Pupil premium strategy statement

This statement details our school's use of pupil premium 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	196 (Y1)
Proportion (%) of pupil premium eligible pupils	26% 51 pupils out of 196
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 – 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Local Governing Board Sara Tyers (reviewed) Headteacher
Pupil premium lead	Sara Tyers
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84402
Recovery premium funding allocation this academic year	n/a
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	£84402

Part A: Pupil premium strategy plan

Statement of intent

We Believe, We Succeed and We Soar

Christ is at the centre of St. Mary's as we strive to nurture and care for our community and encourage them to Believe, Succeed and Soar. Through God's love, we support our pupils in recognising their God given gifts, strengthening their work as missionary disciples.

'Do little things with great love' St Therese of Lisieux

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	**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.
2	**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.
3	**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.
4	**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.
5	**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 raise 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.
Raised 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 writing.	Pupils will be narrowing the gap to reach expected National Standard in SPaG and writing. This will involve every year group.
Increase in pupils making expected progress in number skills in Maths.	Pupils will be narrowing the gap to reach expected National Standard in number/place value and fractions and decimals 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: £ 10870.83

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') (RWI portal - £750, Books - £500, Coaching and assessment - £760, AR - £2277)	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.	1,2,5
Maths - White Rose Maths resources - Development of scheme within school - CPD on LA Mastery Maths (WR maths books KS1 - £430, numberbots - £94.90, WR maths subscription – 183.33, TTRS - £90, CGP Books - £375.60)	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).	3,5

Quality first teaching and learning • Rosenshine's 12 principles of effective teaching. • Running the Room training – Tom Bennett (Trust training - £480+cover) • 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. Research Evidence suggest that effective feedback appears to have slightly greater effects for primary school age pupils (+7 months) compared to secondary (+5months).	1,2,3,4,5

Language acquisition: Embedding communication and language approaches across the curriculum to improve spoken language, expressive vocabulary and early reading comprehension. Voice21	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	1,2,5
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. Retreat room access	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	1,2,4,5
Widget license and IT resources to support learning	EEF Blog: Five evidence-based strategies to support… | EEF	1,2,3,4,5

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

Budgeted cost: £ 32074.17

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	1,3,4,5

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	1,2,5
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	1,2,5
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	1,2,3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £ 41457

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	4,5
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	4,5

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	4,5
Outdoor Learning – Forest Schools and Outdoor Learning teacher 2 days per week. The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgmental 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.	4,5

| 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: £ 84,402

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 2023 to 2024 academic year

Attendance

- Whole school attendance was above National.

- The attendance gap between PP and NPP is continuing to reduce (difference 2.6%).

- Persistent Absence pupils are now below 13%.

- Updated School attendance policy followed which included graduated response letters, attendance reports being discussed and shared at parents evenings and PA formal meetings.

- Parental awareness has been raised for key pupils with regards to the impact that this had on their child's learning, progress and emotional resilience.

- The frequency of lates has reduced considerably throughout the year as a result of the policy now in place and communication with the parents.

Phonics

- Training and coaching for the RWI phonics program has continued, those passing the phonics screening in June 2023 had shown further increased attainment levels to 83% in Yr1 and 93% in Yr2. However, phonics results had dipped in June 2024 with 54% passing in yr1, if 2 pupils who were disapplied and the 1 pupil who was absent was removed, the percentage would be 60%. The year 2 retake showed continued improvement with 97% passing. These results are cohort specific with 1/3 of the class having SEND and of which 3 children have EHCP and 4 others also have significant need and access enhanced provision.

- High impact interventions, for both speed sounds and fluency, are carried out daily to ensure that pupils have the best support in catching up and for others keeping up.

- Parental confidence in supporting their child at home is improving following the workshops and resources that have been shared with parents to support them with their knowledge and understanding of how reading is taught. For those with language barriers, the sharing of tutorial video's for the children to use to practice their sounds have been sent home.

- Interventions are also in place for LKS2 pupils who are still on the RWI program. Of the 15 which started the year on the RWI program, over 67% are no longer.

- 32/51 (63%) PP children across the school have had access to high impact interventions.

- Yr1 PP - 55 % of have passed their phonics screening 2023-2024. Y2 PP – 50% passed their retakes.

Speech and Language skills

- EYFS

  - Listening, attention and understanding: EoY – 60%

  - Speaking: EoY – 60%

  - Building Relationships:EoY – 76%

- Common language consistent across as a result of implementation of new behaviour policy.

- Ofsted identified the consistent use of vocabulary across school.

- Through learning walks and book looks, it is clear that tier 1, 2 and 3 vocabulary is evident and applied across learning.

- Parent survey:

  - The school makes sure its pupils are well behaved - 96% Agree/strongly agree of which 52% strongly agree

  - My Child is happy at this school - 100% Agree/strongly agree of which 64% strongly agree

  - The school has high expectations for my child - 95% Agree/strongly agree of which 52% strongly agree,

Raise Attainment in Reading

- Through the implementation of Accelerated Reader, pupil's reading books are accurately matched to the their reading levels. These are used alongside their reading for pleasure/free choice books. Staff are able to carefully monitor the frequency which the children are reading and the level of understanding that they are showing. This has supported teachers in identifying the gaps which need to be closed. Accelerated Reader also offers pupils the opportunity to practice their comprehension skills with each AR book that they read.

- Reading strategies have been explicitly shared with staff and pupils and are referred to throughout reading (reading fan strategies).

- Fresh Start reading interventions were implemented for UKS2 which was in place to help close the gap with those working below expected.

- In 2021/22 and 2022/23, KS2 data has been above National with 40% achieving GD in 2023. 67% of PP children achieved expected or above in reading. However, there has been a dip in 2023/24 data which is cohort specific with 63% achieving ARE and 30% GD. This cohort consisted of 7 pupils with EHCP's and 50% SEND needs.

Maths

- As a result of the work continued on embedding the Mastery approach, work on consistency across school and the investment in resources, we are now seeing the impact on data outcomes.

	2021/2022	2022/2023	2023/2024
KS2	53%	83% 13% GD	70% (Nat. 73%) 20% GD
KS1	57%	83% 33% GD	In school TA 73% 23% GD

- 40% PP KS2 pupils attained EXP but not as high as our Non-PP pupils (70%).

- 63% PP KS1 pupils attained EXP or above with 77% on non-PP attaining EXP or above.

- Morning boosters, additional tutoring and interventions have increased pupil confidence and their ability to use and apply key strategies. Pupils have made accelerated progress but not enough to close the gap between PP and NPP in KS2. The gap has however closed slightly for KS1

- CPD has continued to be delivered to all teaching staff, including new staff, throughout the last academic year. This included aspects of mastery Maths (Five Big Ideas), the maths scheme/ curriculum, the importance of clear expectations set within Maths lessons and what a typical lesson looks like. Monitoring cycle's when looking at books and talking to staff as well as children, have continued to show a positive impact of the CPD.

- The maths provision in place for all pupils, including those who are PP, is designed to ensure that pupils make sustained progress within this subject. The benefits of the teaching approaches that are used in Maths support PP pupils to make accelerated progress through pre-teaching (including the use of WR maths videos), post learning catch ups (if required), use of manipulatives, key individualised questioning and a purposeful curriculum pitched at the appropriate level whilst encouraging them to achieve a depth of understanding and coaching by the maths lead for ECT's.

External factors and social and emotional wellbeing

- 46 pupils have received Wave 2 pastoral support with 38 showing a positive impact through feedback from both the class teacher and pupil.

- Targeted provision through PP class provision document ensures all children receive

personalised provision whether that be Wave 1,2 or 3.

- Pastoral provision resources and strategies provided for class teachers in order to support within class provision, preventing escalation.
- 100% of PP children have accessed at least one enrichment activity (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

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?	