# Pupil premium strategy statement 2022-23

## 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 approval by the governing body

## School overview

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| Detail | Data |
| School name | St Mary’s Catholic Junior School |
| Number of pupils in school | 234 (Autumn 22) |
| Proportion (%) of pupil premium eligible pupils | 52 pupils (22.22%) |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2025 |
| Date this statement was published | Autumn 2022 |
| Date on which it will be reviewed | June 2023 |
| Statement authorised by | John Daley |
| Pupil premium lead | Nicola Follin/John Daley |
| Governor / Trustee lead | Gill Tuck |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £62965 |
| Recovery premium funding allocation this academic year | £3299 + SLT £3780 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £70,044 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Mary’s Catholic Junior School, it is our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they 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   The attached Pupil Premium Strategy Statement includes the details of how we are trying to improve outcomes for PP pupils. The statement also reviews expenditure and the impact of this for 2021-22 |

## 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 | From teachers’ assessments, gaps in learning have been identified across the curriculum (following the pandemic). From this, we identify the need for standardised assessments across the school to ensure that no gaps are left. |
| 2 | Attendance and punctuality can be an issue for some of the PP pupils. |
| 3 | Social, emotional, mental wellbeing (self-regulation and resilience) and readiness to learn on arrival at school. Discussions with staff, parents and children all inform this decision. |
| 4 | Access to the whole curriculum can be hindered for disadvantaged pupils as a result of their lack of phonics knowledge. |
| 5 | The definition and awareness of the cultural capital and its benefits to increase the life chances of all pupils is an area highlighted in the School Development Plan. This is particularly relevant for our most disadvantaged children. |
| 6 | The gap between pp children and their peers in reading, writing and maths, although beginning to be diminished, needs to continue to be closed. |

## 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 |
| Gaps are identified and pupils achieve expected or better in their assessments | Pupils achieve expected, or better, outcome relative to their starting points, evidenced by data in July 2023 |
| To achieve and sustain improved attendance and punctuality for our disadvantaged pupils to bring them in-line with our non-disadvantaged pupils. | Improve attendance of disadvantaged pupils to 95% |
| To improve social, emotional and mental wellbeing (particularly self-regulation and resilience) and readiness to learn on arrival at school for all pupils, particularly our disadvantaged pupils. | There are fewer incidents of inappropriate behaviours as evidenced on CPOMS |
| To improve phonics awareness and therefore increase reading attainment for disadvantaged pupils by the end of the academic year (and at the end of KS2) | Pupils make accelerated progress and achieve expected in reading, evidenced by data July 2023 |
| To clearly define and increase awareness of cultural capital and its benefit to increase the life chances of all pupils. | All opportunities are inclusive and include all pupils. All disadvantaged pupils have experienced the same opportunities. Pupil voice and registers of activities evidence this. |
| Diminish the gap between pp children and their peers in reading, writing and maths. | Pupils improve their phonic knowledge and achieve expected outcomes or better as evidenced in July 2023 data |

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: £31,000

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| 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. | 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 our disadvantaged pupils’ levels of attainment is the first step.  <https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf> | 1, 4, 6 |
| Train staff in RWI programme to secure stronger teaching in phonics for all pupils.  Invest in ‘Beat Dyslexia’ and more books associated with RWInc scheme | 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/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 1, 4, 6 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  Desty Island (2 TAs trained as Desty mentors) used to develop self-confidence, social skills and emotional resilience. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)  <https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next>  <https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf>  <https://www.educationdesty.com/desty-pilot> | 1, 2, 3, 4, 6 |
| Access to White Rose on-demand CPD (£420) to allow staff to develop their knowledge and understanding of maths key elements with reference to White Rose. | 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.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>  <https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics> | 1, 6 |
| Intervention teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.  Interventions include:   * IDL (independent but children may need help to access) * SNIP – spellings * White Rose follow-up maths * Handwriting (Write from the Start) * Socially Speaking * Sunshine club * Sensory club * Daily readers * Fresh start * Desty | Making best use of Teaching Assistants – EEF report   * Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points. * Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants. * Explicit links to classroom teaching made.   <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 1, 2, 3, 4, 5, 6 |

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

Budgeted cost: £7,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 4 |
| Additional maths sessions | 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.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>  <https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics> | 1, 6 |
| Handwriting | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf>  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine> |  |
| 1:1 reading sessions | Linked with resilience to promote a love of reading and ensuring that children are heard read on a regular basis. | 1,4,6 |
| 1:1/small group ‘booster’ sessions | EEF evidence suggests 5 months additional months progress on average | 1,4,6 |

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

Budgeted cost: £ *31,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence  [https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies.](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies.%20) | 1-6 |
| Attendance officer to work with families. | Following Covid lockdowns 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-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf>  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 2 |
| Contingency fund for acute issues. | 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. |  |
| Whole staff training on behaviour management (restorative conversations) that forms the basis for a new behaviour policy.  Two members of staff trained to become Desty mentors. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)  <https://www.educationdesty.com/desty-island> | 1, 5, 6 |
| Full-time Pastoral and safeguarding Manager to support families. | Ofsted’s research into community relationships and EEF guidance on working with parents/carers.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> |  |

**Total budgeted cost: £ 31,500 + £7,000 + £31,500 = £70,000**

# 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 the 2021 to 2022 academic year.

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| **Gaps in learning identified –** new assessments more clearly identified pupils’ starting points and, as a result, pupils’ learning needs were better met and had improved outcomes  **Improved attendance –** PP children was 90.57% compared to 94.31% for non-pupil premium.  **Improved wellbeing -** Pupils are well supported in this regard at this school. Staff care for, guide and support all the children especially the most vulnerable. Pupils identified as needing further support to improve their well-being can attend the sunshine club and/or the sensory club. The impact of our strategies helped children become more settled, improved social interactions and behaviours  **Improved phonic/reading attainment –** At the end of KS2, 9 disadvantaged pupils outperformed the other children in terms of progress and attainment in reading (89% and +5.32) above national and non-disadvantaged pupils.  **Improved cultural capital opportunities –** all children had equal opportunities to engage in extra-curricular sport, school responsibilities, residential trips, inter-school sporting competitions, choir at the Young Voices concert in Manchester Arena  **Diminishing of the ‘gap’ –** in year 6 the gap in writing and mathematics did diminish and in other year groups, of the 35 pupils, relative to their starting points, 20% made good progress or better in Reading, 23% in writing and 37% in mathematics.  Overall, there was some achievement for our disadvantaged pupils, however, they did not reach the heights that we had hoped for. In part, we attribute some of this to the impact of COVID. |

## 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 |
| Music | Charanga |
| Science | Pzaz |

# Further information (optional)

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| *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.* |