

Pupil premium strategy statement – St Mary of the Angels Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	39 (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Thorpe, Headteacher
Pupil premium lead	Matthew Campbell, Deputy Headteacher
Governor / Trustee lead	Francis Kwateng, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,385
Recovery premium funding allocation this academic year	£4,205
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60,590

Part A: Pupil premium strategy plan

Statement of intent

At St Mary of the Angels Catholic Primary School, we believe that all of the pupil premium funding should be used to support the academic and personal development of our most vulnerable children. We ensure that all disadvantaged pupils receive specific, targeted support to raise their attainment. Our aim is to ensure that all disadvantaged pupils get the support they need to achieve their very best in our school. At St Mary's we strive to embed an inclusive, aspirational ethos which ensures that all of our disadvantaged children succeed regardless of their prior attainment information.

As a Catholic school, we believe in the God given potential of every child and as such we are always open to working with outside agencies and internally to ensure our children are given the best possible provision to support them on their holistic learning journeys.

Quality first teaching will always be the bedrock of the support we offer at St Mary of the Angels. This is achieved through meticulous and skilled planning by teaching staff who are aware of the disadvantaged children in their classrooms and determined to support them with any barriers they face. In promoting quality first teaching strategies, we develop young minds that have a solid foundation of maths and literacy skills. Furthermore, we focus a lot of our attention on ensuring our young people have the courage and confidence to embark on the next chapter of their learning journeys.

Through this strategy, we have considered the needs of all pupils for whom the school receives a grant, as well as those with Social Workers and those who are identified as Young Carers. The negative impact of external factors upon a child's academic and lifelong success should be mitigated.

Our pupil premium provision, which is aligned with our School Development Plan, Curriculum Statement and Trauma Informed Practice ethos has six key objectives. They are:

1. Attainment at the end of KS2 follows a satisfactory protective from their KS1 or EYFS starting points.
2. Attainment in Reading, Writing and Maths combined at the end of KS2 is in line with, or better than non-disadvantaged pupils.
3. They will acquire knowledge and skills in a broad range of subjects so as to maximise learning and future life opportunities.

4. Where pupils are identified as 'disadvantaged' and also have SEND, provision will be carefully tailored to meet all needs with a triangulated approach between school, home and other agencies.
5. To strive so attendance of identified pupils is at least in line with school attendance policy (97% or above).
6. They will be equipped with skills and understanding of mental processes and wellbeing strategies to enable them to build resilience and navigate through difficult life situations.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance impacting on attainment and progress due to a number of factors.
2	Families may struggle to finance wider school opportunities that build cultural capital and support a broader understanding of subject areas.
3	Below age related mathematical knowledge of concepts and procedures that are necessary to succeed in age-appropriate problem solving. This may be linked to parental anxiety over lack of subject knowledge or poor literacy skills.
4	Where the reading culture is not evident in the home environment, pupils may not develop a love of reading.
5	Low level phonics and spelling knowledge and the ability to apply in reading and writing consistently.
6	Emotional and social difficulties impacting on learning, general well-being, resilience, confidence and self-esteem. Developmental delay and difficulties resulting from significant trauma.

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
Disadvantaged pupils who are no longer in line to meet their target by the end of	The percentage of disadvantaged children reaching age related

<p>KS2, to make good progress and close the gap between their expected attainment level and their current attainment level.</p>	<p>expectation in combined Reading, Writing and Maths at the end of KS2 to increase.</p>
<p>To improve the confidence and self-worth of our most vulnerable children</p>	<p>Improved focus, self-esteem and ability to manage social situations resulting in improved attendance and pupil outcomes.</p> <p>Notes will be kept by school learning mentor and toolkits provided for children to use at home and in school for future reference.</p> <p>Outcomes will be clear through pupil voice and parent voice activities throughout the year.</p>
<p>Achieve and sustain improved attendance particularly for those identified as disadvantaged who have historical low attendance.</p>	<p>Improved attendance for those identified will be noted and evaluated using or including:</p> <ul style="list-style-type: none"> ● Head Teacher's attendance log and telephone checks ● CPOMs records ● New CWAC guidance implemented ● Half termly and annual attendance reports which highlight any child with poor attendance, which will be challenged in an attendance panel meeting (SLT and school governor present).
<p>Reading levels of disadvantaged children to increase across the school</p>	<p>The percentage of disadvantaged children reaching the age-related expectation in each cohort to increase.</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: £ 36,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Each pupil in receipt of the PPG (disadvantaged pupils) will receive extra teacher/teaching assistant support to raise attainment.</p>	<p>All evidence suggests that children who work in small groups with gifted and well-trained adults, will make good progress from their starting points.</p> <p>Use of support staff will be monitored during learning walks by SLT to ensure all of our vulnerable children are receiving the support they require to make progress.</p>	<p>3,4,5 & 6</p>
<p>Whole School training on new Twinkl Phonics programme – Rhino Readers – and new decodable texts ordered to support programme.</p> <p>New Ipads also ordered to support with online delivery of e-books.</p>	<p>Phonics lead used business plan to select the programme which would provide best coverage for our children. Programme is nationally accredited.</p> <p>Support staff training means that we have a wide range of staff who can now teach phonics and support our most vulnerable children with their early reading in small groups.</p> <p>Decodable books will support vulnerable children with transferring skills learnt in Phonics sessions into home reading.</p> <p>Evidence shows there is a direct link between PP children and how many books they own. Reading for pleasure impacts on progress in writing and oracy. Therefore, we aim to accelerate our children’s progress on reading by focusing on literacy as a whole.</p>	<p>4&5</p>
<p>Whole school focus on improvement in times table recall</p>	<p>Times tables Rockstars subscription purchased for whole school.</p> <p>Internal evidence shows that children participate more in home learning activities when they are online.</p>	<p>3</p>

	<p>Evidence shows that short, sharp maths interventions support learning of key mathematical skills.</p> <p>Targeted times tables can be set using the app by class teachers who have been trained in using Timetables Rockstars.</p> <p>Self esteem of children boosted due to increased confidence in times tables and division facts and certificated handed out weekly for children with high levels of participation.</p>	
Quality First Teaching strategies used by all staff	<p>The EEF have evidenced that high quality teaching has the greatest impact on pupil outcomes.</p> <p>QFT checklist used regularly throughout the year for monitoring and evaluation purposes and CPD sessions booked in throughout the year to support staff.</p> <p>Highly skilled staffing team to work collaboratively to share successes and support most our vulnerable children.</p>	3,4,5 & 6
First for Maths support for staff in moderating mathematics across both key stages and Literacy Company specialist support for moderating writing.	<p>Teachers to receive external support to help with the moderation of writing three times per year.</p> <p>Teachers to take one Pupil Premium child book per session to map progress and next steps.</p> <p>Improved teacher subject knowledge and confidence in moderating the subject will lead to better pupil outcomes in all year groups.</p>	3,4 & 5
Ensure staff are trained in metacognition and actively including skills within teaching. 1. Inset day training in September 2021 from Thinking Matters about Metacognition	<p>Metacognition and Self Regulation evidence of impact shows +7 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit.</p> <p>According to the EEF article 'Metacognition and Self Regulated Learners', pupils should be 'Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.</p>	2,3,4,5 & 6

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

Budgeted cost: £15, 740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support complex needs of specific children in order to ensure security and readiness to learn.</p> <p>Early intervention support (emotional and academic) from Learning Mentor</p>	<p>Early Years interventions evidence of impact shows +5 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit.</p> <p>According to the EEF article 'Metacognition and Self Regulated Learners', pupils should be 'Set an appropriate level of challenge to develop pupils' self-regulation and metacognition</p>	6
<p>ELSA support for children showing social, emotional or behavioural barriers to their learning. ELSA also to support children with poor attendance to ease anxieties and develop strategies to make coming into school easier.</p>	<p>The Emotional Literacy Support Assistant (ELSA) helps support the emotional needs of pupils. Research shows that children learn better and are happier in school if their emotional needs are addressed. ELSA supports pupils with difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient.</p>	6

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

Budgeted cost: £ 8,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School sessions for children identified as being on school vulnerable list</p>	<p>The EEF says: There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>Forest school sessions to be based on boosting self-worth and embedding collaborative learning techniques.</p>	2 & 6

<p>Passion for Learning volunteers to work with identified pupils to provide nurture time, involvement in aspirational, career & celebratory events</p>	<p>Identification: recognising emerging issues as early and accurately as possible</p> <p>Early support: helping pupils to access evidence based early support and interventions;</p> <p>Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.'</p>	<p>6</p>
<p>New rolling residential programme to be subsidised for Pupil Premium families and all school trips subsidised to support raising aspirations and cultural capital.</p>	<p>The Ofsted 'Education inspection framework 2019: inspecting the substance of education', states that schools must be 'Ensuring that all learners have access to education'. By offering financial support, we are ensuring that all learners are able to access all opportunities and are not unfairly disadvantaged due to their financial position.</p>	<p>2</p>
<p>School uniform and clothing for vulnerable children alongside weekly food parcels.</p>	<p>Evidence shows that children work best when they feel safe and happy. Providing uniform for our most vulnerable children removes social and emotional barriers from their learning and allows them to feel the same as their peers.</p>	<p>2</p>

Total budgeted cost: £ 60,590

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

St Mary of the Angels Catholic Primary School end of Key Stage 2 results for the academic year of 2021/2022.

END OF KS2	% of pupils achieving the expected standard: SCHOOL	% of pupils achieving the expected standard: NATIONAL	% of pupils achieving GRD: SCHOOL	% of pupils achieving GRD: NATIONAL
% Eng/Mat combined	77%	59%	N/A	N/A
English reading	87%	74%	47%	28%
Grammar, punctuation + spelling	100%	72%	53%	22%
Mathematics	90%	71%	50%	13%
English writing	80%	69%	10%	13%
Science	90%	79%	N/A	N/A

Pupil Premium end of Key Stage 2 data:

Reading ARE or above: 80%

Writing ARE or above: 70% (although all children made at least good progress from starting points)

Maths ARE or above: 80% (although all children made at least good progress from starting points)

Analysing our internal data from July 2022 shows that our Pupil Premium children are generally making good progress throughout the year. It was notable to see the amount of progress that the children had made between December and July, particularly in Upper Key Stage 2.

The data analysis shows us that those disadvantaged children most at risk of falling behind are those who have further external barriers to their learning. This could be early life trauma, immediate family bereavement or continuous poor attendance. With this in mind, we will be focusing much of our attention next year on working with CWAC to ensure attendance is being driven up following the pandemic and that the attendance of our most vulnerable children is being watched closely and absences challenges by the Senior Leadership Team. Furthermore, we will be utilising a highly skilled member of the team this year to work in a newly formed Learning Mentor role in

order to support our vulnerable families and lead on family support, outreach work with charities and external agencies and TAF meetings.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Twinkl Phonics	Twinkl
Reading Recovery	Reading Recovery
S4YC – Sports coaching	SY4C
Educational Library Service	Educational Library Service
Dr Nick Flemming (Chester Uni Outreach)	Chester University
Forest School	Edsential

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.