



Pupil premium strategy statement 21-22

School overview

Metric	Data
School name	St Mary's Catholic Primary School
Pupils in school	79
Proportion of disadvantaged pupils	8 %-PP 2 %- Service PP
Pupil premium allocation this academic year	£8690
Catch up fund allocation for this academic year	£6320 (see Catch up strategy statement)
Academic year or years covered by statement	2021 to 2022
Publish date	September 2021
Review date	September 2022
Statement authorised by	Laura Concannon
Pupil premium lead	Laura Concannon
Governor lead	Debbie Brimson

Rationale

The Pupil Premium is an additional allocation of funding to schools to support specific groups of children who are vulnerable to possible under achievement. It is allocated for children from low income families who are eligible for free school meals (FSM), those who are looked after by the local authority and the children of armed services personnel. This funding is also based on children who have had free school meals within a 6 year period (EFSM). At St Mary's Catholic Primary School we are committed to providing equality of opportunity for all our children and to enabling every child to achieve their best.

The level of the premium in 2021-22 is £1345 per pupil for pupils eligible for free school meals (FSM) and £2300 for Looked after (LAC).

The level of premium for the children of armed forces personnel is £310 per pupil.

The Department for Education states that, it is for schools to decide how the Pupil Premium, allocated to schools, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Allocation and expenditure

Intent

All the work will be aimed at offering learning support and nurturing positive attitudes to learning, alongside accelerating pupil progress. The aim is to enable pupils to move to at least age related expectations unless the child has a clearly identified special educational need. The prime focus will be on Reading, Writing and Numeracy and Personal Well Being. Using the school curriculum approach we use the Golden threads to drive the child forward and create a culturally aware, resilient, independent, child with endless possibilities for the future.

Disadvantaged pupil progress scores for last academic year:

Measure	Score
Meeting expected standard in Reading	12.5%
Meeting expected standard in Writing	12.5%
Meeting expected standard in Maths	12.5%

Disadvantaged pupil progress scores for last academic year

Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%

SEN Tracker: Demonstrates good progress of all SEN/Pupil Premium children:

Pupils	Autumn 1 Baseline 2020									
	Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling			PhAB Assessment
	Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age	
1	67	114	7:8	3	72	<5:0	24	107	7:7	
2	39	85	5:10	16	99	7:3	18	92	6:1	
3	71	102	7:11	20	107	8:6	25	99	7:10	
4	24	<70	4:9	9	75	5:5	9	<70	<5:0	
5	22	<70	4:8	9	72	5:5	8	<70	<5:0	
6	50	77	6:6	15	80	7:0	10	<70	<5:0	
7	22	71	4:8	9	80	5:8	7	<70	Below 5:0	✓

Pupils	Summer 2 2021									
	Salford Reading Accuracy			Salford Reading Comprehension			Vernon Spelling			PhAB Assessment
	Score	Stand Score	Read age	Score	Stand Score	Comp age	Raw Score	Stand Score	Spell age	
1	57	103	7:1	16	106	7:3	14	91	5:1	
2	70	110	7:11	7	80	5:3	36	120	10:4	
3	83	109	8:10	22	110	9:1	24	96	7:7	
4	55	81	6:11	12	77	6:3	13	71	<5:0	
5	64	82	7:6	20	88	8:6	12	None	<5:0	
6	86	86	9:0	25	94	9:11	9	None	<5:0	
7	52	85	6:9	13	84	6:5	10	70-	<5:0	

Strategy aims for disadvantaged pupils:

Key challenges: *Accessing home learning in case of isolation due to COVID-19. Children have access to school laptops/ food parcels/ Learning Platform/ Free internet access for Oak Academy. All pupil premium children also invited to attend school through all lockdowns.*

Measure	Activity
Priority 1 – Ensure all disadvantaged children make at least expected progress in R, W, and Maths.	Provide Teaching Assistant support to run interventions and same day support for children who are struggling in lessons. Additional interventions added to support emotional well- being (see Provision Map 2021). To run Fresh start and RWINC sessions in small groups to accelerate progress, to provide targeted RWINC 1:1 to those falling behind. Head teacher to deliver Fresh start and monitor progress of KS2 children.
Priority 2– Ensure all disadvantaged children have access to a wide range of extra-curricular activities. Outside Provider/s: NMPAT	Provide funding to ensure children can access all educational visits and access to the wider curriculum, such as music lessons fully funded. To provide first access music experiences to expand opportunities and possibilities offered to the disadvantaged pupils in school. To offer sessions in Rising Stars to complete homework and use school equipment.
Priority 3- Ensure the well- being of pupils. Outside Provider/s: NMPAT, Relax Kids, Art Therapist.	Provide a clear reporting path for children that are anxious or worried, use of worry box throughout the school, School Buddies, Prefects, class teachers and the senior team. 'Relax kids' to run workshops in school, parent session and staff session included. Resources to be used in class. Internet safety workshops run by Target for children, parents and staff. Interventions supporting well- being: Anxiety Gremlins, Lego Therapy, Anger Gremlins, My Inner Chimp, ARC, Art Therapy and Music Therapy.
Barriers to learning these priorities address.	All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital. This will include providing resources to use at home; Purple Mash, Laptop loan and the Library Loan bag scheme. Children will be provided with uniform where needed, school milk and free school meals.
Projected spending	£4,655

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing.	Sept 22
Progress in Mathematics	Achieve national average progress scores in KS2 Maths.	Sept 22
Phonics	Achieve national average expected standard in PSC	Sept 22
Other	Improve access to music for disadvantaged children (100% peripatetic music take up)	Sept 22

Targeted academic support for current academic year:

Measure	Activity
Priority 1 – Ensure all disadvantaged children make at least expected progress in R, W, and Maths	New Curriculum design ensures that ‘ Catch up ’ is targeted through the subject visions and curriculum overviews. ‘ Catch up ’ Golden Threads focus teaching on identifying the children’s gaps and filling them. The resources needed to support PP pupils purchased using the PP funding. Read Write Inc and Fresh start, creating small Literacy groups to ensure progress. Library Loan Scheme renewed to support families with books. School writing targeted for improvement and catch up, the School Development Plan links to the subject Action Plans.
Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities	Support to provide: Music lessons Uniform Trips After School Clubs-Homework can be completed in a supported environment.
Barriers to learning these priorities address	All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. The new curriculum focuses on the re-teaching of the key concepts (Golden Threads) without re-teaching of topics. All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital. Children tracked and interventions provided to close the gap.
Projected spending	£3655

Wider strategies for current academic year:

Measure	Activity
Priority 1	More books purchased to create additional loan bags. Exercise books purchased to use during catch up sessions. Extra resources purchased to increase intervention group numbers and to provide resources to support children during lesson time: Numicon, Vernon, Salford, Breaking Barriers etc (See <i>Provision Map</i>)
Priority 2	Musical opportunities offered. Whole class music opportunity offered to classes. Science Week- Visitors and wide range of resources/equipment used. Whole school visitors and Topic trips planned.
Priority 3	Provide a clear reporting path for children that are anxious or worried, use of worry box throughout the school, School Buddies, Prefects, class teachers and the senior team. ‘Relax kids’ to run workshops in school, parent session and staff session included. Resources to be used in class. Internet safety workshops run by Target for children, parents and staff. Interventions supporting well-being: Anxiety Gremlins, Lego Therapy, Anger Gremlins, My Inner Chimp, ARC, Art Therapy and Music Therapy.

Barriers to learning these priorities address	Whole school analysis of results in reading and Maths using Rising Stars and the Pira and Puma tests. Children on PP closely monitored and areas of weakness quickly identified for swift interventions. Targeted teaching provided from these results. Foundation subject tracker tool used to identify gaps in learning. Reports printed in subject leader files.
Projected spending	£1000

Monitoring and Implementation:

Area	Challenge	Mitigating action
Teaching	Wide ability range within class. Difficult to address individual needs.	Read Write Inc provides lessons taught to set ability groups. Carefully tracked by English lead and class teacher. Interventions timetabled, children identified from tracking as needing support. Senco involved in the process.
Targeted support	Support staff time, interventions, resources and training.	Staff trained in how to deliver interventions. Interventions purchased with resources. Senco providing updates in training.
Wider strategies	<ul style="list-style-type: none"> • Cost • Time • Training 	All staff receive inset training on targeting gaps in learning, developing the key concepts (Golden Threads) and focusing on relearning taught concepts across all year groups. Tracking reports sent to head teacher and SENCO to identify children in need of support and who are PP.

Review:

Aim	Outcome
Priority 1 – Ensure all disadvantaged children make at least expected progress in R, W, and Maths	

Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities	
Barriers to learning these priorities address	

Wider School Priorities reviewed:

Measure	Outcome
Priority 1	
Priority 2	
Priority 3	
Barriers to learning these priorities address	
Spending	