



Pupil premium strategy statement (2023/24)

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	236
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
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	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75 371
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

Our school is committed to ensuring every pupil reaches their full potential, regardless of background or financial circumstance. Located in a deprived area, we recognise the unique challenges faced by our community, where increasing mobility and low communication and interaction skills are prevalent among our youngest students.

Our Pupil Premium strategy focuses on closing the attainment gap by providing targeted support that addresses these specific needs. We prioritise early intervention in communication and language development, offering specialised speech and language programs, and direct additional support staff to deliver tailored interventions. We also invest in high-quality teaching and learning, ensuring all staff receive continuous professional development to equip them with the skills to support disadvantaged pupils effectively.

We understand that a holistic approach is crucial, so we provide pastoral support to address social and emotional barriers to learning. By fostering strong relationships with families and external agencies, we aim to create a nurturing environment where every child feels valued and supported.

Through these efforts, we strive to enhance our pupils' academic outcomes, ensuring they leave us as confident, articulate, and resilient individuals, well-prepared for the next stage of their education.

Our key principles include:

- Offering oracy rich teaching and a positive 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.
- Providing emotional-resilience support for children, particular the disadvantaged, to ensure they are in the best mindset and positive health, ready to learn.

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. This is an increasing concern year on year. 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 is part to do with their lack of speech clarity and experience of language. 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>Parents and families are challenged financially. Our disadvantaged children have limited experiences beyond school and their ability to engage in social settings and to resolve everyday issues is lower. Children struggle to work beyond their comfort zone.</p> <p>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. Some scaffolding and additional resourcing are useful to support learning and this takes additional adult support to nurture these methods and encourage independence in the children's learning.</p>
4	<p>Attitude to learning</p> <p>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 our DA is good. Lateness and punctuality is more of a concern for some families. This is a life-skill which children must learn to value as it reflects significantly on a person's attitude as an employee in a work place.</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). In some cases, pupils 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
Language and communication / oracy - 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"> 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. <i>Simple activities like 'Word of the Week' are embedded and children are encouraged to use this in writing.</i> 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.
Improved reading attainment amongst disadvantaged pupils and increased interest in reading for pleasure.	<ul style="list-style-type: none"> Phonics attainment in 2022/23 shows that 100% of disadvantaged pupils reached the expected standard in the Phonics screening assessment (unless a child with SEND has specific needs preventing this). KS2 reading outcome in 2023/24 show that more than 90% of disadvantaged pupils met the expected standard.
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.	Children engage actively with all school activities and; <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
To demonstrate positive attitudes to learning .	Teachers are trained to be responsive to the needs of children, employing teaching strategies that: <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.

	<ul style="list-style-type: none"> • Use of R2i supports the identification of needs and strategies are implemented to support vulnerable children.
To achieve and sustain improved attendance for all, particularly our disadvantaged pupils.	<p>Sustained high attendance 2023/24 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 remaining low and the data for disadvantaged being no more than 3% lower than their peers.
To raise aspirations and ambition of all pupils, especially disadvantaged pupils.	<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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Routes 2 inclusion (R2i) training into the school	Undertake training from Heather Brindsley <ul style="list-style-type: none"> Complete school baseline of R2i for key children CPD in-house, sharing strategies and good practice 1:1 support to ensure problem solving is effective and the correct strategies are applied to ensure DA children achieve well in class 	1, 2, 3, 4, 5 CPD £2000
Develop our Phonics and reading programme further.	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.	2 , 3
CPD and coaching regarding adaptive teaching Includes consideration of whole school CPD	The Early Career Framework identifies Adaptive Teaching as an important approach to ensure all pupils have the opportunity to experience success, by: <ul style="list-style-type: none"> Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. Balancing input of new content so that pupils master important concepts. Making effective use of teaching assistants. Part of the approach is to meet individual needs without creating unnecessary workload, by: <ul style="list-style-type: none"> Making use of well-designed resources Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge. Building in additional practice or removing unnecessary expositions. Reframing questions to provide greater scaffolding or greater stretch 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. https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching <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: EAL Dyspraxia Dyslexia Trauma and Attachment</p>	3 Cost £3000

	Fine Motor & Handwriting	Emotion Coaching	
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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)	1:1 math tuition 1:1 tuition prior to school and at lunchtimes by class teacher and support staff. Targeting: Children who lacked confidence and motivation, particularly in Maths. DA children working below ARE.	1, 3, 4, 6 Cost: £2000
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: One to one tuition EEF (educationendowmentfoundation.org.uk) Small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	£30 300

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

Budgeted cost: £ 36 450

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.	<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>£6400</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>Local work and support:</p> <p>ATTEND training from Nottingham City</p> <p>Attendance support from Our Lady of Lourdes Trust</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>
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>3, 4, 6</p> <p>Cost: £18000</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: £ 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 2022-23 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 2022-23.

Children's well-being and mental health were significantly affected by COVID related issues. Even now, 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. As a school, we must reflect on whether this is due to the pandemic or a long-term pattern of how children are feeling and presenting, beyond their home.

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. Two further staff members have been trained as MHFAs for young people.

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

