders

## 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- Academic	Success criteria
<p>1. Improved oral language skills and vocabulary amongst disadvantaged pupils Increase in pupils making expected progress in Phonics. Improved oral language skills and vocabulary amongst disadvantaged pupils. For PP pupils to attain at least age-related expectations across the curriculum</p> <p>Improved speech and language skills, with pupils having an increased vocabulary. To improve phonic levels of PP children inEYFS/KS1 (using progress from baseline July 2021</p>	<ul style="list-style-type: none"> <li>• Narrowing the gap to reach expected National standard in Phonics screening</li> <li>• 85 % pass rate in phonics for Year 1 and Year 2 PP children.</li> <li>• PP Pupils attain at least age-related expectations across the curriculum andmake comparable progress to their peers</li> <li>• Pupils improved comprehension skills.</li> <li>• Pupils able to be more creative with their use of language in their writing.</li> <li>• Pupils able to communicate more effectively between each other and adults.</li> <li>• KS2 reading outcomes show that all disadvantaged pupils met the expectedstandard.</li> <li>• Progress of PP readers matches or exceeds progress ofnon-PP readers</li> <li>• KS2 reading outcomes show that all disadvantaged pupils met the expectedstandard.</li> <li>• Progress of PP readers matches or exceeds progress of on-PP readers</li> </ul>

<p>2. To foster a love of reading throughout the school. Increase in pupils making expected progress in fluency of reading and comprehension skills. To foster a love of reading across the school</p>	<ul style="list-style-type: none"> <li>• Assessments, observations and discussions with pupils indicate under- developed oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in EYFS/KS1.</li> <li>• Pupils engaging with books and reading for pleasure; pupils using consistent reading strategies to improve retrieval and vocabulary knowledge. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Pupils reading frequency, and thus reading attainment improves significantly</li> <li>• Pupils read regularly and widely</li> <li>• Pupils are taught to master foundational reading skills efficiently and effectively</li> <li>• Pupils have access to a wide choice of developmentally appropriate texts</li> <li>• Pupils have time to peruse and choose books that interest them</li> <li>• Pupils have the opportunity to discuss what they have read and their book choices with and adult Parents/carers take an active interest in their child's reading habits and promote reading at home</li> <li>• Story, poetry, rhyme and song are used in school to promote a love of reading</li> </ul>
<p>3. Whole school writing attainment is above national and local averages</p>	<ul style="list-style-type: none"> <li>• Whole school writing attainment is above national and local averages</li> </ul>
<p>4. Increase in pupils making expected progress in number skills in Maths</p>	<ul style="list-style-type: none"> <li>• Pupils narrowing the gap to reach expected National standard in number and place value in Maths (in each year group)</li> <li>• Progress of PP mathematicians in FS2/KS1/KS2 matches or exceeds progress of non-PP mathematicians.</li> </ul>

	<ul style="list-style-type: none"> <li>• KS1 and 2 maths outcomes show that all disadvantaged pupils met the expected standard.</li> </ul>
<p>5. To achieve and sustain improved well-being for all pupils in our school, particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Pupils using calming techniques to help them to remain in class to learn. Behaviours for learning improves attainment and progress.</li> <li>• All staff to have accessed Trauma Informed practice training.</li> <li>• Sustained high levels demonstrated by:</li> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Vulnerable families identified have access to required emotional and well-being support</li> <li>• Sustained high levels demonstrated by:</li> <li>• Pupils have the opportunity to engage in a wide range of curriculum enrichment activities:</li> <li>• Uptake of after school clubs is high</li> <li>• Attendance of visits and curriculum enrichment opportunities are high</li> </ul>
<p>6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained attendance demonstrated by: xxxxxxxx</p> <p>The overall attendance figure is above 96% and there is no attendance gap between disadvantaged children and non-disadvantaged peers.</p>



## 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: £ £103,915

Activity	Evidence that supports this approach	Challenge addressed	number(s)
<p>To implement a sustained program of CPD for staff in order to support high quality teaching. Including:</p> <ul style="list-style-type: none"> <li>• Phonics (RWI)</li> <li>• Book Talk</li> <li>• Reading Plus</li> <li>• Vocabulary</li> <li>• Love of Reading</li> <li>• Assessment</li> <li>• Subject Leadership</li> <li>• Network Meetings</li> <li>• Cross school moderation</li> </ul>	<p>‘The most effective way to improve pupil outcomes is to improve the quality of teaching.’</p> <p>At the heart of raising standards of pupil attainment at St Mary’s is quality first teaching – ensuring that all children receive the highest standards of instruction consistently. Therefore, we are committed to providing all of our staff with a sustained program of CPD, linked to school improvement goals, to support their professional development.</p> <p>The focus for CPD is directly informed by pupil progress data in order to ensure that CPD is targeted to meet the identified needs of target groups of pupils.</p> <p>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:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1,2,3 &amp; 4</p>	

<p>Coaching &amp; Mentoring - All teaching staff will have the opportunity to take part in coaching and mentoring sessions linked to key areas for school improvement and CPD sessions provided by the OLOL Trust</p>	<p>Coaching and mentoring is an effective strategy to embed change across the school and to support teacher professional development. It is an approach advocated by the DfE as an effective way to improve the quality of teaching.</p> <p>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</p>	<p>1,2,3 &amp; 4</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions Budgeted cost: £ 35,000**

Activity	Evidence that supports this approach	Challenge addressed number(s)
<p>Phonics Tutoring – All pupils who are below track phonics will receive daily 1-1 catch up tutoring sessions</p> <p>Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will draw on the fund release form the OLOL Trust for teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD</p>	<p>The DfE approved phonics scheme, Read Write INC., that the school implements promote 1-1 tutoring as one of the most effective strategies to support children whose reading is below track to make accelerated progress.</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition   Toolkit Strand  </p>	<p>1,2,3,4</p>

	Education Endowment Foundation   EEF The EEF guidance is based on a range of the best available evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-2">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-2</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	
Maths Reading and Math's intervention programmes to close gap and increase progress/attainment of disadvantaged pupils. This will include training time and delivery time for teaching assistants.	The EEF guidance is based on a range of the best available evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/earlymaths">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/earlymaths</a> Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1,2,3,4
Writing Intervention – Children identified as below track in writing will receive specific 1-1 and small group intervention sessions to support their progress	Pupils will receive targeted intervention sessions, planned by their class teacher, to address writing targets resulting from diagnostic assessment	3

### Wider strategies (for example, related to attendance, behaviour, wellbeing) £15,000

Activity	Evidence that supports this approach	Challenge addressed	number(s)
	<p>This curriculum enrichment program is offered for no cost to all pupils in order to develop confidence, team work skills and independence. Over the past two year we have found that these skills then transfer to pupils learning behaviours in the classroom in turn supporting their attainment and progress.</p> <p>Increased offering of a range of high quality in school and extracurricular activities to boost wellbeing, attendance and aspiration. Activities will focus on building life skills such as confidence</p>		5

	and resilience and socialising. Disadvantaged children will be encouraged and supported to attend breakfast club and extracurricular clubs.	
<p>Subsidising visits and extra-curricular activities including:</p> <p>Additional experiences are provided to broaden first-hand language and knowledge. Funding contribution given for all PP disadvantaged children.</p>	<p>Subsidising the cost of visits and extra-curricular activities for pupils eligible for pupil premium increase uptake and access to these opportunities</p> <p>educationendowmentfoundatio n.org.uk/educationevidence/teaching-learningtoolkit/extending-school-time</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	5

<ul style="list-style-type: none"> <li>• Football</li> <li>• Sports Club</li> <li>• Young Voices (choir)</li> <li>• Explorers Club</li> <li>• Chess club</li> <li>• Baking Club</li> <li>• Arts &amp; Crafts</li> </ul>	<p>This funding is also used to support pupils with attending higher cost, residential trips such as the Briars in Year 6</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures</p> <p>Attendance – Investing in reward systems to help promote high standards of attendance:</p> <ul style="list-style-type: none"> <li>• Attendance Trophy</li> <li>• Attendance Certificate</li> <li>• Beat the Bell</li> <li>• Half-termly prize draw</li> <li>• Parents Leaflets</li> <li>• Parent Letters</li> <li>• Parent Meetings</li> </ul> <p>Contingency fund for acute issues.</p>	<p>High attendance is an essentially pre-requisite of high standards of attainment and progress</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="http://gov.uk/government/publications/school-attendance">gov.uk/government/publications/school-attendance</a></p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5</p>



















