



## Pupil premium strategy statement (2022/23)

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 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	235
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anne-Marie Bell
Pupil premium lead	Anne-Marie Bell
Governor / Trustee lead	Olusegun Oluwole

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75 371
Recovery premium funding allocation this academic year	£5830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£80 201
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 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 and year on year these are being addressed. The funding will continue to 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. This is following CPD from Voice 21 including a mentor.
- 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><b>Language and communication skills</b></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><b>Phonics progression</b></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><b>Academic confidence and resilience</b></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. Assessments have identified the need for teachers to start teaching, in some aspects of the curriculum, much below their usual age-related starting points.</p>
4	<p><b>Attitude to learning</b></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><b>Attendance</b></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><b>Aspirations and ambition</b></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
<b>Language and communication / oracy</b> - plan and develop the teaching and learning of communication and language development, including progression of oracy, across all key stages.	<ul style="list-style-type: none"> <li>Teaching staff received and apply oracy CPD in lessons</li> <li>Voice 21 CPD in place and staff meetings are used to discuss the strategies and impact. (Dec 22)</li> <li>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.</li> <li>Accurate use of tier 3 subject specific vocabulary is used by pupils in lessons and this is retained. Simple activities like 'Word of the Week' are embedded and children are encouraged to use this in writing.</li> <li>Pupils listen and respond to what others say, building on or challenging a view, respectfully.</li> <li>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.</li> </ul>
<b>Improved reading attainment</b> amongst disadvantaged pupils and increased interest in reading for pleasure.	<ul style="list-style-type: none"> <li>Phonics attainment in 2024/25 shows that 100% of disadvantaged pupils reach the expected standard in the Phonics screening assessment (unless a child with SEND has specific needs preventing this).</li> <li>KS2 reading outcome in 2024/25 show that more than 90% of disadvantaged pupils meet the expected standard.</li> </ul>
<b>Academic confidence and resilience</b> 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.	Children engage actively with all school activities and; <ul style="list-style-type: none"> <li>Are responsive when faced with challenges, seeking to find solutions</li> <li>Speak about their own resilience and recognise when their resilience is low</li> <li>Have strategies to support them when facing challenges.</li> <li>Participate regularly in recall and retention activities that promote long term memory</li> </ul>
To demonstrate <b>positive attitudes to learning</b> .	Teachers are trained to be responsive to the needs of children, employing teaching strategies that: <ul style="list-style-type: none"> <li>Promote positive behaviour management</li> <li>Aim to increase children's attention span</li> <li>Experience assessment tasks that provide quality feedback</li> <li>Seek all pupils to care about the presentation of themselves and how their work is presented</li> <li>Pupils are challenged to an appropriate level, increasing their growth of confidence and resilience overtime.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of R2i supports the identification of needs and strategies are implemented to support vulnerable children.</li> </ul>
To achieve and sustain improved attendance for all, particularly our disadvantaged pupils.	<p>Sustained high attendance 2024/25 by:</p> <ul style="list-style-type: none"> <li>• Having built positive relationships with families who once were an attendance concern – barriers are reduced</li> <li>• 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.</li> <li>• The percentage of persistent absence remaining low and the data for disadvantaged being no more than 3% lower than their peers.</li> </ul>
To raise aspirations and ambition of all pupils, especially disadvantaged pupils.	<ul style="list-style-type: none"> <li>• 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"> <li>▪ Professional roles /careers</li> <li>▪ The Arts</li> <li>▪ Religious and cultural beliefs</li> <li>▪ Awareness of skills/knowledge roles in society</li> <li>▪ Knowledge of technological and ecological advances effecting their day-to-day and future</li> </ul> </li> </ul>

## 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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Voice 21, following a clear action plan and monitoring.	<p>Undertake a second year - Voice 21 CPD programme</p> <ul style="list-style-type: none"> <li>• Appoint a V21 champion and two teachers who will experience the training first hand</li> <li>• Complete school baseline of oracy skills and outcomes.</li> <li>• CPD in-house, sharing strategies and good practice</li> <li>• Observations of each other oracy across your whole school.</li> </ul>	<p>1, 2, 3, 4, 5</p> <p>CPD £2000</p>
Develop the Little Wandle programme further to secure stronger phonics teaching for children in KS2	<p><b>EEF:</b> 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>	2, 3
<p>Training of two Forest School Leaders</p> <p>All classes to have access to a Forest School practitioner</p>	<p><b>EEF:</b> <i>no evidence strength or impact score found yet.</i> <a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</a></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>
<p>Consider adaptive teaching</p> <p>Inc consideration of whole school CPD</p>	<p>The Early Career Framework identifies Adaptive Teaching as an important approach to ensure all pupils have the opportunity to experience success, by:</p> <ul style="list-style-type: none"> <li>• Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</li> <li>• Balancing input of new content so that pupils master important concepts.</li> <li>• Making effective use of teaching assistants.</li> </ul> <p>Part of the approach is to meet individual needs without creating unnecessary workload, by:</p> <ul style="list-style-type: none"> <li>• Making use of well-designed resources (e.g. textbooks).</li> <li>• Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.</li> <li>• Building in additional practice or removing unnecessary expositions.</li> </ul>	<p>3</p> <p>Cost £3000</p>

	<ul style="list-style-type: none"><li>• Reframing questions to provide greater scaffolding or greater stretch</li><li>• Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.</li></ul> <p><a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a></p> <p>Staff need to be skilled to adapt their strategies to meet the needs of individual children. Training in key areas will enable staff to use adaptive teaching approaches including:</p> <table><tr><td>EAL</td><td>Dyspraxia</td></tr><tr><td>Dyslexia</td><td>Trauma and Attachment</td></tr><tr><td>Fine Motor &amp; Handwriting</td><td>Emotion Coaching</td></tr></table>	EAL	Dyspraxia	Dyslexia	Trauma and Attachment	Fine Motor & Handwriting	Emotion Coaching	
EAL	Dyspraxia							
Dyslexia	Trauma and Attachment							
Fine Motor & Handwriting	Emotion Coaching							

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

Budgeted cost: £ 39 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths tuition (1:1 across KS2)	<b>1:1 math tuition – offered by Third Space</b> 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.	1, 3, 4, 6 Cost: £7000
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.	Tuition targeted at specific needs and knowledge gaps can be a particularly effective method to support low attaining pupils or those falling behind.  One to one: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  Small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3, 4, 6  Cost: £8000
Additional phonics sessions targeted at disadvantaged pupils who require further catch-up support.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 3, 4, 6  £1000

Use TAs to help pupils develop independent learning skills and manage their own learning	In class and targeted support across all year groups. This support is additional to teacher support and not used to replace QfT. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	£30 300
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer Forest School Provision for Y1 and Y5, in addition to that offered already in EYFS.	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. The application of these non-cognitive skills in the classroom are likely to, in turn, have a positive effect on academic outcomes. Children look forward to the forest school sessions and we aim for this to promote good attendance. <a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</a>	1, 3, 4, 5, 6  £6500
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Implement new procedures and employ staff member 1 day a term.	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. Aim to reduce persistent absence for PP to be within 8% of non-PP children.  <b>Local work and support:</b> ATTEND training from Nottingham City Attendance support from Our Lady of Lourdes Trust	5  £1000
ELSA provision – ELSA out of class a day a week  Pupil well-being and emotional	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. <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 4, 5, 6  £4200



health drop-in sessions		
Financial support for trips and enrichment opportunities	<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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>3, 4, 6</p> <p>Cost: £18000</p>

**Total budgeted cost: £ 75 000**

## Part B: Review of outcomes in the previous academic year (2021-22)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Assessment during 2021-22 suggested that the performance of disadvantaged children had improved in comparison to previous years in key areas of the curriculum. In most classes, DA children are either close behind their peers or achieving better.

Attendance remains higher than the national average for 2021-22. Children's well-being and mental health were significantly affected by COVID related issues. A significant number of children continue to say they are struggling with how they feel and lack the emotional literacy and skills to talk to their parents. This ranges from low mood, to anxiety. Our ELSAs role continues to be more important than ever and we must ensure a lower level of emotional literacy support is maintained in the classroom – through CPD, rather than showing reliance to the ELSA with limited time.

### 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

