



Pupil premium strategy statement

Expenditure evaluation

Strategy plan

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To 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 for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

Pupil premium strategy statement 2021-24.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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 Primary School, Falmouth |
| Number of pupils in school | 188 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 to 2024 |
| Date this statement was published | November 21 |
| Date of first review | September 22 |
| Date of current review | November 24 |
| Statement authorised by | Tim Moran |
| Pupil premium lead | Tim Moran |
| Governor / Trustee lead | Peter Sharp (Chair of governors) |

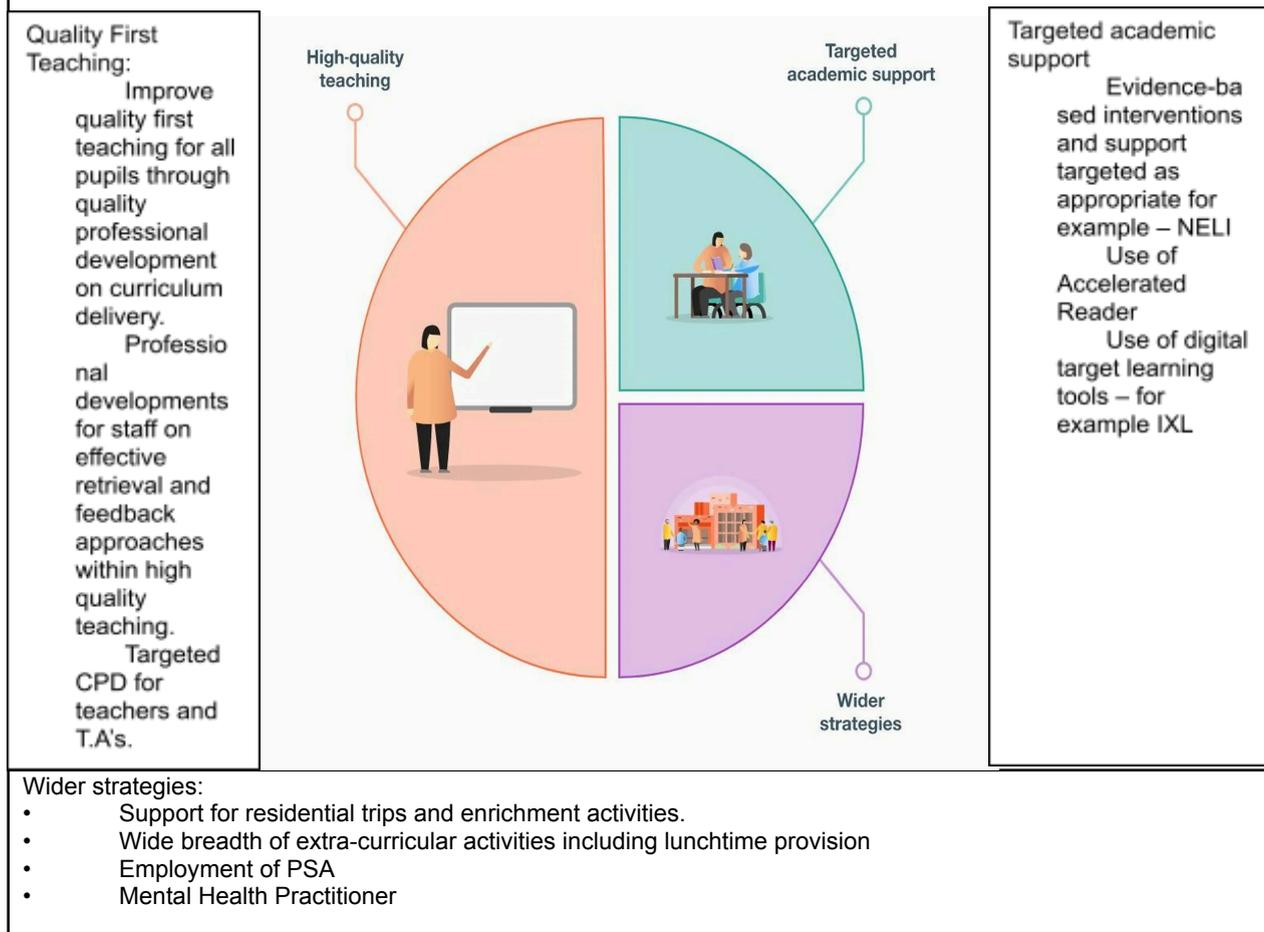
Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 26,001 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £26,001 |

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Primary School, we believe that providing quality first teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on the improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, understanding academic and emotional needs and growing potential in every child. The key principles of our strategy plan are:



Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Greater opportunity for disadvantaged pupils to achieve EXS + in Reading, writing and mathematics. |

| | |
|---|--|
| 2 | Increased understanding of themselves as learners by embedding Rosenshine Principles of Instruction and the trust Principles of Teaching document. |
| 3 | Improved teachers and teaching assistants questioning ensuring all pupils are deepening their learning. |
| 4 | Improve pupil attendance to above the national average for all pupils. |

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 |
|--|---|
| Increased % of disadvantaged pupils achieving EXS+ in Reading, Writing and Mathematics and EYFS GLDs | Children become proficient readers and writers Implement Read Write Inc as a comprehensive phonics programme to ensure all children have the same experience of phonics teaching from EYFS up through the school thus raising standards. |
| Children will have an increased understanding of themselves as learners. | Rosenshine principles of instruction is seen in every day practice. All children will learn in a way that is impactful in every learning session. There will be an increase in independence in their learning and taking ownership over their success in their educational journey. There will be an increase in standards in all books, clearly indicating that the children are leading their own learning using meta-cognitive strategies. |
| Improved teachers and teaching assistants questioning ensuring all pupils are deepening their learning. | Improved teachers and teaching assistants questioning ensuring all pupils are deepening their learning. |
| Improved attendance of all pupil groups, including all vulnerable pupils, to ensure that it is above the national average thus ensuring pupils get a good chance to learn. | Improved attendance of all pupil groups, including all vulnerable pupils, to ensure that it is above the national average thus ensuring pupils get a good chance to learn. |

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: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Incremental Coaching - Challenge and deepen pupils learning through questioning, scaffolding and feedback | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Use of scaffolding, feedback and questioning techniques to help develop independence with their learning. | 3 |
| Teachers and teaching assistants to grow in confidence with the mastery approach to teaching. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Pupils developing the mastery approach to learning in all areas of the curriculum. Through Talk for writing/ Power Maths and the involvement in the NCETM Maths Hub | 3 |
| Incremental coaching and CPD linked to Rosenshine principles and the Trust Principles of Teaching document | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Pupils learning to manage themselves and develop a love of learning. Pupils are able to develop independent skills for lifelong learning. Teachers to hone skills in AfL, differentiation and scaffolding; this is part of the school drive for CPD. | 2 |
| Supporting early career teachers | The school has 3 ECT currently teaching in the school. Two are in their 2 nd year of teaching and 1 is in his first year of teaching. | 3 |

| | | |
|---|---|----------------------|
| <p>Supporting all children in mental health and wellbeing</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Deputy head has achieved the status is mental health lead for the school. This is a national expectation for all schools.</p> <p>Trauma informed school's TA to support pupils in need. Headteacher to monitor mental health launch in the Carrick area.</p> <p>Use of enriching curriculum offer such as Forest school and outdoor activities to support pupil's mental health needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> | <p>4</p> |
| <p>Better parental engagement in the school</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Working with parents is proven to increase pupil's achievement and success in the education.</p> <p>Review use of the CC audit tool. This will be used to develop an action plan for parental engagement in the school.</p> | <p>4</p> |
| <p>Talk for Writing CPD</p> | <p>Talk for Writing: Review of related research Roger Beard, Emeritus Professor of Primary Education, UCL Institute of Education, London 2019</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | <p>1 2 3</p> |
| <p>Oracy and vocabulary focus Plymouth CAST Oracy project</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Plymouth CAST Oracy project Communication Trust and Voice 21</p> | <p>1</p> |

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

Budgeted cost: £ 5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Synthetic Phonics teaching RWINc across EYFS, KS1 and year 3 | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Implement consistent and cohesive RWINc programme to increase % of pupils achieving the year 1 and year 2 phonics check. (Recovery premium spent on this provision) | 1 |
| AR reader to enable readers to develop comprehension skills | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Use of comprehension activities to ensure key reading skill is being learnt across the school for every child but specifically for those who are disadvantaged. | 1 |
| Maths Flex and TTRS to increase fluency in maths | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Individual learning platform based on teaching and learning in the classroom and also what pupils can achieve independently. | |

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

Budgeted cost: £ 3,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Use of attendance challenge to increase attendance for all pupils to ensure it is in line | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 4 |

| | | |
|---|---|---|
| with national expectation. | Parent engagement will lead to greater understanding of the need for each pupil to attend school on a daily basis. St Mary's Challenge will be implemented and children from each class will be rewarded weekly for their attendance. Disadvantaged pupils in particular will be monitored over time. | |
| Mental Health lead and SENCO to lead on implementing provision to support all pupils. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Deputy head teacher/SENCO and wellbeing leads to work together to ensure mental health continues to be a priority at the school. Trauma informed school's TA to support pupils in need. Ongoing support and training with CAST SEND advisor and lead. Headteacher and deputy headteacher to monitor mental health launch in the Carrick area. | 4 |

Total budgeted cost: £ £23,000 with a contingency for trips, uniform, curriculum access and after school provision.

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.

| <i>Review: Year One -</i> | | | | | |
|---|---------------------------|------|-------|-----|--------|
| <ul style="list-style-type: none"> • Access to remote education through provision of digital equipment to all. • Good overall attendance at onsite school education during the second lockdown period. • Attendance for disadvantaged group improved during lockdown. • Families and children supported through the global pandemic through support and daily contact from school team. • Overall whole school attendance for 2021-22 was 91.6% which was in line with national standards and absences caused by ongoing COVID interruptions. • Recovery curriculum written to respond to the children's needs during the pandemic and to fill the gaps in their education. • Targeted intervention work has had a positive impact upon progress despite the disruption of lockdown. • Increase in attainment of Reading, Writing and Maths for PP children from last academic year. • Recovery grant and NTP grant also enabled gaps to be filled in the upper key stage classes. | | | | | |
| Subject | Full cohort- whole school | Boys | Girls | PP | Non-PP |
| Reading | 87% | 80% | 93% | 83% | 87% |
| Writing | 83% | 74% | 92% | 78% | 83% |
| Maths | 86% | 82% | 90% | 74% | 87% |

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 |
|--------------------|----------------------|
| Read, write inc | RWI |
| Accelerated Reader | Renaissance |
| IXL | IXL Learning Company |

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? | We spent £3250 of our service pupil premium on a variety of areas including additional wellbeing and mental health support for pupils; additional teaching and interventions through cut away and other targeted teaching support; FSM support and also support for school trips. |
| What was the impact of that spending on service pupil premium eligible pupils? | Our service pupils are able to access enhanced provision and targeted teaching enabling them to make greater progress over time. Our service pupils also have access to support for school trips and if needed school meals. |

Review Year Two

There were 207 pupils on roll in Year Two, of which 29 were in receipt of Pupil Premium. This number included 7 service children.

Attainment for all 207 pupils (% meeting or exceeding the expected standard):

Reading - 89%
 Writing - 84%
 Maths - 84%

Attainment for 29 pupils in receipt of the Pupil Premium (% meeting or exceeding the expected standard):

Reading - 83%
 Writing - 72%
 Maths - 72%

Although there was a gap in outcomes between our pupils as a whole and those in receipt of the Pupil Premium Grant, our pupils in receipt of the Pupil Premium Grant performed better or inline with the national average for all pupils.

There was an attainment gap at the end of KS2 between Pupils in receipt of the Pupil Premium Grant and their peers, but this wasn't statistically significant, as there were only 3 pupils in receipt of the grant in that cohort.

Whole school attendance in Year 2 was 92.88%
 Attendance for Pupils in receipt of the Pupil Premium was 92.41%

Attendance for all pupils and those in receipt of the pupil premium have improved over the Autumn term this year.

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 |
|--------------------------|-------------------|
| Read, write inc | RWI |
| Accelerated Reader | Renaissance |
| Power Maths & Maths Flex | Pearson |
| Times Tables Rock Stars | Maths Circle Ltd. |

Review Year Three

There were 198 pupils in the school during Year 3 of this plan, of whom 24 were Disadvantaged. This represented just over 12% of the total population of the school. There were 7 service children.

9 of these 24 pupils joined the school as in-year transfers from other local primary schools.

There were 6 Disadvantaged pupils in Y6 during Year 3 of this plan. At the end of KS2, all 6 of these pupils achieved the expected standard in Maths, with 1 of these pupils reaching the greater depth standard. 5/6 achieved the expected standard in writing, with 1 pupil reaching the greater depth standard and 5/6 achieved the expected standard in reading, with 2 of these pupils reaching the greater depth standard.

Across the school, of the 24 Disadvantaged pupils, 63% were considered to be meeting the expected standard in reading and mathematics. 50% were considered to be meeting the expected standard in writing. There is a gap of 30% between the outcomes in writing of Disadvantaged pupils and their non-disadvantaged peers. Of the 12 pupils working below the expected standard in writing, 6 of these pupils are on the SEN register and 5 had joined the school as in-year transfers since Reception. Raising the outcomes for Disadvantaged pupils in writing will be a key priority.

School monitors and manages the attendance for Disadvantaged pupils carefully. Of the 24 Disadvantaged pupils on role last year, 4 met the threshold to be considered persistently absent. 2 of these 4 pupils had attendance of 89%, all 4 had attendance above 85%. Whole school attendance last year was 94.9% and the attendance for Disadvantaged pupils was 94.24%

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 |
|--------------------------|-------------------|
| Read, write inc | RWI - Ruth Miskin |
| Accelerated Reader | Renaissance |
| Power Maths & Maths Flex | Pearson |
| Times Tables Rock Stars | Maths Circle Ltd. |
| Insight Data Tracking | Insight |