

St Mary's Voluntary Academy Catholic Primary School



Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 \(saintmarysprimarygrimsby.co.uk\)](https://saintmarysprimarygrimsby.co.uk)

School overview

Detail	Data
School name	St Mary's Catholic Voluntary Academy Primary School
Number of pupils in school	216 (Including Nursery)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24, 2024-25, 2025-26
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr Joseph O'Connor and Mrs Michelle Steeper
Pupil premium lead	Mr Joseph O'Connor and Mrs Lisa Ballard
Governor / Trustee lead	Mrs Donna Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,920
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years(enter £0 if not applicable)	£ 0.00
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	£137,000

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. 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 the Covid-19 Pandemic, 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 behind age-related expectations, especially in reading.
2	Language barriers – through limited vocabulary. Assessments, observations and discussions with pupils and families 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.
4	Catch up- remains an issue. Ongoing support needed to attain at the level they had been prior to the Covid-19 Pandemic. Children have missed vital experiences around well-being, socialisation, sharing personal care and independence.
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 for real life experiences.</p>

Challenge number	Detail of challenge – External Barriers
1	Home conditions – traumatic life experiences encountered regularly
2	Attendance and punctuality-due to troubled and unsettled home situations.
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 in EYFS/KS1 (using progress from baseline July 2023).</p>	<ul style="list-style-type: none"> • Narrowing the gap to reach expected National standard in Phonics screening□ • 85 % pass rate in phonics for Year 1 and Year 2 PP children.□ • PP Pupils attain at least age-related expectations across the curriculum and make comparable progress to their peers□ • Pupils improved comprehension skills.□ • Pupils able to be more creative with their use of language in their writing.□ • Pupils able to communicate more effectively between each other and adults.□ • KS2 reading outcomes show that all disadvantaged pupils met the expected standard.□ • Progress of PP readers matches or exceeds progress of non-PP readers□ • KS2 reading outcomes show that all disadvantaged pupils met the expected standard.□ • Progress of PP readers matches or exceeds progress of on-PP readers□

<p>2. To foster a love of reading throughout the school. Increase in pupils making expected progress in fluency of reading and comprehension skills.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Developed oral language skills and to minimise vocabulary gaps among many disadvantaged pupils, particularly in EYFS/KS1. <input type="checkbox"/> Pupils engaging with books and reading for pleasure; pupils using consistent reading strategies to improve retrieval and vocabulary knowledge. <input type="checkbox"/> Pupils reading frequency, and thus reading attainment improves significantly <input type="checkbox"/> Pupils read regularly and widely <input type="checkbox"/> Pupils are taught to master foundational reading skills efficiently and effectively <input type="checkbox"/> Pupils have access to a wide choice of developmentally appropriate texts <input type="checkbox"/> Pupil have time to peruse and choose books that interest them <input type="checkbox"/> Pupils have the opportunity to discuss what they have read and their book choices with an adult Parents/carers take an active interest in their child's reading habits and promote reading at home <input type="checkbox"/> Story, poetry, rhyme and song are used in school to promote a love of reading
<p>3. Whole school writing attainment is above national and local averages</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Improved writing attainment for disadvantaged pupils <input type="checkbox"/> Writing outcomes in 2022-2023 show that the gap is closing gradually
<p>4. Increase in pupils making expected progress in number skills in Maths</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils narrowing the gap to reach expected National standard in number and place value in Maths (in each year group) <input type="checkbox"/> Progress of PP mathematicians in FS2/KS1/KS2 matches or exceeds progress of non-PP mathematicians.
	<ul style="list-style-type: none"> <input type="checkbox"/> KS1 and 2 maths outcomes show that all disadvantaged pupils meet the expected standard.

<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"> • Pupils using calming techniques to help them to remain in class to learn. Behaviours for learning improves attainment and progress • All staff to have accessed well-being practice training • Sustained high levels demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Vulnerable families identified have access to required emotional and well-being support • Sustained high levels demonstrated by: • Pupils have the opportunity to engage in a wide range of curriculum enrichment activities: Forest Schools • Uptake of after school clubs is high, amongst those in receipt of PPF • Attendance of visits and curriculum enrichment opportunities are high
<p>6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Raised awareness of attendance and the impact of low attendance on outcomes for children • Improved rates of attendance • There will be a consistently sharp focus by attendance leads on the attendance and punctuality of disadvantaged pupils • Attendance and punctuality of targeted pupils will improve

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: £137,000

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"> • Phonics (RWI) • Book Talk • Accelerated reader • Vocabulary • Love of Reading • Assessment • Subject Leadership • Network Meetings • Cross school moderation • Forest Schools • Well-being 	<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 children.</p> <p>RSHE Lead to implement well-being strategies across the whole school and in high quality teaching.</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: Phonics Toolkit Strand Education Endowment Foundation EEF.</p> <p>Forest Schools program to develop myelination, which provides the foundation for brain connectivity and supports the emergence of cognitive and behavioural functions. In addition to this: life skills and real life experiences.</p>	<p>1,2,3,4 & 5</p>

Whole school training on Jason Wade writing scheme	Whole school approach to develop the writing in all age groups-development of language. 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
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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 Education Endowment Foundation EEF</p> <p>The EEF guidance is based on a range of the best available evidence: educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-2 educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,2,3,4</p>
<p>Maths</p> <p>Math’s intervention programmes to close gap and increase progress/attainment of disadvantaged pupils. Enhancement of our math’s teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Math’s training using the White Rose CPA approach.</p>	<p>The EEF guidance is based on a range of the best available evidence: educationendowmentfoundation.org.uk/education-evidence/guidance-reports/earlymaths</p> <p>1:1 intervention of post teaching maths to target all children Toolkit Strand Education Endowment Foundation EEF Teaching and Learning Toolkit and mastery Toolkit.</p>	<p>1,2,3,4</p>

Writing Intervention – Children identified as below track in writing will receive specific 1-1 and small group intervention sessions to support their progress (in relation to Jason Wade training).	Pupils will receive targeted intervention sessions, planned by their class teacher, to address writing targets resulting from diagnostic assessment.	3
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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 and resilience and socialising. Disadvantaged children will be encouraged and supported to attend breakfast club and extracurricular clubs.</p>	5, 6
Subsidising visits and extra-curricular activities including: Additional experiences are provided to broaden first- hand language and knowledge. Funding contribution given for all PP disadvantaged children.	Subsidising the cost of visits and extra-curricular activities for pupils eligible for pupil premium increase uptake and access to these opportunities educationendowmentfoundatio n.org.uk/educationevidence/teaching-learningtoolkit/extending- school-time https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/behaviour-interventions	5,6

<ul style="list-style-type: none"> • Football club • Sports Club • Dance club • Gardening club • Lego club • Basketball club • Maths club • Lego and Hama bead club 	<p>This funding is also used to support pupils with attending higher cost, residential trips such as the Briars in Year 6</p>	<p>5,6</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"> • Attendance Trophy • Attendance Certificate • Beat the Bell • Half-termly prize draw • Parents Leaflets • Parent Letters • Parent Meetings <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. gov.uk/government/publications /school-attendance</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>

