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 Catholic Voluntary Academy, Grantham.
Number of pupils in school	198 (Y1) 199 (Y2)
Proportion (%) of pupil premium eligible pupils	27% 53 out of 198 pupils (Y1) 34% 68 out of 199 pupils (Y2)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2023/2024.
Date this statement was published	December 2022
Date on which it will be reviewed	March 2023/Dec 2023
Statement authorised by	Local Governing Board Sara Tyers (reviewed) Acting Headteacher
Pupil premium lead	Sara Tyers
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,250.00 (Y1) £ 65,310.00 (Y2)
Recovery premium funding allocation this academic year	£ 7395.00 (Y1) £ 11,141.00 (Y2)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Total budget for this academic year	£ 74,645.00 (Y1)
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 76,451.00 (Y2)

Part A: Pupil premium strategy plan

Statement of intent

*Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe**, **Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.*

At St. Mary's Catholic Voluntary Academy we are committed to providing the best possible education for every individual pupil. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by EEF and other research. Common barriers to learning for disadvantaged pupils can be:

- Less support at home
- English spoken as an additional language
- Challenges in language, communication and confidence
- More frequent behaviour difficulties
- Complex family situations that prevent pupils from flourishing.

The challenges are varied, therefore it is important to consider each child on an individual basis and that they are given every opportunity to realise their potential. At St. Mary's, all teaching staff and relevant support staff are involved in the analysis of data and identification of pupils, so that the staff have an understanding of strengths and areas of development across the school.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

Ultimate Objective:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to reach nationally expected progress rates in order to obtain Age Related Expectation at the end of Year 6.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** Our attendance data over the last 2021/22 years indicates that attendance among disadvantaged pupils has been 1.61% lower than for non-disadvantaged pupils. 26.56% of disadvantaged pupils have been 'persistently absent' compared to 15.38% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	**Low attainment in Literacy:** From analysing data and discussion with pupil's this indicates that reading, writing composition and spelling attainment among the disadvantages pupil's is below that of non-disadvantaged pupils.
3	**Phonological awareness and decoding skills:** From analysing pupils generally have greater difficulties with phonics than their peers which impacts on their understanding and development in reading.
4	**Low attainment in Maths:** Pupils have large gaps in their knowledge and therefore have a lack of retention of knowledge and understanding of the basics within number.
5	**Social and emotional wellbeing:** Via observations and discussion with pupils and families have identified social and emotional concerns for many pupils. This has included anxiety regarding returning to school, friendship groups and a lack of enrichment opportunities during school closure. These challenges particularly affected disadvantaged pupils, including their attainment.
6	**Language acquisition:** From rigorous analysis of the pupil's this indicates underdeveloped oral language skills and vocabulary gaps among many of the disadvantages pupils. This is from EYFS up to Y6 and is further impacted by those who speak English as an additional language.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and persistent absence.	Sustained high attendance by 2024/25 demonstrated by: • the overall attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 13% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
Increase in pupils making attainment and progress in Phonics.	Narrowing the gap to reach expected National Standard in the Phonics screening.
Improved speech and language skills, with pupils having an increased vocabulary.	Pupils speech and written work shows an increased use of wider and higher level vocabulary over time. Pupils improved comprehension skills. Pupils begin to communicate more effectively between each other and the adults around them. This is evident when triangulated with other sources of evidence, including engagement in lessons, observations, book scrutiny and ongoing formative assessment.
To raise attainment and progress in reading.	Raise outcome for disadvantaged pupils in reading by at least 10% using internal measures. More disadvantage pupils to read at home. Pupils make good or better progress in reading. Pupils to use and apply consistent reading strategies to improve retrieval and vocabulary knowledge. Pupils to begin to be more engaged with books and reading for pleasure. Accuracy of pupil assessment.
Increase in pupils making expected progress in number skills in Maths.	Pupils will be narrowing the gap to reach expected National Standard in number and place value in Maths. This will involve every year group.
To support individual pupils so that the impact of external factors on educational learning is minimised. Clear systems are in place to provide targeted support and guidance for pupils social and emotional wellbeing, impacting positively on academic improvement.	Support for pupils shows a clear rationale. Pupil and staff voice demonstrates the positive impact of the support. Dialogue between both internal and external professionals demonstrates positive impact. Fewer incidents relating to emotional outbursts recorded on CPOMs. Positive behaviours for learning evident in improvements in attainment and progress. Staff trauma informed practice and attachment training is evident in day to day practice. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 27,250.00

Activity	Evidence that supports this approach	Challenge number) addressed
Reading and Phonics - Reading resources for RWI, Accelerated reader and multi-lingual texts. - CPD – whole staff training on RWI and Accelerated reader, development days for RWI and coaching for delivery. - CPD on teaching of reading across school - Implement reward system for reading (raffle tickets for a book 'vending machine')	EEF evidence suggests the average impact of the adoption of phonics approaches is about an additional 5 months progress over the course of a year. Research suggests that phonics is particularly beneficial for younger learners (4- 7yrs) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading, though it should be effective phonics techniques are usually embedded in a rich literacy environment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.ruthmiskin.com/media/filter_public/9c/b5/9cb53f7 8-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	3,2
Maths - CPD White Rose Maths - Development of scheme within school	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction). Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring).	4,6

Quality first teaching and learning
 	
• Rosenshine 's 12 principles of effective teaching.
 	
• CPD Assessment for learning techniques – Isabella Wallace
• T&L time given for the development of feedback approach taken within school and training given to staff.
	The Rosenshines 12 effective principles for effective learning is a researched based method that maximises cognitive capnitive capacity and aids the ability to remain and recall information that is taught through the use of structures:
	  1. Daily Review
	  2. Present new material/information using small steps
	  3. Ask questions
	  4. Provide models
	  5. Guide pupils practice
	  6. Check for pupils understanding
	  7. Obtain a high success rate
	  8. Provide scaffolds for difficult tasks
	  9. Independent practice
	  10. Weekly and monthly reviews
	
	Rosenshine's principles have a solid evidence base to support their effectiveness. These strategies are most effective where the objective is to master a body of knowledge or key skill involving clearly laid out steps, which the pupils are expected to apply later. See the following document for evidence-based research information.
	
	Rosenshine,B (2010). Principles of Instruction; Educational practices series; Vol:21; 2010. The International Academy of Education, 21 (2010)
	
	Research Evidence suggest that effective feedback appears to have slightly greater effects for primary school age pupils (+7 months) compared to secondary (+5months).
		2,3,4,5,6

Teaching Assistants Outstanding teaching and learning for teaching assistants	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 –0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. 1.2,3 Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback	2,3,4,5,6

Language acquisition: Embedding communication and language approaches across the curriculum to improve spoken language, expressive vocabulary and early reading comprehension.	Oral language interventions emphasise the importance of spoken language and high quality verbal interaction in the classroom. They are inexpensive to implement and have a high impact on the reading and vocabulary acquisition. Oral language interventions I Toolkit Strand I Education Endowment Foundation I EEF Communication and Language I Toolkit Strand I Education Endowment Foundation I EEF	2,6
Social & Emotional Learning: Enhance the quality of the social and emotional learning (SEL) These approaches will be encouraged and supported by professional development and training for the staff.	A number of large evidence reviews indicate that, when well implemented SEL can have positive impacts on a range of outcomes at school and in later life. For example improved academic performance, attitudes, behaviour and relationship with others. EEF_Social_and_ Emotional_Learning	5&6
Metacognition & self-related Learning: Approaches will be embedded into routine educational practices and supported by professional development and training**.**	Evidence suggests the use of metacognitive strategies' – which allow children to think about their own learning, can be worth the equivalent of an additional +seven months' progress when uses well. Explicit instruction in cognitive and metacognitive strategies across the curriculum through a series of steps can improve pupils' learning. Metacognition and Self-regulated learning Toolkit Strand I Education Endowment Foundation I EEF	5

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

Budgeted cost: £ 7395.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring programme – Conexus teacher: Small groups or 1:1 teaching sessions, targeting the specific gaps in pupils learning. This will be coordinated with the class teacher and the Recovery Teacher. A baseline will be taken before the targeted teaching happens and then at the end of the teaching another assessment will be actioned.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1: One to One tuition I EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition I Toolkit Strand I Education Endowment Foundation I EEF	2,4,6
RWI interventions FS-yr4 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 intervention have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics I Toolkit Strand I Education Endowment Foundation I EEF	1,3
Fresh Start interventions yr5/6 Additional phonics/reading 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 intervention have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics I Toolkit Strand I Education Endowment Foundation I EEF	1,3

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

Budgeted cost: £ 40,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant – delivers 2 afternoons a week.	The ELSA project which was funded by Pupil Premium money will ensure that policy and procedures meet best practice and ensure the best opportunities and experiences for our pupils in relation to SEMH and wellbeing. Additional details of the coverage of the projects can be found in the link below: http://www.nottinghamcity.gov.uk/media/456142/2017-elsa-information.pdf	5&6
Trauma Support Specialist 1 day per week. A timetabled programme will be developed to target the pupils who need higher level support with their emotional wellbeing. Family work may also be required.	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. What is trauma? - Mind	5&6
Staff to receive training to understand trauma and attachment in pupils Pupils to be able to use wellbeing and calming strategies to help them cope with emotional experiences and help to support the regulation of learning behaviours	Disadvantaged pupils are needing to cope with a various traumas and they need to be supported within school. Due to these traumas they are already at a disadvantage when they arrive at school. This means that there is a significant barrier to learning before pupils are ready to access learning. Many of our pupils need further nurturing to help to support their emotional well-being. https://journals.sagepub.com/doi/full/10.3102/0091732X18821123#:~:text=First%20Published%20May,org/10.3102/0091732X18821123 EEF_Social_and_Emotional_Learning Metacognition and Self-regulated learning Toolkit Strand I Education Endowment Foundation I EEF	5&6

Outdoor Learning – Forest Schools and Outdoor Learning teacher 2 days per week.		5&6
The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try new things out and take risks. It inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. The approach to risk means that learners constantly expand on their abilities by	Children also benefit from the simple act of being outdoors. Research has shown that it improves mental and spiritual health, communication skills and social relationships, among other things. 'Connecting with nature helps children feel part of the world,' and 'Just being outside in nature is calming, and you can see that in how children behave.' See below for more supportive evidence.	

solving real-world issues, building self-belief and resilience. This helps participants to become healthy, resilient, creative and independent learners.		

Supportive Evidence for Outdoor Learning:

https://www.lboro.ac.uk/media-centre/press-releases/2017/october/study-reveals-forest-school-benefits/#:~:text=https%3A//www.lboro.ac.uk/media%2Dcentre/press%2Dreleases/2017/october/study%2Dreveals%2Dforest%2Dschool%2Dbenefits

https://www.mentalhealth.org.uk/sites/default/files/MHAW21_NATURE%20REPORT_ENG_web.pdf

Total budgeted cost: £ 74,645.00 (Y1)
£ 76,451.00 (Y2)

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.

Our internal assessments during 2021/22 suggested that the performance of some disadvantaged pupils was lower than in the previous three years in key areas of the curriculum following Covid. However, as a result of the CPD provided for all teaching staff (which was face-to-face and focused on the Five Big Ideas of Mastery Maths) accelerated progress is beginning to be evident. The impact of this approach has been most noticeable in Key Stage 1, who have experienced this approach for 2 - 3 years now. · At the end of Pentecost Term 2022, 86% of the EYFS cohort achieved the expected standard in Number, 77% of the Year 1 cohort achieved expected or greater depth with 57% of the Year 2 cohort achieving expected or greater depth. This was achieved with consideration also given to the impact that Covid has had on these cohorts in particular over the past 2 years.

Through book monitoring, it was evident of challenge for all pupils, which was achieved through the implementation of Mastery Maths, with resources and activities from White Rose Maths.

Pupil voice comments, from lesson observations, included (highlighted were PP children):

- 'I like Maths because we use numbers.' EFYS
- 'In Maths, we use whiteboards and I like this because I can write my ideas down and change them if I need to.' Y1
- 'I like Maths because we use different things to help us like counters, cubes and tens and ones.' Y2
- 'I like Maths because we learn different things like time, adding and fractions.' Y3
- 'I like Maths. Some bits are easy and some are hard though.' Y4
- 'Maths is a very practical lesson so I like it.' Y5
- 'My favourite part of Maths is measures.' Y6

A member of staff said that 'White Rose Maths and Mastery Maths have supported the Pupil Premium children in my class because it provides a very practical approach to their learning in Maths. It then supports them to record their ideas more independently because it reinforces their learning. The progress of those children who are Pupil Premium has been very pleasing as a result of the whole school approach to teaching Mathematics.'

Small group tuition and 1:1 sessions were implemented to refine skills and pre-teach vocabulary and skills. This has resulted in:100% of targeted pupils achieving English objectives set supporting the narrowing of the gap and catch-up of PP pupils. In yr2, 73% of targeted pupils in maths and 85% of targeted pupils in English have shown accelerated progress. In year 3, 88% of targeted pupils in maths and 97% of targeted pupils in English have shown accelerated progress. In year 4, 76% of targeted

pupils in maths and 97% of targeted pupils in English have shown accelerated progress. This has supported in narrowing the attainment gap.

Our assessments and observations indicated that pupil wellbeing and mental health is improving following the implementation of ELSA interventions, trauma support specialist interventions and our Forest School sessions which children across all year groups are able to access.

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
N/A	N/A

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?	
What was the impact of that spending on service pupil premium eligible pupils?	