

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
Proportion (%) of pupil premium eligible pupils	27% 53 out of 198 pupils
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 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Local Governing Board Rachel Wheatley Headteacher
Pupil premium lead	Rachel Wheatley
Governor / Trustee lead	Chris Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,250.00
Recovery premium funding allocation this academic year	£ 7395.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 74,645.00

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	<u>Language acquisition:</u> 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.
2	<u>Low attainment in Literacy:</u> From analysing data and discussion with pupil's this indicates that reading fluency, writing composition and spelling attainment among the disadvantages pupil's is below that of non-disadvantaged pupils.
3	<u>Phonological awareness and decoding skills:</u> From analysing pupils generally have greater difficulties with phonics than their peers which impacts on their understanding and development in reading.
4	<u>Low attainment in Maths:</u> Pupils have large gaps in their knowledge and therefore have a lack of retention of knowledge and understanding of the basics within number.
5	<u>Difficulties with Self-regulation linked to Covid-19.</u> The schools evaluation and observations indicate that the ability to use self-regulation strategies of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils (this is supported by national studies) This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.
6	<u>Social and emotional wellbeing linked to Covid-19:</u> 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.

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
Increase in pupils making expected 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 (Soaring Vocabulary)	<p>Pupils have a wider vocabulary when speaking.</p> <p>Pupils improved comprehension skills.</p> <p>Pupils able to be more creative with their use of language in their writing.</p> <p>Pupils begin to communicate more effectively between each other and the adults around them.</p>
Increase in pupils making expected progress in fluency of reading and comprehension skills.	<p>Pupils will be using consistent reading strategies to improve retrieval and vocabulary knowledge.</p> <p>Pupils to begin to be more engaged with books and reading for pleasure.</p>
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)
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. Particularly our disadvantaged pupils.	<p>Fewer pupils needing extra emotional intervention for staff.</p> <p>Fewer incidents relating to emotional outbursts recorded on CPOMs.</p> <p>Pupils using calming techniques to help them to remain in class to learn. Behaviours for learning improves attainment and progress.</p> <p>Staff to receive training on trauma informed practice and information about attachment.</p>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 27,250.00

Activity	Evidence that supports this approach	Challenge number) addressed
<p><u>Quality First Teaching</u> – consistent teaching approach and strategies across the school.</p> <ul style="list-style-type: none"> • Read Write Inc • White Rose Maths 	<p>Due to the Covid 19 pandemic pupils have missed a large amount of school and this means opportunities to embed learning and access new learning have been hindered. Therefore we will ensure that our pupils have:</p> <p>During our audit from the English Hub (November 2021) it was found that phonics was not consistently being taught and therefore the SLT rigorously researched the Read Write Inc in relation to its benefits in the teaching of phonics through a systematic approach.</p>	1,2,3 & 4

<ul style="list-style-type: none"> Rosenshine's 12 principles of effective teaching. <p><u>Staff to receive:</u></p> <ul style="list-style-type: none"> Staff to access training to deliver phonics, reading, writing and maths. Staff to receive the specialist training for delivering RWI Phonics. Staff to receive CPD opportunities to enable them to be constantly exposed to training and the latest updates. 	<p>https://www.ruthmiskin.com/media/filter_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year old's) as they begin to read.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>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.</p> <p>The Rosenshines 12 effective principles for effective learning is a researched based method that maximises cognitive capacity and aids the ability to remain and recall information that is taught through the use of structures:</p> <ol style="list-style-type: none"> 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 <p>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.</p> <p>Rosenshine,B (2010). Principles of Instruction; Educational practices series; Vol:21; 2010. The International Academy of Education, 21 (2010)</p>	
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	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21.pdf	
<p><u>Language acquisition:</u></p> <p>Embedding communication and language approaches across the curriculum to improve spoken language, expressive vocabulary and early reading comprehension.</p>	<p>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.</p> <p>Oral language interventions I Toolkit Strand I Education Endowment Foundation I EEF</p> <p>Communication and Language I Toolkit Strand I Education Endowment Foundation I EEF</p>	1, 2 & 3
<p><u>Social & Emotional Learning:</u></p> <p>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.</p>	<p>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.</p> <p>EEF Social and Emotional Learning</p>	5&6
<p><u>Metacognition & self-related Learning:</u></p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training.</p>	<p>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 used well. Explicit instruction in cognitive and metacognitive strategies across the curriculum through a series of steps can improve pupils’ learning.</p> <p>Metacognition and Self-regulated learning Toolkit Strand I Education Endowment Foundation I EEF</p>	5&6

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
<p><u>Recovery Teacher:</u> Small groups or 1:1 teaching sessions, targeting the specific gaps in pupils learning. This will be coordinated and planned 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.</p>	<p>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:</p> <p>One to One tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3 & 4
<p><u>Extra Lessons:</u> Pupils in Y5&6 receiving extra targeted support either before school begins or at the end of the school day. This will involve different numbers of pupils. The sessions will be supporting the pupils individual needs.</p>	<p>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:</p> <p>One to One tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3 & 4
<p><u>Phonic Support:</u> Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2 & 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
<p><u>Emotional Literacy Support Assistant</u></p> <p>A timetabled programme will be developed to target the pupils who need extra support with their emotional wellbeing.</p>	<p>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:</p> <p>http://www.nottinghamcity.gov.uk/media/456142/2017-elsa-information.pdf</p>	5&6
<p><u>Staff to receive training to understand trauma and attachment in pupils</u></p> <p>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</p>	<p>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.</p> <p>https://journals.sagepub.com/doi/full/10.3102/0091732X18821123#:~:text=First%20Published%20May,org/10.3102/0091732X18821123</p> <p>EEF Social and Emotional Learning</p> <p>Metacognition and Self-regulated learning Toolkit Strand I Education Endowment Foundation I EEF</p>	5&6
<p><u>Outdoor Learning</u></p> <p>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 stuff 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</p>	<p>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.'</p> <p>See below for more supportive evidence.</p>	5&6

solving real-world issues, building self-belief and resilience. This helps participants to become healthy, resilient, creative and independent learners.		
<p><u>Supportive Evidence for Outdoor Learning:</u></p> <p>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%2Dschoo%2Dbenefits</p> <p>https://www.mentalhealth.org.uk/sites/default/files/MHAW21_NATURE%20REPORT_ENG_web.pdf</p>		

Total budgeted cost: £ 74,645.00

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 some disadvantaged pupils was lower than in the previous three years in key areas of the curriculum.

These outcomes points primarily to Covid-19 impact and as evidenced in school, across the country, school closure was most detrimental to our disadvantaged pupils, who were not able to benefit from our pupils premium funded improvement to teaching and targeted interventions to the degree we had intended. As a result, planned small group tuition and 1:1 sessions to refine skills and pre-teach vocabulary and skills, previously successful in being able to provide support in narrowing the gap, was unable to support pupils progress. We were however able to continue to provide quality first teaching through the daily lessons accessed via MS Teams.

Although overall attendance in 2020/21 was in line with the overall preceding three years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher in some year groups 5-6% higher than their peers but persistent absence was lower. However, during periods of closure, despite allocating laptops, to disadvantaged pupils and regular contact with families, we found that there was less engagement with remote learning through filmed lessons and some pupils were predominately using paper based provision, which has an impact on their progress and development.

Our assessments and observations indicated that pupil wellbeing and mental health was significantly impacted last year, primarily due to covid-19-related issues. The impact was particularly acute for disadvantage pupils. We used pupil premium funding to provide wellbeing support for all pupils, including during periods of closure through support staff provision, they were able to provide targeted intervention were required. This was particularly important following periods where pupils returned with heightened anxiety related to independent learning and social. We are building on an approach with their 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
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?	