



Pupil premium strategy statement (2021/22)

This statement details our school's use of pupil premium and recovery premium for the 2021 to 2022 academic year 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 Academy
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anne-Marie Bell
Pupil premium lead	Anne-Marie Bell
Governor / Trustee lead	Rob McConnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78 010
Recovery premium funding allocation this academic year	£7830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£85 840
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Academy, the targeted and strategic use of Pupil Premium will support all pupils, intending that irrespective of their background or the challenges they face, make good progress and achieve high attainment in all subjects. Our focus for the funding is to ensure all Pupil Premium children benefit – no matter what attainment level they are working at.

Due to the pandemic and loss of in-school learning time, gaps in children's learning have developed. This funding will support interventions to narrow the gap and enable children to catch up. This may be through activities, experiences in and beyond school and also through 1:1 interventions and tuition. The greatest needs will be prioritised.

High quality teaching is at the heart of our approach and by ensuring that our disadvantaged children access learning in a positive learning environment, so too will our non-disadvantaged children benefit. It is intended that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

While children's catch-up learning is a priority, we also intend to use this funding to ensure children develop a rich cultural capital. We aim to ensure the curriculum is abundant in experiences, including visits and visitors to school, developing children's character, knowledge and skills through first hand experiences. We recognise these experiences provide the children with a valuable opportunity to discuss what they are learning first hand, creating memories that both support the children's oracy development and also their long-term memory of the learning experience.

Our key principles include:

- Offering oracy rich teaching and school culture – promoting active learning, engagement and retention.
- Being responsive to common challenges and individual needs, using marking and feedback to provide children with early intervention.
- Ensuring disadvantaged children feel challenged in the work they are set and inspired by the activities they engage in.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and communication skills</p> <p>Children enter F1 with significantly low communication and language skills. Baseline assessments are informed by observations and discussions with each child. Under-developed language and vocabulary gaps are common amongst disadvantaged pupils. These lower level skills are prevalent with our disadvantaged children from EYFS through to KS2.</p>
2	<p>Phonics progression</p> <p>Assessments, observations and discussions with pupils suggest that disadvantaged children have greater difficulties with learning phonics in comparison to their peers. This negatively impacts on their development as a reader, which also effects their learning across all subject areas.</p>
3	<p>Academic confidence and resilience</p> <p>Many of our disadvantaged children have been impacted by the partial school closures to a greater extent than that of their peers. Knowledge gaps, when not identified, cause children to fall further behind their peers, especially in writing. Regular assessment activities within lessons enable teachers to check-in on their pupil's knowledge and understanding. These have identified the need for teachers to start teaching much below their usual age-related starting points.</p>
4	<p>Attitude to learning</p> <p>Through the school closure, when children were completing work at home, the standard of work was notably lower than that which would have been attained in school. Handwriting and basic number skills, presentation of their work and a lower level of motivation prevent pupils from progressing within a lesson and accessing work they could achieve given the right attitude.</p>
5	<p>Attendance</p> <p>Attendance of disadvantage pupils was 97.14% last year in comparison to 97.3% of their peers. Persistent absence was 87.47% in comparison to 84.05% for non-disadvantaged.</p> <p>Lateness is also a concern for some families.</p>
6	<p>Aspirations and ambition</p> <p>Through discussions and observations, it appears that aspirations are lower for disadvantaged children, most notably where parents are at home and do not work (though this is not the case for all families in this situation). These pupils tend to display a shorter concentration span in comparison to their peers, they use avoidance and disruption tactics to avoid work, and this is having an impact on their attainment and outcomes.</p>

Intended outcomes – 3 year plan

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
<p>Language and communication / oracy - plan and develop the teaching and learning of communication and language development, including progression of oracy, across all key stages.</p>	<ul style="list-style-type: none"> • Teaching staff received and apply oracy CPD in lessons • Explicit oracy activities extend pupils knowledge and confidence in what they are learning and pupils, particularly those disadvantaged, use vocabulary meaningfully in all curriculum subjects. • Accurate use of tier 3 subject specific vocabulary is used by pupils in lessons and this is retained. • Pupils listen and respond to what others say, building on or challenging a view, respectfully. • Assessment (lesson observations, pupil voice, book looks and formative assessment) reflect progression of disadvantaged children’s communication and language skills, in line with their peers.
<p>Improved reading attainment amongst disadvantaged pupils and increased interest in reading for pleasure.</p>	<ul style="list-style-type: none"> • Phonics attainment in 2024/25 shows that 100% of disadvantaged pupils reach the expected standard in the Phonics screening assessment (unless a significant SEND prevents an individual). • KS2 reading outcome in 2024/25 show that more than 90% of disadvantaged pupils meet the expected standard.
<p>Academic confidence and resilience To have confidence in their academic ability, recognise their own strengths and areas for development. Where pupils find knowledge and understanding hard to grasp, respond in a positive, determined way.</p>	<p>Children engage actively with all school activities and;</p> <ul style="list-style-type: none"> • Are responsive when faced with challenges, seeking to find solutions • Speak about their own resilience and recognise when their resilience is low • Have strategies to support them when facing challenges. • Participate regularly in recall and retention activities that promote long term memory
<p>To demonstrate positive attitudes to learning.</p>	<p>Teachers are trained to be responsive to the needs of children, employing teaching strategies that:</p> <ul style="list-style-type: none"> • Promote positive behaviour management • Aim to increase children’s attention span • Experience assessment tasks that provide quality feedback • Seek all pupils to care about the presentation of themselves and how their work is presented • Pupils are challenged to an appropriate level, increasing their growth of confidence and resilience overtime. • Use of R2i supports the identification of needs and strategies are implemented to support vulnerable children.

<p>To achieve and sustain improved attendance for all, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance 2024/25 by:</p> <ul style="list-style-type: none"> • Having built positive relationships with families who once were an attendance concern – barriers are reduced • The overall absence rate for all pupils being no more than 97%, and the attendance gap between non-disadvantaged and their disadvantage peers being reduced. • The percentage of persistent absence being remaining low and the data for disadvantaged being no more than 3% lower than their peers.
<p>To raise aspirations and ambition of all pupils, especially disadvantaged pupils.</p>	<ul style="list-style-type: none"> • A cultural rucksack of experiences is gained by all children by the time they leave St Mary's to go to secondary school, ensuring disadvantaged pupils have gained first hand experiences they haven't engaged with before. Experiences will include: <ul style="list-style-type: none"> ▪ Professional roles /careers ▪ The Arts ▪ Religious and cultural beliefs ▪ Awareness of skills/knowledge roles in society ▪ Knowledge of technological and ecological advances effecting their day-to-day and future

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: £10 200 of £85 840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed oracy activities across the whole school, supporting pupils to articulate ideas, consolidate understanding and develop vocabulary.	<p>Evaluated by EEF and Cambridge University, training to be an oracy leader will mean that the specialist will:</p> <ul style="list-style-type: none"> Engage critically with the research surrounding good practice in oracy, applying this in your own setting Evaluate current oracy provision in school through observation and analysis, then use these findings to develop a whole-school action plan. Undertake an Impact Project to identify and develop best practice in classrooms and beyond. Lead in-house oracy CPD and staff development to embed oracy across your whole school. <p>Furthermore, Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 3, 4, 5</p> <p>CPD £2000</p>
Purchase of Little Wandle (validated programme) to secure stronger phonics teaching for all pupils/	<p>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Training to deliver a scheme effectively is essential in order to maximise the level of impact.</p>	<p>2, 3</p> <p>Cost £6000</p>
Training of two Forest School Leaders All classes to have access to a Forest School practitioner	<p>EEF: no evidence strength or impact score found yet. https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</p> <p>Adventure education and outdoor learning involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see meta-cognition and self-regulation) are also likely to be involved. Forest school activities, in addition, provide rich opportunities for children to talk, develop their vocabulary and communication skills.</p>	<p>1, 3, 4, 5</p> <p>Cost £1000</p>
Whole school Rainbow Grammar CPD	<p>Following a report by EEF 'Improving Literacy in Key Stage 2', the EEF recommend seven strategies to support Literacy. The 5th states that teachers should develop pupils' transcription and</p>	<p>3</p>

with Jason Wade	<p>sentence construction skills through extensive practice. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Pupils should practise sentence-combining and other sentence construction techniques.</p>	Cost £1200
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 42 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths tuition (1:1 across KS2)	<p>1:1 math tuition – offered by Third Space</p> <p>In an independent trial with Rising Stars, pupils receive one to one maths support from Third Space Learning – evidence showed 7 months' progress in 14 weeks.</p>	1, 3, 4, 6 Cost: £5000
Engaging with the tutoring programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant number of pupils receiving tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be a particularly effective method to support low attaining pupils or those falling behind.</p> <p>One to one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 3, 4, 6 Cost: £8000
Additional phonics sessions targeted at disadvantaged pupils who require further catch-up support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted interventions have been shown to be more effective when delivered as regular sessions over a 12-week period.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 3, 4, 6 £1000
Use TAs to help pupils develop independent learning skills and manage their own learning	<p>In class and targeted support across all year groups. This support is additional to teacher support and not used to replace QfT.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	£30 300

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

Budgeted cost: £ 31 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer Forest School Provision for Y1 and Y5, in addition to that offered already in EYFS.</p>	<p>Outdoor Adventure Learning will provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom are likely to, in turn, have a positive effect on academic outcomes.</p> <p>Children look forward to the forest school sessions and we aim for this to promote good attendance.</p> <p>https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</p>	<p>1, 3, 4, 5, 6</p> <p>£6500</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Implement new procedures and employ staff member 1 day a term.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. This school practice will be used to help lower our rate of persistent absence.</p> <p>Aim to reduce persistent absence for PP to be within 8% of non-PP children.</p>	<p>5</p> <p>£1000</p>
<p>ELSA provision – ELSA out of class a day a week</p> <p>Pupil well-being and emotional health drop-in sessions</p>	<p>ELSA offers emotional, literacy support to vulnerable children. This specialist support is open to supporting any child in need, but disadvantaged are monitored closely and receive intervention as required. EEF mentions more specialised programmes, like ELSA, which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5, 6</p> <p>£4200</p>
<p>Financial support for trips and enrichment opportunities</p>	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Aspiration interventions tend to fall into three broad categories:</p>	<p>3, 4, 6</p> <p>Cost: £20000</p>

	<p>interventions that focus on parents and families; interventions that focus on teaching practice; and out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</p> <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	
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Total budgeted cost: £ 86 200

Part B: Review of outcomes in the previous academic year (2020-21)

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 assessment during 2020-21 suggested that the performance of disadvantaged children was lower than in previous years in key areas of the curriculum. However in most classes, DA children are either close behind their peers or achieving better. The data across all groups is lower than expected primarily due to the impact of COVID.

Class DA / Non-DA	Math DA/Non-DA	Reading DA / Non-DA	Writing DA / Non-DA
Year 2 (15 / 14)	73% / 79%	80% / 86%	67% / 86%
Year 6 (12 / 17)	92% / 71%	92% / 71%	92% / 65%

COVID impacted upon different subjects to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged children. Our pupil premium funded interventions and tuition were less effective when ran remotely meaning that these pupils did not benefit as well as hoped from the planned support. The impact was mitigated by our drive to maintain a high-quality curriculum, including during periods of partial school closure. Our teachers worked extremely hard to offer a timetable of lessons and catch-up opportunities where children could gain additional support from their teachers.

Attendance remained higher than the national average for 2020/21. At times when children were expected in school, disadvantaged pupils' absence was 0.3% above their peers and 28.08% persistent absence compared to 19.8% (non-PP). Attendance remains a focus for our current plan.

Children's well-being and mental health were significantly affected by COVID related issues. The impact was significantly acute for disadvantaged pupils, 6-8 families received food bank donations. We used pupil premium funding to provide support for all pupils, targeting interventions – via our ELSA as required. We plan to continue to build on this further.

Further information

With an aim to further impact the progress of our disadvantaged and those on the cusp, we have decided to embark on a whole school improvement approach, to benefit these children. However, all children should benefit.

For several years, St Mary's has promoted the development of communication and language, in particular speaking and listening. On entry, children begin Nursery and Reception with low skills in this area. We plan to close that gap as early as possible in

the child's school years by following the advice in the Speak Out document (April 2021). Further more we plan to partner with School 21 within the next three years, recognising that quality CPD must be offered to ensure we are all united and invested in this journey.

In the current year's plan, we will embed more effective practice around feedback. EEF evidence demonstrates that this has significant benefits for pupils, particular those identified as disadvantaged.

Last year, we used COVID catch up funding to train an emotional literacy support assistant. Going forwards, our ELSA will offer emotional and wellbeing support to children and their family, in order for children to access their learning in school with drive and determination, aiming to achieve their goals.

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
Star Assessment	Renaissance
MyOn	Renaissance

