

# Pupil premium strategy statement – St Mary of the Angels Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	39 (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 to 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Helen Thorpe, Headteacher
Pupil premium lead	Matthew Campbell, Deputy Headteacher
Governor / Trustee lead	Francis Kwateng, Chair of Governors Jon Turley, SEND, Pupil Premium and Inclusion Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,355.
Recovery premium funding allocation this academic year	£2,537.50
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£54,892.50</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary of the Angels Catholic Primary School, we believe that pupil premium funding should be used to support the academic and personal development of our most vulnerable children. We ensure that all disadvantaged pupils receive specific, targeted support to raise their attainment. Our aim is to ensure that all disadvantaged pupils get the support they need to achieve their very best in our school. At St Mary's we strive to embed an inclusive, aspirational culture which ensures that all of our disadvantaged children succeed regardless of their starting points.

At St Mary's, we believe in the God-given potential of every child. As such we are open to collaborating with outside agencies and internally to ensure our children are given the best possible provision to support them on their holistic learning journeys.

Quality first teaching will always be the bedrock of the support we offer at St Mary of the Angels. This is achieved through meticulous and skilled planning by teaching staff who are aware of the disadvantaged children in their classrooms and determined to support them with any barriers they face. In promoting quality first teaching strategies, we develop young minds that have a solid foundation in Maths and literacy whilst equipping them with the courage and confidence to embark on the next chapter of their learning journeys.

Through this strategy, we have considered the needs of all pupils for whom the school receives this grant, as well as those with adverse childhood experiences, low prior attainment levels and additional needs. We believe that the negative impact of external factors upon a child's academic and lifelong success should be mitigated.

Our pupil premium provision, which is aligned with our School Development Plan, Curriculum Statement and Trauma Informed Practice ethos has six key objectives. They are:

- 1. Attainment at the end of KS2 follows a satisfactory protective from the child's Early Learning Goals.**
- 2. Attainment in Reading, Writing and Maths combined at the end of KS2 is in line with, or better than non-disadvantaged pupils.**
- 3. The children will acquire knowledge and skills in a broad range of subjects so as to maximise learning and future life opportunities.**

- 4. Where pupils are identified as 'disadvantaged' and have SEND, provision will be carefully tailored to meet all needs with a triangulated approach between school, home and other agencies.**
- 5. For the attendance of identified pupils to be at least in line with school attendance policy (97% or above).**
- 6. Our pupil premium children will be equipped with skills and understanding of mental processes and wellbeing strategies to enable them to build resilience and navigate through difficult life situations.**

## Challenges

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

Challenge number	Detail of challenge
1	Poor attendance impacting on attainment and progress due to a number of factors.
2	Families may struggle to finance wider school opportunities that build cultural capital and support a broader understanding of subject areas.
3	Below age related mathematical knowledge of concepts and procedures that are necessary to succeed in age-appropriate problem solving. This may be linked to parental anxiety over lack of subject knowledge or poor literacy skills.
4	Where the reading culture is not evident in the home environment, pupils may not develop a love of reading.
5	Low level phonics and spelling knowledge and the ability to apply in reading and writing consistently.
6	Emotional and social difficulties impacting on learning, general well-being, resilience, confidence and self-esteem. Developmental delay and difficulties resulting from significant trauma.

## 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
Disadvantaged pupils who are no longer in line to meet their target by the end of KS2, to make good progress and close the gap between their expected attainment level and their current attainment level.	The percentage of disadvantaged children reaching age related expectation in combined Reading, Writing and Maths at the end of KS2 to increase.
To improve the confidence and self-worth of our most vulnerable children	<p>Improved focus, self-esteem and ability to manage social situations resulting in improved attendance and pupil outcomes.</p> <p>Notes will be kept by school learning mentor and toolkits provided for children to use at home and in school for future reference.</p> <p>Outcomes will be clear through pupil voice and parent voice activities throughout the year.</p>
Achieve and sustain improved attendance particularly for those identified as disadvantaged who have historical low attendance.	<p>Improved attendance for those identified will be noted and evaluated using or including:</p> <ul style="list-style-type: none"> <li>● Head Teacher's attendance log and telephone checks</li> <li>● CPOMs records</li> <li>● New CWAC guidance implemented</li> <li>● Half termly and annual attendance reports which highlight any child with poor attendance, which will be challenged in an attendance panel meeting (SLT and school governor present).</li> </ul>
Reading levels of disadvantaged children to increase across the school	The percentage of disadvantaged children reaching the age-related expectation in each cohort to increase.

## 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: £ 34,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each pupil in receipt of the PPG (disadvantaged pupils) will receive extra teacher/teaching assistant support to raise attainment.	All evidence suggests that children who work in small groups with gifted and well-trained adults, will make good progress from their starting points. Use of support staff will be monitored during learning walks by SLT to ensure all of our vulnerable children are receiving the support they require to make progress.	3,4,5 & 6
HLTA (with full teaching qualifications) employed to work in Year 3 class to support cohort most impacted by the Covid pandemic.	As the Year 3 cohort does not have any EHCP children, it would usually not be allocated a class teaching assistant due to budget constraints. However, our internal data suggests that this cohort have been heavily impacted by the pandemic and thus there was a need for additional support.  The EEF states, “that all pupils should have access to high quality teaching, particularly those who are disadvantaged and need additional support to succeed. When pupils do receive support from a TA, this should not reduce the interactions they have with their classroom teacher and their peers, both during class and as a result of out-of-class interventions.”	3,5 & 6
New home learning system (Atom Prime) set up in KS2 to support with online homework opportunities for Pupil Premium children and allow teachers to consolidate key concepts.	We currently offer a range of online homework which is accessed by almost 93% of the children in KS1 and KS2. Access to TTRS has been incredibly beneficial in supporting our Year 4 children with their MTC assessment preparation and Spelling Shed is used to learn weekly spelling patterns. During parents evening, parents spoke glowingly about the use of online homework tools and as such the school has signed up to use a new program called Atom Prime in KS2. The intention is that this application will allow a more triangulated approach between teacher, student and guardian and support children with	3,4 & 5

	misconceptions they face in a wider breadth of subjects.	
Whole school focus on improvement in times table recall	<p>Times tables Rockstars subscription purchased for whole school.</p> <p>Internal evidence shows that children participate more in home learning activities when they are online.</p> <p>Evidence shows that short, sharp maths interventions support learning of key mathematical skills.</p> <p>Targeted times tables can be set using the app by class teachers who have been trained in using Timetables Rockstars.</p> <p>Self esteem of children boosted due to increased confidence in times tables and division facts and certificated handed out weekly for children with high levels of participation.</p>	3
Quality First Teaching strategies used by all staff	<p>The EEF have evidenced that high quality teaching has the greatest impact on pupil outcomes.</p> <p>QFT checklist used regularly throughout the year for monitoring and evaluation purposes and CPD sessions booked in throughout the year to support staff.</p> <p>Highly skilled staffing team to work collaboratively to share successes and support most our vulnerable children.</p>	3,4,5 & 6
Literacy Company specialist support for moderating writing.	<p>Teachers to receive external support to help with the moderation of writing three times per year.</p> <p>Teachers to take one Pupil Premium child book per session to map progress and next steps.</p> <p>Improved teacher subject knowledge and confidence in moderating the subject will lead to better pupil outcomes in all year groups.</p>	3,4 & 5
<p>Ensure staff are trained in self regulation techniques and strategies. Classrooms to be adapted to make them more friendly for children to self-regulate.</p> <p>1. Inset day training in November 2023 on self regulation strategies as developed by Mrs Finch (SENDco and Miss Hennessey Learning Mentor)</p>	<p>Self Regulation evidence of impact shows +7 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit.</p> <p>According to the EEF article 'Metacognition and Self Regulated Learners', pupils should be 'Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.</p>	2,3,4,5 & 6

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

**Budgeted cost: £15,740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support complex needs of specific children in order to ensure security and readiness to learn. Early intervention support (emotional and academic) from Learning Mentor	Early Years interventions evidence of impact shows +5 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit. According to the EEF article 'Metacognition and Self-Regulated Learners', pupils should be 'Set an appropriate level of challenge to develop pupils' self-regulation and metacognition	6
ELSA support for children showing social, emotional or behavioural barriers to their learning. ELSA also to support children with poor attendance to ease anxieties and develop strategies to make coming into school easier.	The Emotional Literacy Support Assistant (ELSA) helps support the emotional needs of pupils. Research shows that children learn better and are happier in school if their emotional needs are addressed. ELSA supports pupils with difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient.	6

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

**Budgeted cost: £4,352.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School sessions for children identified as being on school vulnerable list	The EEF says: There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Forest school sessions to be based on boosting self-worth and embedding collaborative learning techniques.	2 & 6
School Therapy dog to be trained to support	<b>SEN benefits</b> "Therapy Dogs Nationwide dogs have also shown to help with special	1 & 6

<p>vulnerable children by increasing school attendance and decreasing in-learner anxieties</p>	<p>needs and autistic children and adults by giving focus and providing a calming environment.” Therapy Dogs Nationwide <a href="http://tdn.org.uk">Schools - THERAPY DOGS NATIONWIDE (tdn.org.uk)</a></p> <p><b>Mental Health Benefits</b> “There is emerging evidence to suggest that Animal Assisted Psychotherapy improves the efficacy of mental health treatments in self-selected adolescent populations via reductions in primary symptomatology, and via secondary factors that improve therapeutic processes and quality, such as engagement and retention”. Research can be found here:- <a href="#">Incorporating animal-assisted therapy in mental health treatments for adolescents: A systematic review of canine assisted psychotherapy. – DOAJ</a></p>	
<p>Passion for Learning volunteers to work with identified pupils to provide nurture time, involvement in aspirational, career &amp; celebratory events</p>	<p>Identification: recognising emerging issues as early and accurately as possible</p> <p>Early support: helping pupils to access evidence based early support and interventions;</p> <p>Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.’</p>	6
<p>Residential programme to be subsidised for Pupil Premium families and all school trips subsidised to support raising aspirations and cultural capital.</p>	<p>The Ofsted ‘Education inspection framework 2019: inspecting the substance of education’, states that schools must be ‘Ensuring that all learners have access to education’.</p> <p>By offering financial support, we are ensuring that all learners are able to access all opportunities and are not unfairly disadvantaged due to their financial position.</p>	2
<p>School uniform and clothing for vulnerable children alongside weekly food parcels.</p>	<p>Evidence shows that children work best when they feel safe and happy. Providing uniform for our most vulnerable children removes social and emotional barriers from their learning and allows them to feel the same as their peers.</p>	2

Total budgeted cost: £54,892.50



## Part B: Review of the previous academic year 2022-203

### Outcomes for disadvantaged pupils

*St Mary of the Angels Catholic Primary School – Impact of spending based on the academic year of 2022/2023*

#### School Data Headlines – July 2023

<b>END OF KS2</b>	<b>% of pupils achieving the expected standard: SCHOOL</b>	<b>% of pupils achieving the expected standard: NATIONAL</b>	<b>% of pupils achieving GRD: SCHOOL</b>	<b>% of pupils achieving GRD: NATIONAL</b>
% Eng/Mat combined	80%	59%	10%	8%
English reading	97%	73%	40%	29%
Grammar, punctuation + spelling	97%	72%	73%	30%
Mathematics	93%	73%	40%	24%
English writing (teacher assessment)	80%	71%	10%	14%
Science (teacher assessment)	97%	80%	n/a	n/a

<b>END OF KS2</b>	<b>Average scaled score: SCHOOL</b>	<b>Average scaled score: NATIONAL</b>
English reading	109	105
Grammar, punctuation + spelling	112	105
Mathematics	108	104

<b>YEAR 4</b>	<b>100% – SCHOOL</b>	<b>100% - NATIONAL</b>	<b>Average - SCHOOL</b>	<b>Average - NATIONAL</b>
MTC	40%	27% (2022)	22/25	19/25 (2022)

<b>END OF KS1</b>	<b>% of pupils achieving the expected standard: SCHOOL</b>	<b>% of pupils achieving the expected standard: NATIONAL</b>	<b>% of pupils achieving GRD: SCHOOL</b>	<b>% of pupils achieving GRD: NATIONAL</b>
% achieving EXP standard in Read, Writ, Math, data combined	62%	60%	n/a	n/a
English reading	83%	68%	31%	19%
Mathematics	73%	71%	14%	16%
English writing (teacher assessment)	66%	60%	0%	8%
Science (teacher assessment)	86%	79%	n/a	n/a

<b>YEAR 1</b>	<b>% of pupils met EXP standards in the phonics screener: SCHOOL</b>	<b>% of pupils met EXP standards in the phonics screener: NATIONAL</b>
Phonics	80%	75% (2022)

<b>EYFS</b>	<b>% of pupils achieving GLD: SCHOOL</b>	<b>% of pupils achieving GLD: NATIONAL</b>
GLD	67%	65% (2022)

#### Teaching:

As can be seen from the attainment levels above, the impact of the allocation of our pupil premium grant has been successful in raising the standards of teaching and learning. Due to each class having an allocated teaching assistant and a monitoring/CPD focus on quality first teaching strategies, the children have continued to thrive and results place us amongst the top tiered schools in the county. Maths

moderation with First4Maths proved beneficial for all teaching staff and allowed us to develop our teaching of mastery which has in-turn led to an improvement in reasoning and problem-solving scores across the school.

Pupil Premium progress is very pleasing with 30/34 (88%) making expected progress in writing, with two children making greater than expected progress. 32/34 (94%) making expected progress in reading with six children making greater than expected progress and 33/34 (97%) making expected progress in maths with four children making greater than expected progress. Looking ahead to next year, we will need to continue to encourage pupil premium children to maintain/improve their attendance in order to ensure they are able to build on their current achievements.

### **Targeted academic support:**

Over the past 12 months, the role of the learning mentor at St Mary's has developed significantly and in doing so we have seen the positive impact it is having on some of our most vulnerable children. Miss Hennessey has developed links with a range of different agencies and charities and has taken on the role of TAF lead. Under her stewardship, we have been able to reach out to several key families whom we would not have been able to in years gone by. Miss Hennessey has worked with CAMHS and the NSPCC to develop toolkits which support children with behavioural, social, emotional and communication needs and has also run sessions and coffee afternoons for families. She has also been instrumental in pushing our provision further and training a school therapy dog. In her role, Miss Hennessey has also taken the lead on supporting colleagues with ELSA resources and sessions, in turn up-skilling staff and reaching more children.

### **Wider strategies:**

During our recent RE inspection, Forest School was praised for its role in embedding the Catholic ethos of the school and this year each class has taken part in five sessions with Jon Thorpe. Governors have supported the delivery of Forest School sessions which have continued to grow and progress in challenge and skill. This year, each class have had a Forest School session held in the local nature reserve and some classes have experienced Forest School sessions as part of their residential stay. Years 2, 4 and 6 have taken part in our new residential programme and children with pupil premium funding have had their trips funded through the pupil premium grant. Every child on our pupil premium register has taken part in each residential/offsite visit this year as we continue to try and make our curriculum enrichment accessible for all.

As we have (slightly) changed the colour of our school uniform this year, each child was provided with a new school cardigan/jumper funded by the school. This was warmly received by the parents of our most vulnerable children, and we now have a uniform exchange box which is accessible for families each morning.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

<b>Programme</b>	<b>Provider</b>
Twinkl Phonics	<i>Twinkl</i>
Reading Recovery	<i>Reading Recovery</i>
S4YC – Sports coaching	<i>SY4C</i>
Educational Library Service	<i>Educational Library Service</i>
Dr Nick Flemming (Chester Uni Outreach)	<i>Chester University</i>
Forest School	<i>Edsential</i>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*