# Pupil premium strategy statement 2022-2023

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.

This strategy is currently awaiting governor approval

**School overview**

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| **Detail** | **Data** |
| School name | St Mary’s Catholic Infant School |
| Number of pupils in school | 206 |
| Proportion (%) of pupil premium eligible pupils | 12.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | June 2023 |
| Statement authorised by | Mr John Daley |
| Pupil premium lead | Mr John Daley |
| Governor / Trustee lead | Mrs Gill Tuck |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £33240 |
| Recovery premium funding allocation this academic year | £4206 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £37446 |

# Part A: Pupil premium strategy plan

## Statement of intent

#### Objectives for our disadvantaged pupils

At St Mary’s Catholic Infant School, it is our intention that all children, regardless of their background or life experiences, make good progress by aiming to offer pupils an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the chance to achieve their true potential.

To consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences.

To provide opportunities for disadvantaged pupils to build their cultural capital.

We aim to identify the challenges our disadvantaged children’s experience through robust diagnostic assessments (specific to elements of education as well as non-academic challenges), not assumptions about the impact of disadvantage. This will include the analysis of NFER assessments, RWI assessments, Boxall, NELI screening Early Talk Boost, as well as attendance data.

Our strategy plan links closely with our school development plan and sports premium. We will adopt the three-tier approach in which we prioritise high quality teaching and learning for all. Within this, we aim to continue to invest in high quality CPD for all staff. Targeted Interventions are carefully planned for, in-light of children’s needs, including speech & language, phonics reading and writing, and maths support. We also invest in wider strategies to support aspects of physical and mental wellbeing and attendance, for example nurture strategies.

To ensure our approaches are effective we will:

* Ensure disadvantaged pupils are challenged in the work that they’re set
* Act early to intervene at the point need is identified
* Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

#### Aims of our PP strategy

* Improve quality of teaching for all to ensure that the attainment gap between disadvantaged pupils and their peers is narrowed.
* Promote excellent attendance and reduce the percentage of persistent absenteeism.
* Promote well-being, mental health and safeguarding.

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Social, emotional and mental wellbeing (particularly self-regulation and resilience) and readiness to learn on arrival at school has been impacted by Covid 19.   * Discussions with pupils and their families * pupil voice questionnaires * Discussions with staff in September |
| 2 | Disadvantaged pupils have poor attendance and punctuality compared to their peers.(DATA)   * 2021/2022 data - PP attendance was 91.58% compared to non-PP attendance of 93.74% (this includes Reception) |
| 3 | Significant low levels of language skills on entry as identified by staff screening all children in the EYFS   * Early Talk Boost - Nursery * NELI baselines * Early Year baseline |
| 4 | Attainment of disadvantaged pupils is below expected in reading (by 7% v national), writing (by 31% v national) and maths (by 1% v national) at the end of KS1 at the expected level.   * 2021-22  |  |  |  |  | | --- | --- | --- | --- | | Pupils | Reading EXS+ | Writing EXS+ | Maths EXS+ | | All (56) | 75% v 67% (Nat) | 57% v 58% (Nat) | 84% v 68% (Nat) | | PP (15) | 60% | 27% | 67% | | Non-PP (41) | 80% | 68% | 90% | |
| 5 | Low percentage of disadvantaged pupils achieve GLD by the end of EYFS.   * Internal 2021-22 = 40% (2 out of 5 children, statistically insignificant) |
| 6 | From the teachers’ assessments, gaps in learning across the curriculum have been identified. From this, we have identified the need for standardised assessments in KS1.   * 21/22 and 22/23 – Autumn baseline assessments/NFER |

## 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.

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| **Intended outcome** | **Success criteria** |
| Improved social, emotional and mental wellbeing in disadvantaged pupils. | Work completed with families by our Safeguarding and Pastoral Manager develops greater levels of self-regulation and resilience. |

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|  | Improved levels of social, emotional and mental wellbeing. |
| To achieve and sustain improved attendance and punctuality for our disadvantaged pupils to bring them in-line with our non-disadvantaged pupils. | Have positive engagement with families, building aspirations and home learning.  Education Welfare Officer to support the school  Achieved a sustained high attendance rate, and to have narrowed the gap between disadvantaged and non-disadvantaged attendance rates by July 2023. Improved punctuality so that the child is on time for school measured by half termly attendance data  analysis. |
| Improved oral, language and listening skills and vocabulary among disadvantaged pupils. | Early Talk Boost (Nursery) and Talkboost (KS1) and NELI assessments show significant improved language skills.  See TALKBOOST link  <https://speechandlanguage.org.uk/media/1940/talk-boost-interim-report-29-may-2012.pdf>  Children will meet ARE in Communication and Language at the end of Reception.  Children’s use of Tier 3 vocabulary is increased. |
| The gap between the % of disadvantaged and non- disadvantaged is closed in Phonics, reading, writing and maths by the end of each phase. | Increase the % of disadvantaged pupils passing the Y1 phonics screening check – closing the gap be- tween disadvantaged pupils and all pupils.  Early Years Literacy (ELGs Comprehension, Word Reading, Writing), Maths (ELGs Number, Numerical Patterns) outcomes improve each year so that by 2024/25 the gap between disadvantaged pupils and all other pupils has diminished.  KS1 reading outcomes improve each year so that by 2024/25 the % of disadvantaged pupils meeting the expected standard is at least in line with national fig- ures.  Consistent Read, Write, Inc RWInc) phonics scheme rolled out and taught consistently across EYFS and KS1.  RWInc assessed every 6 weeks and children grouped accordingly  Writing outcomes improve each year so that by 2024/25 disadvantaged pupils writing attainment at the end of KS1 is in-line with all other children.  KS1 maths outcomes improve each year so that by 2024/25 the % of disadvantaged pupils meeting the expected standard is at least in line with national fig- ures.  Teaching for Mastery approach to be developed throughout Early Years and Key Stage 1. We are currently at the ‘sustaining’ stage having made progress from last year.  Diagnostic assessments provide teachers with clear identified areas of learning to focus on.  Subject leader knowledge upskilled through quality  CPD – national college webinars, ECM training, use of English and mathematics consultants |

## 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: £19,800

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Purchase of standardised NFER diagnostic assessments  Training for staff to ensure assessments are interpreted and administered correctly. | EEF: Diagnostic assessments provide opportunities to reflect on pupils’ thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or classes. Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step.  [https://educationendowmentfoundation.org.uk/public/fil](https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf) [es/Diagnostic\_Assessment\_Tool.pdf](https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf) | 4, 6 |
| Development of our maths curriculum planning and teaching in line with White Rose maths used in KS1  Introduction of Mastering Number programme for Early Years and KS1.  Maths specialists providing CPD for subject leaders.  Greater focus on subject specific vocabulary | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.  Workshops for parents to demonstrate and explain teaching and expectations  [https://assets.publishing.service.gov.uk/government/u](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf) [ploads/system/uploads/attachment\_data/file/1017683/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf) [Maths\_guidance\_KS\_1\_and\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf)  Maths hub training on the use of   * Resources * Breaking concepts down to show coherence   Mastery approach used – five big ideas evident in all lessons | 4 |
| Development of our literacy offer.  Purchase of wider reading quality texts for foundation subjects and Ruth Miskin portal purchased | The EEF guidance is based on a range of the best available evidence:  [https://educationendowmentfoundation.org.uk/educati](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) [on-evidence/guidance-reports/literacy-ks-1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) | 4 |

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| English specialist providing CPD for subject leaders. | Use of LA English consultants to support school with guided reading |  |
| PATHS introduced to all children from reception upwards.  Whole school staff training | PATHS – Promoting Alternative Thinking Strategies is a programme that teaches children how to self- regulate and recognise their own emotions. This in turn, develops attitudes to learning and gives children the tools to deal with things in the moment. Resilience building and awareness of the feelings of others.  EEF guidance/research;  [https://educationendowmentfoundation.org.uk/educati](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) [on-evidence/guidance-reports/primary-sel](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 1 |

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

Budgeted cost: £10,500

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Additional phonics sessions targeted at disadvantaged children.  1:1 RWI phonic intervention sessions  Jolly Phonics used where RWI doesn’t work | Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.  [https://assets.publishing.service.gov.uk/government/uplo](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf) [ads/system/uploads/attachment\_data/file/1000986/Readi](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf) [ng\_framework\_Teaching\_the\_foundations\_of\_literacy\_-](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)  [\_July-2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)  [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) [evidence/teaching-learning-toolkit/phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 4 |
| Delivery by trained teaching assistant of NELI and TALKBOOST in Year 1 following intensive assessments. | EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. | 3, 5 |

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|  | [https://d2tic4wvo1iusb.cloudfront.net/documents/gui](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf) [dance/Law\_et\_al\_Early\_Language\_Development\_fi](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf) [nal.pdf](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf)  [https://educationendowmentfoundation.org.uk/educati](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) [evidence/teaching-learning-toolkit/oral-language-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) [interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) |  |
| School led tutoring/boosters for any identified children. | Recommended by EEF and DfE | 2, 4 |

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

Budgeted cost: £7,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Attendance officer to work with families.  EWO and our Safeguarding and Pastoral manager | Our school attendance data shows that FSM attendance rates are lower than non- FSM attendance rates.  Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can’t Catch Up If They Don’t Show Up. If children miss school, they miss out.  [https://www.centreforsocialjustice.org.uk/wp-](https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf) [content/uploads/2021/06/Cant\_Catch\_Up\_FULL-](https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf) [REPORT.pdf](https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf)  [https://www.gov.uk/government/publications/school-](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [attendance/framework-for-securing-full-attendance-](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) [actions-for-schools-and-local-authorities](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 2, 5 |

**Total budgeted cost: £37,300**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2021 to 2022.

We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level (although these comparisons are to be considered with caution given the caveats stated above).

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, particularly in writing.

Attainment of disadvantaged pupils is below expected in reading (by 7% v national), writing (by 31% v national) and mathematics (by 1% v national) at the end of KS1 at the expected level.

* 2021-22

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| Pupils | Reading EXS+ | Writing EXS+ | Maths EXS+ |
| All (56) | 75% v 67% (Nat) | 57% v 58% (Nat) | 84% v 68% (Nat) |
| PP (15) | 60% | 27% | 67% |
| Non-PP (41) | 80% | 68% | 90% |

NELI was successfully delivered to the bottom 20% of reception children. All 12 children made above average progress from entry to Summer term.

Safeguarding and Pastoral Manager employed from April 2022 which enhanced the excellent pastoral support and communication provided to families. A Teaching assistant was timetabled to provide a range of nurture sessions for children in receipt of Pupil Premium.

Attendance for 2021-2022 was well above national averages. Attendance of children in receipt of Pupil Premium was 93.74% compared to children not in receipt of Pupil Premium which was 96.94%.

Daily RWI lessons were delivered and children assessed at least every 6 weeks to ensure rapid progress.

7/9 Y2 children in receipt of Pupil Premium passed the autumn phonics screening test.

Food and uniform packages, and resource packs were regularly delivered. School trips paid for.

Fees paid for Children in receipt of Pupil Premium who attended the school’s outside provider to provide wrap around care.

Children in receipt of Pupil Premium were invited to a variety of after school clubs throughout the year: Storytelling, Storybox Club, Gardening Club and Fitness and Fun clubs.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| **Programme** | **Provider** |
| Computing, Art and DT schemes of work | Kapow |
| RE scheme of work | Ten Ten |
| Current affairs | Picture News |
| Remote learning platform | Seesaw |
| History scheme of work | Historical Association |
| eCadets (online safety) | eCadets |