

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 & St Benedict's Roman Catholic Primary School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	31 st Dec 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Acting HT – D Ballard
Pupil premium lead	Acting HT – D Ballard
Governor / Trustee lead	CoG – Sue Haworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,150
Recovery premium funding allocation this academic year	£13,050
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	£112,200

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's and St Benedict's RC Primary School, we are committed to providing quality first teaching and learning experiences which benefit all our children. This involves a commitment to staff professional development and training. We want to work closely with all our families to support them and, therefore, our pupils to become life-long learners. We make every effort through our wider strategies to remove barriers to learning and we have high expectations for pupil behaviour. We provide targeted academic support through class support strategies and through interventions as appropriate. We work with relevant agencies to ensure that our pupils and their families can access the support that they need, in a timely manner. We have high expectations for our children and strive to maintain and improve our standards as we recover from the effects of COVID pandemic.

Our main aims are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To remove barriers to learning so that our children can reach their full potential. This includes pro-active behaviour management to ensure that all children can 'Be Safe, Be Learners and Be Respectful' in line with our Behaviour Policy.

We aim to do this through

- ✓ Ensuring that teaching and learning opportunities meet the needs of all the pupils
- ✓ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are addressed
- ✓ Recognition that some pupils who receive Pupil Premium funding are high attaining and that they need to be challenged to reach their full potential
- ✓ Recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ✓ Recognition that pupils may need support with one area at a time (e.g. reading) and that interventions for many areas at one time may be detrimental to the wellbeing of the child.
- ✓ Pupil voice – a key indicator of where support is required and of attitudes to learning
- ✓ Positive communication with parents

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We identify and address barriers to learning faced by individual pupils through:

- Everyday teaching practice and knowledge of how children respond to teaching and learning activities
- Pupil records
- Discussions with pupils
- Parents and agencies involved
- Attendance data and levels of persistent absence;
- Behaviour incidences and exclusions data;
- Information on wellbeing, mental health and safeguarding; .
- rigorous regular tracking of pupil attainment and progress, especially in our dedicated, solution-focused “narrowing the gap” progress meetings in which all disadvantaged children (including higher ability PP children) are discussed in detail with senior leaders, including our SEND lead, the effectiveness of strategies to overcome their barriers to learning evaluated, and a new tailored programme put in place.

No:	Challenge detail:
1	Family circumstances: Pupils may have family circumstances that impact negatively upon their learning and ability to take up extra-curricular opportunities. Socio-economic factors such as poverty and poor housing can impact on diet, wellbeing and opportunities. Safeguarding and welfare issues (which may lead to involvement from Children’s Social Care) can impact on the whole family. Separation of parents may cause conflict which affects the children emotionally; often leading to behavioural and academic challenges.
2	Attendance & Punctuality: Some children’s attendance is low which will impact on their learning. Some children miss many minutes of learning each week due to punctuality issues.

3	<p>Social & Emotional barriers:</p> <p>Some children have social and emotional issues resulting in low confidence and self-esteem. This affects learning, friendships, resilience and aspirations for the future. Some parents have their own mental health difficulties, which often brings instability to the family</p>
4	<p>Family support:</p> <p>Parents may not feel able to support their child's learning journey. This may be due to lack of knowledge/own education standard or lack of resources and opportunities. Some parents may find it difficult to provide routines and boundaries at home which can affect behaviour.</p>
5	<p>Special Educational Needs & Disabilities:</p> <p>Some children have additional needs which impact on progress and attainment, social interaction, communication and language and physical development. Parents may also have learning needs of their own. Children with additional needs may present behavioural challenges which need to be addressed</p>
6	<p>Poor attainment & progress:</p> <p>Challenges 1-5 above are all contributing factors to the progress and attainment of pupils. via universal and targeted approaches.</p>

Disadvantaged pupil progress scores for last academic year

	Disadvantaged Pupils	All Pupils	National Level (usually from Summer '19)
Reception Year			
Achieving a Good Level of Development (GLD)	30%	58%	72%
Year One			
Phonics Screening (Tested in Nov '21 on pupils who should have been screened during Summer '21)		76%	82%
Year Two			
Reading	17%	55%	75%
Writing	17%	55%	69%
Maths	17%	55%	76%
Year Six			
Reading	55%	66%	73%
Writing	45%	56%	79%
Maths	36%	56%	79%

Activity during 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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4, 5 & 6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher 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	4, 5 & 6

Targeted academic support

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed	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:	4, 5 & 6

key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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	
Enhancement of our curriculum planning in line with DfE and EEF guidance to provide tailored interventions.	EEF evidence states that 'individualised instruction can be an effective approach (+5 months) to increasing pupil attainment.' 'On average, one to one tuition is very effective at improving pupil outcomes.' This includes delivering phonics across EYFS and KS1.	5 & 6

Wider strategies

Budgeted cost: £8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 & 2
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving school behaviour.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1 & 3

Total budgeted cost: £112,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

St Mary's and St Benedict's has pursued a strategy to provide high-quality teaching:

- Following the C-19 pandemic and ensuing lockdowns, school ensured that the same teacher or a familiar adult who was teaching the class in March 2020 became their class teacher/TA in September 2020 in Years 1-3, in an attempt to maximise trust and confidence for our youngest pupils.
- St Mary's & St Benedict's has focused on teachers using Assessment for Learning as part of their everyday practice. This has included ongoing assessment and immediate feedback and use of the additional adult in class to intervene in a timely manner. This has also informed our 'fluid teaching' approach.
- 'Fluid teaching' involves the effective use of TAs and HLTAs throughout each lesson. Every classroom has benefitted from an additional adult all day to support this approach. We believe that it has been successful for academic success but also for supporting pupils' social and emotional development.
- In addition to our ongoing AfL, St Mary's & St Benedict's has used more structured assessment periods and ongoing Topic quizzes to inform teaching and effective deployment of additional adults.

By providing targeted support:

- By identifying specific areas of need, our HLTAs and TAs provide specific programmes to support children. These include, but are not limited to, SALT (Speech and Language), NELI (Early Language Intervention), BRP (Better Reading Partners), Number Sense and Success@Arithmetic (Maths), Race2English (EAL). These programmes have demonstrated great accelerated progress for those identified pupils.
- By providing support for those children with SEND and/or EHCPs to remain in school during lockdowns, through 1:1 adult support, provision of individual timetables to meet specific needs and work with Golden Hill Short Stay School to provide outreach support or referred placement provision. Our links with partner agencies, such as Golden Hill SSS, have allowed us to give great support to our most vulnerable pupils and have been commended.

Through wider strategies to support well-being, behaviour and attendance:

- St Mary's & St Benedict's recognises the needs of children and families within school who may need additional support with attendance, behaviour, mental health and emotional wellbeing and providing appropriate referrals or support to assist them. Our Senior Leadership Team have been proactive in working on this throughout the part year.
- By providing access to the CARITAS school social worker who offers a whole school family service, supporting both children and parents with advice and guidance around parenting, accessing services or offering emotional support in individual or group sessions.
- By providing Relax Kids workshops as a rolling programme in school to help children manage their feelings, become resilient and manage their emotional and mental health, using positive affirmations to build self-esteem and confidence.

- By providing PANTS workshops and Expect Respect workshops as part of PHSE, to support children to maintain and recognise healthy relationships, manage feelings, resolve conflicts and change beliefs and attitudes.
- By providing outreach support or referred placements through Golden Hill Short Stay School to support behaviour.
- By providing support for travelling to school to ensure good attendance at school for identified children and families.

How the impact of the funding has been measured:

- Our approach to assessing educational attainment has included discussion and moderation. St Mary's & St Benedict's is a part of the WRIST cluster and we have used this to strengthen our collegiate approach and give us strength in moderation. This has also included analysing data from termly assessments in Reading and Writing, unit quizzes in Science, History and Geography, moderation of writing across school, termly book looks, discussions of progress and attitude towards learning in termly Pupil Progress Meetings with the Head Teacher, and Key Stage Leads, and discussions involving response to intervention with TAs, teachers and Key stage Leads.
- Teachers have monitored and reported on progress using the school itrack system.
- Attendance and punctuality have been monitored.
- Discussions surrounding pupil well-being between school staff and involvement of the school Caritas school social worker continue to be a priority, and the effect on pupil attitude towards learning will continue to be monitored, as they have been over the past year.
- Teachers will continue to implement specific programmes given to individuals and groups including Language, Numeracy and Reading skills and to monitor progress adjusting programmes as needed, in conjunction with the Senior Leadership Team, through termly Pupil Progress Meetings.