

# Pupil premium strategy statement

## St Margaret Mary RC Primary Catholic School

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 Margaret Mary School
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs J Logue
Pupil premium lead	Mrs J Logue
Governor / Trustee lead	Fr Simon Ellis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,037
Recovery premium funding allocation this academic year	£17,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£239,047

# Part A: Pupil premium strategy plan

## Statement of intent

This statement details our school's use of Pupil Premium and Recovery Premium for 2021-2022. 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. We want all pupils to go forth and achieve to the best of their abilities. Aspiration and vocation is important to **all** our pupils.

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. Following guidance from EEF we will seek to constantly diagnose, plan, do and review all learning gaps identified.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted will help pupils to excel. To ensure that this is effective we will:

- Ensure gaps are identified
- Ensure that disadvantaged pupils are challenged in the work they are set
- Act early to intervene and identify gaps
- Support children in the use of technology at school and home
- Ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1 EYFS	A high number of pupils enter St Margaret Mary School below age related standards. Pupils working at ARE on entry - 0% Nursery 42 % Reception in September 2021. Prime areas of learning are a focus along with Literacy and Numeracy for our youngest pupils.

2 SEND	<p>SLCN is a high need for our school. Nursery have 40% EAL, REC 33% EAL and Whole School EAL is 45%</p> <p>There is paucity of language.</p> <p>SEND and disadvantaged pupils require structured and consistent interventions in phonics, reading, writing, SPAG and maths.</p> <p>Cohorts in school - 10%SEND 6% of school population PP/SEND 1% SEND pupils on SSPP</p>
3 SEMH	<p>Wellbeing and anxiety is a challenge for disadvantaged pupils and this can affect health and attendance.</p> <p>Attachment needs have risen substantially since school closures and work on whole school wellbeing has been undertaken.</p>
4 Reading	<p>Assessments, observations and screenings show disadvantaged pupils have greater difficulty with phonics compared to peers in Y1. Without rigorous targeted interventions (1:1 and small groups) daily/weekly this would result in a negative effect on reading. Phonics in 2021 was lower than the 2019 standard by 7%.</p>
5 Writing	<p>Assessments and pupil interviews show that confidence in ability in writing has been affected for disadvantaged pupils by school closures and widened gaps for disadvantaged and non-disadvantaged pupils. Presentation/letter formation in early years, phonic knowledge across key stage one and spelling knowledge across key stage two contribute to the widening gaps in attainment. Interventions and opportunities for writing across the curriculum aim to target and narrow the gaps.</p>
6 Maths	<p>Internal assessments and observations show skills in maths such as mental recall and mental calculation strategies have weakened due to school closures. Basic mathematical skills need to be strengthened. Skills in calculation strategies and mental recall require development to ensure pupils are confident, capable mathematicians able to apply their skills in their daily lives.</p>
7. Access to technology	<p>Access to home learning and technology daily at school. Using laptops/iPad at home and at school to ensure standards in Core subjects and ICT is supported and that our disadvantaged pupils from EYFS to end of Key Stage Two have appropriate skills in use of technology.</p>

## 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
The children in EYFS will make significant progress across all curriculum areas.	<p>Nursery and Reception will Focus on Prime Areas to improve outcomes for all pupils. Assessments, pupil progress meetings, pupil conferencing and observations will demonstrate progress is rapid and sustained.</p> <p>Quality first teaching will take place.</p> <p>Assess, plan, do, and review cycles.</p> <p>Parent workshops.</p>

	<p>Interventions 1:1 and small groups. Consistent CPD for staff.</p>
<p>SEND pupils are supported to made good progress and relevant services are utilised to support this and raise standards for all.</p>	<p>Use of Wellcomm resources to be embedded across all EYFS to raise standards in SLCN. Language rich environment. Expectation of vocabulary for topics from EYFS to end of KS2. Effective questioning. CPD for effective questioning skills. Training to support staff raise standards in EYFS. Parent workshops and participation.</p>
<p>SEMH needs of pupils identified, supported and monitored across all Key Stages.</p>	<p>Mental Health Training. Wellbeing/Jigsaw training for staff and pupils. Embed mindfulness skills into school culture. Provide Nurture clubs and opportunities to talk. Working with EP and local SEMH agencies to support children with SEMH needs. Appropriate signposting for parents supporting pupils or their own needs. Increased enrichment activities.</p>
<p>To improve attainment in reading and writing for all disadvantaged pupils.</p>	<p>Gaps between PP and non PP pupils are recognised. Cycle of plan, do and review to take place regularly. Training for staff to identify needs and how to implement quality interventions. Use of diagnostic tests to support early identification of gaps in learning. Opportunities for reading, writing and maths to be widened through extracurricular clubs, homework opportunities and project based clubs. Opportunities to read every day in class/library. Peer tutoring programmes to take place. Ensure parents understand their children's next steps and help to support parents support learning at home. Create games libraries for school and home.</p>
<p>To improve attainment in maths for disadvantaged pupils by the end of each key stage.</p>	<p>Gaps between PP and non PP pupils are recognised. Cycle of plan, do and review to take place regularly. Training for staff to identify needs and how to implement quality interventions.</p>

	<p>Mastery curriculum CPD in maths.</p> <p>Use of diagnostic tests to support early identification of gaps in learning.</p> <p>Opportunities for maths to be widened through extracurricular clubs, homework opportunities and project based clubs.</p> <p>Opportunities to practise skills every day in class computers (times table rock stars).</p> <p>Peer tutoring programmes to take place.</p> <p>Ensure parents understand their children's next steps and help to support parents support learning at home.</p> <p>Create games libraries for school and home.</p>
<p>Improve and sustain attitudes to home learning.</p>	<p>Use of online resources.</p> <p>Support in providing ICT equipment in the home and relevant programmes to promote learning and acquisition of skills in maths and phonics.</p> <p>Use of google classroom in school and at home.</p> <p>Parent workshops/drop in to upskill on IT skills and programmes used by pupils.</p> <p>Celebrate success with apps such as marvellous me.</p> <p>Regular communications between school and home sharing strengths and developments (next steps) for pupils to work on at home.</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: £ 189,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD and teaching of phonics	EEF Toolkit EEF EYFS toolkit EEF Effective Professional Developments EEF – preparing for Literacy EEF Literacy at KS1 Training Hubs Support for ECT teachers Support to all teachers to ensure quality first teaching	1,3,4,5,6
High quality CPD for reading, writing, vocabulary	EEF Effective Professional Development. EEF Literacy KS1 and KS2	4,5
High quality CPD for Maths Mastery curriculum	EEF toolkit Maths Hubs NCETM – National Centre for the Excellence of in the Teaching of Mathematics.	6
Diagnostic Testing	Data used to identify gaps of each pupil to target interventions effectively and raise standards in English and Maths ensuring disadvantaged pupils meet the expected standard.	4,5,6
Investment in subject lead CPD and support groups	EEF – Effective Professional Development NASEN – National Association for Special Education Needs Using Technology in School - DFE	1,2,3,4,5,6,7
Wellcomm Training for EYFS	Developing Local Provision Projects – Birmingham Training to ensure staff confident in using assessment tool and improve SLCN for all disadvantaged pupils. KS1/2 Reading Framework.	1,2,3,4,5

Continued CPD Google Classroom (remote learning tool)	Using technology in school - DFE	4,5,6,7
Teaching Assistant Development	EEF Effective professional developments. EEF toolkit – phonics EEF toolkit – teaching assistant interventions EEF – toolkit –small group interventions.	1,2,3,4,5,6,7
After school club enrichment activities	EEF – toolkit - Life skills and enrichment	3
Additional time for AHT to support intervention across key stages	Retention Workload for staff	4,5,6,7
Additional time for Middle Leaders to lead on Computer skills in EYFS to Key Stage 2	Workload - DFE	4,5,6,7

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Maths and English tutoring	National Tutoring programme	4,5,6
Small group booster groups	School Led Tutoring	4,5,6
Structured Interventions: <ul style="list-style-type: none"> <li>• Toe by Toe</li> <li>• Wellcomm</li> <li>• Outreach Services</li> <li>• Tappy Twins Support</li> <li>• Word Wasp/Hornet</li> <li>• Google Classroom</li> </ul>	EEF – toolkit phonics EEF – toolkit teaching assistant interventions EEF – small group interventions	1,2,3,4,5,6,7
Use of PPA teachers to assist in 1:1 small group intervention	EEF effective professional development	1,4,5,6

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Groups	Therapeutic approach and mental health counselling for pupils with attachment issues.	3
Parental courses CAT PAC	AET – Autism Education Trust EEF – Parental engagement	2

**Total budgeted cost: £ 239,047**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes that were aimed to be achieved in our previous strategy were not fully realised due to the effect of school closures. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact and disruption across all our subject areas. As evidenced in schools across the country school closure was most detrimental to our disadvantaged pupils despite all our efforts to support them at home with learning via our learning platform and teaching (paper) resource packs.

Our observations and assessments indicated that pupil's behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 issues. The impact was particularly acute for disadvantaged pupils. Pupil premium funding was used to provide work booklets, resources and remote learning packs to be sent home. Wellbeing support was also offered by our family worker and targeted interventions in reading and maths were offered. We are building on that approach with the activities detailed in this plan.

### 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*

Programme	Provider
Phonics	Toe by Toe
Wellcomm EYFS	GL Assessment

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a