

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 Magdalene Catholic Primary School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rosemarie Jones (Headteacher)
Pupil premium lead	Rosemarie Jones (Headteacher)
Governor / Trustee lead	Zuzana Burnett (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,870
Recovery premium funding allocation this academic year	£28,534
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	£90,404

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils needs are met whilst allowing them to feel safe and valued to enable them to make progress and achieve their greatest potential. The focus of our pupil premium strategy is to have high standards and ambitions for disadvantaged children, including providing support for those who are already high attainers. Our intention is therefore, that all disadvantaged children make good progress and achieve high attainment across all subject areas.

We aim to inspire children to aim high, understanding that anything is possible in our ever-changing world and provide them with the life-skills and knowledge to succeed. We aim to achieve this by providing high quality teaching, personalised educational support and offering opportunities that disadvantaged children would otherwise not have access to. Through these actions, not only will we will see impacts for disadvantaged pupils; but all pupils will benefit from this.

Our strategy is also vital in supporting wider school plans for education recovery, notably in its support through targeted disadvantaged interventions and additional catch up sessions offered by class teachers across the school. This targets those pupils whose education has been worst affected, including non-disadvantaged pupils also.

Our approach will be embedded in assessment of pupil's challenges and individual needs, which will be identified through both formal and informal assessments.

To ensure staff are effective they will:

- Ensure early intervention is established as a response to identification of need
- Ensure the work set for disadvantaged pupils is appropriate for their ability, yet challenging, including targeted support for disadvantaged children with additional needs (e.g. small group English and Maths support) and sufficient challenge for those more able disadvantaged pupils.
- Adopt a whole school approach in which all staff are accountable for the progress and attainment of disadvantaged pupils and continue to raise expectations of what they can achieve.
- Provide pupil premium children with necessary equipment
- Family support to be offered to support social and emotional development so that children feel confident and motivated to engage with their learning.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, discussions with pupils and observations demonstrate children are below and significantly below average starting points on entry particularly in oral language skills, which has been further impacted by lockdowns. Throughout the school there is an evident social communication, vocabulary and language gap, between disadvantaged and non-disadvantaged pupils.
2	Assessments, discussions with pupils and observations indicate a low level of basic skills – specifically phonics, early reading and early maths. With these being the foundations of pupil’s education, children must be secure in these skills to be able to make good progress; however, there are notable discrepancies between disadvantaged and non-disadvantaged pupils in basic skills.
3	Teacher assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1. Disadvantaged pupils have lower starting points on entry, resulting in this gap between them and their non-disadvantaged peers.
4	Children including those that are HA require support with the understanding and interpretation of mathematical vocabulary.
5.	A small number of disadvantaged children and families experiencing trauma, crisis and/or emotional difficulties (some with external support or early help support depending on circumstances). This has been more evident following periods of school closures and lockdown. This affects their learning, behaviour, attitudes and attendance in school.
6.	Large majorities of disadvantaged pupils are coming to school without sufficient resources and necessary equipment to be able to access the full curriculum.
7.	<p>Our assessments (including well-being survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for Family Support Worker time have increased during the pandemic, 20 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, and some receiving small group interventions.</p>

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
Improved oral skills and outcomes for GLD at the end of EYFS. Improved vocabulary and language skills for disadvantaged pupils across the school.	Early years assessments will indicate that the gap between disadvantaged and non-disadvantaged pupils' is closing particularly in oral language and vocabulary.
An increased number of disadvantaged pupils reaching the expected standard in the year 1 Phonics check and in reading and maths at the end of KS1.	End of KS1 formal assessments will demonstrate that more disadvantaged children have achieved expected standard or above in reading and maths. The phonics screening check will also show that the gap is closing compared to national levels of children reaching the pass mark and above.
An increased number of disadvantaged pupils reaching the expected standard in writing at the end of KS1.	Teacher assessments, book scrutiny and internal moderation shows more disadvantaged children are achieving expected or above in writing at the end of KS1.
Children are more confident and secure in their understanding and interpretation of mathematical vocabulary which results in better outcomes and improved reasoning skills.	Through both informal and formal assessments, observations and mathematical talk in the classroom and pupil voice, confidence will have visibly increased and impacted positively on the outcomes of disadvantaged pupils in mathematical assessments- particularly reasoning.
Improved attendance for all pupils including disadvantaged.	An overall increase in school attendance at the end of the academic year (school target: 98%). A 15% reduction in the gap between disadvantaged and non-disadvantaged pupils' attendance (nationally and in school). A reduction in the percentage of persistent absentees who are also disadvantaged so that school's overall attendance meets the target.
Disadvantaged children have access to programmes to raise self-esteem, ensure emotional well-being, and readiness to learn. Children's well-being and resilience to learning improves and therefore provides them with the tools to attend school and fully access the curriculum. (Family Support Worker)	Sustained high levels of well-being demonstrated by pupil voice, parent voice (parent questionnaires) and teacher observation, behaviour around the school and towards staff and pupils.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 95% of disadvantaged pupils met the expected standard.
Improved maths attained for disadvantaged pupils at the end of KS2.	The percentage of children eligible for PP will increase to 95% and be provided with PP funds to support them in school to be able to fully access the curriculum, support for developing and understanding maths and vocabulary.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2024/5 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • access to and support from the Family Support worker has resulted in greater engagement with school by disadvantaged families

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: £ 61,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Continue with Read Write Inc which is a DfE validated Phonics programme.</p>	<p>Our Phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2
<p>Purchase White Rose maths to raise maths and enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	3, 3

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources.		
<p>Improve the quality of social and emotional learning.</p> <p>New approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (EEF)</p>	5

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

Budgeted cost: £ 28,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in NELLI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>NELLI training and delivery of programme</p>	1, 4
Train staff in the use of additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered 4 times per week for 30 minutes, in addition to their daily morning phonics session.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks:	2

Wider strategies (for well-being and improving capital culture)

Budgeted cost: £28,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	6, 7
Improve the children's well-being by expanding their life experiences beyond the curriculum. Fund the participation of disadvantaged pupils in visits and events. Representatives for Worktree.	School based staff have an excellent knowledge of our families and their circumstances. As a consequence of our cultural programme we are hopeful that visits to companies such as Network Rail, Pizza Express etc the aspirations of pupils and parents will rise, the opportunity to talk to people from different backgrounds and careers.	6, 7

Total budgeted cost: £90,404

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 some of the disadvantaged children were performing lower than non-disadvantaged children. Because of the disruption caused in the education of children due to the pandemic, the outcomes for these children were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our school subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources such as those provided by Oak National Academy and White Rose Maths.

Our assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.