

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 Marie's Catholic Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	S O'Keeffe Headteacher
Pupil premium lead	S O'Keeffe Headteacher
Governor / Trustee lead	J Quilty/Link Governor for Disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184.65
Recovery premium funding allocation this academic year	£ 20.765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£ 205.415

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intended outcomes detail below that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integrated to wider school plans for education recovery – post COVID and it is targeted through the National Tutoring Programme and School Led Tutoring for pupils who education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, no assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are all set*
- Act early to intervene at the point needed is identified*
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectation of what they can achieve.*

Demography and School Context

St Marie's is a Catholic Primary School located in Northwood, in the town of Kirkby in the borough of Knowsley, Merseyside. Knowsley is the second most deprived borough in England. Northwood

The school is currently changing from a 1.5 form entry to a single form entry, with Reception – Y3 at a maximum of 30.

Y4/ Y5/6 cohorts with the capacity for 40 per year group.

- *Northwood ward in Kirkby has the highest overall ward population 11,014*
- *Knowsley has the 2nd highest rate of Child poverty with Northwood at 48.9%*
- *Knowsley has the 3rd highest rate of children with Special Educational Needs 19.2%*
- *St Marie's Special Educational Needs is currently at 22.4%*

(Data sources; Knowsley 2030 Evidenced based report)

Objectives

- To narrow the attainment gap between the disadvantaged and non-disadvantaged both locally and nationally.
- For all disadvantaged pupils to be inline or above national progress and reach Age Related Expectation at the end of Y6 and thus achieve GCSE in English and Maths.

The range of provision the Governors consider making for this group include and would not be limited to:

- *Reducing class sizes thus improving opportunities for effective teaching and accelerating progress*
- *To allocate a 'Teaching Assistant to each Year Group - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning*
- *1-1 support*
- *Use of the Tutors to support catch up and recovery curriculum across all stages*
- *Additional teaching and learning opportunities provided through trained LSAs or external agencies*

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software
 - Support for pupils whose attendance can impact upon their overall attainment and progress in school
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Disadvantage pupil progress scores 2019 KS2 (due to COVID)

	<i>Progress</i>	<i>ARE</i>
<i>Reading</i>	<i>0.17</i>	<i>60.9</i>
<i>Writing</i>	<i>2.09</i>	<i>73.9</i>
<i>Maths</i>	<i>0.35</i>	<i>78.9</i>

Overall RWM 47.8%

Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language development on entry to Early Years
2	Progress and attainment of PP pupils is lower than other pupils nationally at EYFS/ KS1. This prevents sustained high achievement in KS2

3	Attendance and Punctuality concerns
4	% of PP pupils are SEND. Gaps in learning result in gaps widening as the curriculum progresses.
5	Few PP pupil achieve more than expected progress or higher levels of attainment than other pupils in RWM in KS1/KS2.

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
Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality text in the home for reading	<ul style="list-style-type: none"> Improved % of pupils attaining ARE in reading at the end of KS1/KS2 Improved % of pupils achieving WA in Phonics screening. Continuous development of the provision of reading across the school.
Progress and attainment of PP pupils is lower nationally of EYFS and KS1. This prevents sustained higher achievement in KS2	<ul style="list-style-type: none"> Improved outcomes for PP pupils in attainment in RWM at the end of KS1 Improved outcomes for PP pupils at the end of EYFS.
High % of SEND pupils are PP. Gaps in learning impact upon over all curriculum progress,	<ul style="list-style-type: none"> PP pupils with SEND intervention has a high expectation of outcomes Use of PIVATs provides specific target setting and progress measures to support pupils working towards / working at in RWM
Poor attendance and punctuality prevent greater learning and missed opportunities for wider curriculum	<ul style="list-style-type: none"> Further improve attendance rates of disadvantaged pupils. Dedicated Learning Mentor implements robust measures in response to absence, working closely with families and Local Authority.
Raising aspirations and raising pupil's engagement supports improving learning behaviours	<ul style="list-style-type: none"> PP aspirations for experiences that are not available in their locality are accessed through the wider curriculum opportunities.

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: £82,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Kirkby Collaborative Professional Development for whole staff:</p> <p>Subject Foundation Leader training</p> <p>Speech and Language</p> <p>Behaviour Inclusion</p> <p>Literacy Counts</p> <p>Subject Coordination</p> <p>Dyscalculic</p> <p>Emotional Literacy Support</p>	<ul style="list-style-type: none"> On entry to Reception, the majority of children have low language and communication skills- 85%. Disadvantaged children are working in the low 30/50 22/36-month age band width of disadvantaged children working significantly below in the 16/26-month age band. Due to poverty, most disadvantaged pupils will not have the breadth of knowledge and skills of vocabulary compared to the Non disadvantaged pupils 	1,2,4,5
<p>Teachers</p> <p>X 2</p> <ul style="list-style-type: none"> HLTA <p>NPQ supporting teacher development</p> <p>RQT support for further teacher development</p> <p>Further Professional Development for staff e.g.: Power of Reading. Steps to Read, Mastery in Number.</p> <p>Reading Eggs</p> <p>Foundation subject leader training</p> <p>Build Knowledge</p> <p>Embed practice</p>	<ul style="list-style-type: none"> Additional teaching staff sees progress accelerated in KS1/KS2 where Disadvantaged/NPP children affected by COVID, outperform others, supporting those pupils who have been impacted upon by COVID. <i>Supporting high quality teaching is pivotal in improving children's outcomes(PP EEF</i> 	1,2,5

Motivate Staff Develop techniques	<ul style="list-style-type: none"> • Effective Professional Development OCT 2021) • Developing teacher techniques that will impact upon the outcomes of disadvantage pupils that have been impacted upon by COVID (School Development fund) 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 59,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress and attainment in reading	<ul style="list-style-type: none"> • Attainment and progress for disadvantaged children to be in line with national levels and an increase in GD attainment at the end of KS2 	2,4,5
Progress and attainment in phonics	<ul style="list-style-type: none"> • Increase of the number of disadvantaged and Non-disadvantaged children affected by COVID- attaining expected level in Phonics 	2,4
One to one tuition from Recovery planning, 3 children from each class per day for one hour. Disadvantaged children targeted in each year group.	<ul style="list-style-type: none"> • Learning tasks tailored to specific needs of pupils – diminishing gaps in understanding. • Pre-teaching to prepare pupils for future learning to build confidence. • Pre-reading of texts in English, maths pre-teaching • Cross curricular opportunities supporting writing in the curriculum, key vocabulary, concepts in SPAG maths calculation strategies and Terminology 	2,4,5
Focused personalised instruction given to a small group of children, ensure learning is tailored to specific needs.	<ul style="list-style-type: none"> • Smaller groups of disadvantaged pupils for interventions on phonics and reading • Smaller groups of disadvantaged pupils for intervention for maths catch up. • Disadvantaged children and non disadvantaged children are 	2,4,5

Interventions delivered to support specific gaps identified by teachers and baseline assessments used	targeted for intervention that have been baselined. (EEF PP guidance- target academic support)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45, 395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider curriculum activities that provide opportunities for pupils that they would not be able to access within their local area, including transition activities to local high schools.</p> <p>Residential Costs/ subsidised visits</p> <p>Transition</p> <p>Specialist teachers to provide enrichment to the wider curriculum.</p>	<ul style="list-style-type: none"> • Positive transition for pupils from primary to secondary schools can enable disadvantaged pupils to overcome any problems or difficulties they may occur and disadvantaged pupils who are prepared are more successful. • Curriculum • Seesaw subscription to provide continued learning both in school and at home. • Specialised teachers provide expertise in the teaching of the wider curriculum ensuring pupils have the opportunity to access all subject that will inspire and motivate a love for the learning. • Digital poverty has increased due to COVID and supporting disadvantaged pupils access online app for work in both school and home. • Providing opportunities for pupils to experiences outdoor activities and skills in team building and resilience that are not available in their local area., 	2,4,5
<p>Attendance for disadvantaged pupils is lower than national average attendance for pupils.</p> <p>Experienced Learning Mentor provides support for all</p>	<ul style="list-style-type: none"> • Significantly above average amounts of disadvantaged children are identified as being persistently absent. • Disadvantaged Children with poor attendance do not perform as well as children with good attendance. • Positive parental engagement can support pupil progress and attendance • Parents play a crucial role in supporting their children’s learning, and levels of parental 	3,4,5

<p>disadvantaged families in areas of Attendance, Social and Emotional needs and Safeguarding SLA working collaboratively with LA for Attendance</p>	<p>engagement are consistently associated with better academic outcomes...</p> <ul style="list-style-type: none"> • <i>effective parental engagement can lead to learning gains of +3 months over the course of a year</i>(EEF Supporting Parents guidance) • 	
<p>Wellbeing and raising self esteem</p> <p>ELSA course for Teaching Assistants supporting pupils – partly funded by LA.</p>	<p>The Jigsaw PSHE curriculum supports</p> <ul style="list-style-type: none"> • children’s understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance. • Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel 	<p>3,4,5</p>
<p>Breakfast club</p>	<ul style="list-style-type: none"> • Disadvantaged children who do not eat breakfast do not perform well 	<p>3,4,4</p>

Total budgeted cost: £ 187,000

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.

Evaluation of 2019-2021/22 showing key improvements and impact of spending.

COVID impact 2020 Summary

- *Remote learning supported Disadvantaged children during the first lockdown: Purchase of CGP English/ maths/ spelling workbooks to support disadvantaged children unable to access remote learning online.*
- *Disadvantaged vulnerable children offered a place in school during lockdown with up 45 children in attendance + Y6 NPP/ Disadvantaged pupils in June 2020.*

KS2 2021 Y6 PP – COVID IMPACT Number of Y6 38 children/25 Pupil Premium

End of Key stage results assessed internally by Teachers

- *5% gap between PP and NPP in Reading at the end of KS2*
 - *10% gap between PP and NPP in Writing at the end of KS2*
 - *9% gap between PP and NPP in Maths at the end of KS2*
 - *10% gap between PP and NPP in RWM at the end of KS2*
- 12 boys were PP*

10 boys NPP

- *Gap of 7% between PP and NPP in reading*
- *PP boys have a significant gap in relation to NPP boys in both writing and maths of over 40%*

5 girls are NPP

All pp girls are significantly higher than NPP due to high % of SEN both in NPP and PP

KS1 pp children were significantly below their NPP pupils due to the high numbers of PP children in the class

EYFS / KS1 Impact 2019-2021

School achieved ICAN accreditation May 2021, school support for identification of pupils with S&L • Increasing number of pupils using online apps/ Reading Plus and

Reading Eggs shows an increase in the number of pupils attaining ARE in reading internally. •Lesson observations by SL shows good use of vocabulary in maths and support learning environments for the teaching of phonics impacting upon pupil attainment in Y1 – 2021 summer – supported by Good Judgement of OFSTED 2021.

59.3% children attained phonics in KS1 / 17 children PP-47% ARE

In Autumn 2021, due to support from PP funding through extra teacher support of 0.4 for phonics saw an increase of 17.3 % overall to 77% for all pupils with 65% of PP children achieving ARE.

Reading

High quality reading text purchased impacted upon the overall internal KS2 Y6 Reading SATs and NFER reading results across the school. Use of Reading app/ reading express shows an increasing attainment in pupils reading age for both pupils in remote and provision during lockdown. 68% of PP children achieved ARE reading(Internally)

Remote learning 2021 support

- *Disadvantaged children during lockdown, supplying devices and workbooks to support*
- *Vulnerable disadvantaged children supported in school during lockdown with fulltime teaching*
- *Remote learning delivered to 200+ pupils including disadvantaged pupils using APPs purchased through PP*

Impact of interventions across the school 2019-2021

Increase in reading ages/spelling ages on average of 1.5 yrs .Intervention groups in Autumn 1 2021,

Y1 children in Autumn 8 children identified for reading/ phonic support able to segment and blend, 12 more children achieved GLD in December (COVID impact had prevented children from being formally assessed in EYFS in June2021

Y4 showed 9 children moving from WB to WT in 5 weeks of reading intervention. Maths intervention showed Curriculum

Subject leader Training

- *Training impacted upon delivery of Broad and Balanced curriculum as recognised by OFSTED 2021*
- *During remote, foundation curriculum delivered to whole school via online SEESAW , with over 4000 posts of work shown between Jan – April 2021.*

Impact of Well-being

Impact Ed survey supported the selection of pp pupils who needed further support in 2021 for Social and Emotional learning. Survey results enabled SLT to support children for Nurture/ Seedling project implementation and involved use of sensory circuit activity to support learning. Impact – continued overall decrease in PP exclusions in 2020/21

School achieved the WAS Wellbeing award to support pupils, staff and parents ‘

Attendance

Current attendance 93.4. Learning Mentor works collaboratively and effectively with parents and pupils especially pupils who are PA. Levels of PA amongst PP/ Npp remain just below national averages.

Overall current attendance 92.3% for PP , 6.3% higher than the national average.

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
National Tuition Programme	Connex Supply Agency

Further information (optional)

COVID Funding Catch up

Pupil Premium Catch Up Funding Report November 2021- Tuition

Purpose

- *To support disadvantaged pupils, catch up due to the impact of COVID 2020*

Implementation

- *Purchase of Training materials from School Improvement Liverpool in Maths, English and PSHE for R – Y6*

- *Extra teacher to support continued improvement in phonics at the end of KS1*

- *All staff trained in delivery of materials in December 2020, training videos and materials on line*

- *SEND materials purchased to support SEND Disadvantaged pupils*

- *Pupils selected from baseline NFER in November 2020 – Group one intervention groups*

- *Interventions delivered x3 WEEKLY with pupils in very small groups (no more than 4 pupils) x3 weekly on consistent days to show impact of SMART targets*

Phase 2 Implementation.

- *Due to COVID lockdown 2 in January 2021, do not resume until March 2021.*

- *Pupil progress meetings in March 2021 based on teacher assessment selects pupils for intervention*

- *15 pupils per class are selected to receive small group tuition 1: 3 in reading and maths*

- *Tuition delivered by external agency, 15 consistent days, 7 days reading / 7 days maths*

- *Y3- Y6 planned to received intervention using materials from School Improvement Liverpool Catch up maths/ English.*

Current Y6 2022

- *15 children received tuition in April / May 2021 with the external tutor.*

- *Entry data based on NFER- Oct / Reading Age and Spelling Age in March 2021.*

- *9 girls and 7 boys – all Pupil Premium children*

Impact

- *15 consistent days of 1-hour sessions with 3 pupils*

- 100% of girls all improved on Reading ages and Spelling ages on average of 0.9 months
- 100% of PP boys all improved on reading and spelling ages on average 1.2 yrs.
- NFER results – Summer 2021 compared to November 2021.
- Interventions with TA's also continued x3 weekly on reading and GPS.

Y5 2021 PP children	• November 2020				• July 2021			
	• Reading		• Maths		Reading		Maths	
NFER	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	• 8	• 6	• 8	• 6	• 8	• 6	• 8	• 6
Red	6/67%	3/50%	4/44%	66%	1/11%	1/16%	1/22%	16%
Amber	2/33%	3/50%	5/56%	22%	2/33%	4/66%	1/22%	32%
Green	0	0	0	0	4/45%*	1/16%	5/56%*	50%

Increase in the number of children moving from WB (Red) to WA (Green) over time

Recovery Funding

- *Extra teacher to support continued improvement in phonics in KS1/KS2*
- *Purchase of extra e books to support phonics scheme for children to access at home.*
- *SEND support for the teaching for dyscalculic*
- *SEESAW renewal to continue to develop home learning as a continuation of school to support PP pupils in need of continuous Catch – up*
- *Catch up Spelling taught and delivered by Teachers*
- *Purchase of IT equipment to support those children affected by Digital Poverty*

School Premium Funding

To be delivered by school staff working 15 hours over a 7.5-week period, 7 days of maths and 7 days of English to begin in the Spring Term 2022.