

## PUPIL PREMIUM STRATEGY STATEMENT 2021-22

This statement details St Mary's use of the Pupil Premium and Recovery Premium funding for the 2021 to 2022 academic year. We use this funding to help improve the attainment of our disadvantaged pupils.

This statement outlines:

- our Pupil Premium strategy
- how we intend to spend the funding in this academic year
- the impact of the 2020-21 spending

### SCHOOL OVERVIEW

<b>School Name</b>	St Mary's Catholic Primary School & Nursery, Crewe
<b>Number Of Pupils In School</b>	576
<b>Proportion (%) Of Pupil Premium Eligible Pupils</b>	20%
<b>Academic Year That Our Current Pupil Premium Strategy Plan Covers</b>	2021 -22
<b>Date This Statement Was Published</b>	September 2021
<b>Date On Which It Will Be Reviewed</b>	September 2022
<b>Statement Authorised By</b>	Mrs S M Fau-Goodwin, Head Teacher
<b>Pupil Premium Leaders</b>	Mrs C Wright, Deputy Head Teacher Mrs L Lee, School Business Manager
<b>Governor Leader</b>	Mr J Duncan

### FUNDING OVERVIEW

2021-22 Pupil Premium Funding Allocation (Financial Year)	£139,845
2021-22 Recovery Premium Funding Allocation (Financial Year)	£ 40,696.10
2020-21 Pupil Premium Funding Carried Forward	£ 0
<b>2021-22 Total Budget</b>	<b>£180,541.10</b>

## **PART A: PUPIL PREMIUM STRATEGY PLAN**

### **Statement of intent**

All members of staff and the governing body accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

In line with the Recovery Plan, we will spend the majority of the Pupil Premium funding to support children to enable them to meet the demands and expectations in Literacy and Numeracy. Without skills, knowledge and expertise in the core subjects there continues to be a barrier to accessing the full curriculum. Children's key stages of development are also a key focus at St Mary's. Early identification is paramount and the staff team consider that children in receipt of the Pupil Premium funding may need additional support to master the basic skills in reading, writing and maths, which will ultimately improve confidence and life choices.

Overcoming barriers to learning is at the heart of our Pupil Premium funding use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we identify the barrier to be addressed and the actions required, whether in small or large groups or on an individual basis, and allocate the intervention, support or enrichment accordingly. There may be complex family situations that prevent children from flourishing. The challenges for St Mary's are varied and there is no 'one size fits all.'

We do not allocate the Pupil Premium funding based on academic ability. We utilise our Pupil Premium funding to nurture, develop and stretch pupils' talents and interests. We are keen to provide for pupils that are "more able" and improve our provision for all. This includes the transition in and out of our school and we work closely with families to support this aspiration. At St Mary's, all staff strive to achieve the very best outcomes they can for every child through quality first teaching. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. As a result, we tailor the provision for Pupil Premium children through individual provision plans.

We invest in high quality training for all staff to ensure teaching and learning is of a consistently high quality for everyone. We recognise that not every child receiving Pupil Premium funding is socially disadvantaged and that not every child who is disadvantaged receives Pupil Premium funding. By focusing on children's individual needs we aim to enable every child to achieve and make the best progress they can. Whilst carefully tracking all pupils' progress, we also closely track how well children in receipt of the Pupil Premium funding are achieving in comparison to their peers in order for us to address all inequalities.

Strategies implemented at St Marys are based on the Education Endowment Foundation (EEF) guide to a 'tiered approach' of teaching, targeted academic support and wider strategies.

### **CHALLENGES**

The Pupil Premium Strategy Statement 2021-22

Version: Approved

Term: Autumn 2021

Review: Autumn 2022

We have identified the following key challenges to achieving our objectives:

1	Weak language acquisition, poor communication skills and limited vocabulary
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Impact of COVID 19 disruption
4	Attendance and Punctuality issues
5	Limited parental engagement in supporting learning and development
6	Low self-esteem and limited aspiration

### INTENDED OUTCOMES

Please find below details of the intended outcomes for this academic year aligned against the success criteria.

Intended Outcome	Success Criteria
Progress In Reading	Progress scores are in line with National average at KS2
Progress in Writing	Progress scores are in line with National average at KS2
Progress in Mathematics	Progress scores are in line with National average at KS2
Phonics	Meet National average expected standard
Other	Ensure overall attendance is above 95% by the end of the 2021-22 academic year

### ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend the 2021/22 funding in order to address the challenges listed above.

### TEACHING

***Budgeted cost: £ 100,000***

Activity	Evidence that supports this approach	Challenge Number (see above)
Staff CPD ensuring quality first teaching	High quality staff CPD is essential to follow the EEF principles and ensures quality first teaching is embedded across the school. This includes: <ul style="list-style-type: none"><li>Recapping on prior learning develops the working memory and accelerates progress</li><li>Language and vocabulary is developed through a clear teaching strategy</li></ul>	1,2,3,6

	<ul style="list-style-type: none"> <li>• NELI programme is successful in Early Years. Pupil transition into Year 1 is broadly in line with expectation</li> <li>• Progress in EYFS minimises and closes the gap from low starting points</li> <li>• Scaffolds and models support and develop independent learning</li> <li>• Word banks encourage and extend vocabulary acquisition</li> <li>• Flexible groups allow for social interaction and peer to peer learning</li> <li>• Differentiated tasks and inputs ensure learning need are met, pupils feel successful and confidence grows</li> <li>• Reasoning/deeper thinking opportunities encourages a thirst for knowledge</li> <li>• Evidence informed CPD for teachers and support staff is planned and implemented throughout the year to ensure that teaching and learning is of the highest quality for all</li> <li>• CPD provided by the Maths Hub further develops quality first teaching and maths mastery across the school</li> <li>• Metacognition CDP for staff arranged to upskill in aspects of teaching and learning</li> </ul>	
EYFS Staff training to deliver the NELI programme	<p>Following robust EEF trials, the DfE approved NELI programme improves both children's oral language and early literacy skills. In addition, a recent trial of the programme found that children made on average 3 months of additional progress compared to children in the comparison group. NELI is now the most robustly evaluated and well-evidenced early language intervention available in England.</p> <p>In addition to the above, the programme:</p> <ul style="list-style-type: none"> <li>• strengthens the transition into Year 1</li> <li>• enables pupils to feel successful and ready for their next stage of learning</li> <li>• encourages parents to engage with learning and enjoy seeing their child's achievements</li> </ul>	1,2,3,5,6

To introduce a new phonics programme	The Little Wandle Letters and Sounds Programme is a complete systematic synthetic phonics programme (SSP) developed for schools by schools and validated by the DfE. Little Wandle is a complete teaching programme meeting all the expectations of the National Curriculum and the Ofsted Deep Dive into reading and prepares pupils to go beyond the expectations of the Phonics Screening Check.	1,2,3,5,6
To improve the progress and attainment in writing across the school	<p>Increased attainment and progress of the Pupil Premium pupils in writing from their starting points is evident in pupil workbooks.</p> <p>Analysis of assessment data to effectively target interventions or challenge more able pupils. This would also highlight additional enrichment opportunities, which would benefit the child.</p> <p>Regular monitoring of writing takes place, which would highlight natural next steps for the Pupil Premium child.</p> <p>Regular pupil conferencing to build confidence and encourage engagement.</p> <p>Pupils attend boot camps to support and improve letter formation.</p> <p>Internal and external writing moderation to confirm accurate assessment.</p> <p>Provide equipment and resources to enable pupils to complete homework tasks and feel confident, successful and motivated to write.</p> <p>Continue Talk for Writing scheme- Story maps also to support EAL pupils-differentiated if required.</p> <p>Picture stimulus and word banks</p> <p>Teacher modelled writing and editing displayed in every classroom</p> <p>Overlearning – simple sentences</p> <p>Close marking gaps</p>	1,3,6

	<p>Spelling Shed</p> <p>Small group/ individual support</p> <p>Individual speech therapy support – oral rehearsal / clarity of thought.</p> <p>Individual Pupil Premium Maps are completed where writing is a priority and monitored for each Pupil Premium pupil.</p>	
Effectively identify gaps and barriers to progress and achievement for the Pupil Premium pupils in literacy and numeracy	<p>By completing Individual Pupil Premium Maps the following aspects are addressed:</p> <ul style="list-style-type: none"> <li>• Case study information includes a review and evaluation of the previous academic year which ensures a seamless transition and by sharing information from the previous year provides a strong and informed starting point</li> <li>• Targeted support</li> <li>• Termly review and update identifies where gaps can be closed and further challenge introduced</li> <li>• Targeted academic support is embedded across the school</li> </ul> <p>Termly monitoring and evaluation of provision ensures progress and outcomes in the following areas:</p> <ul style="list-style-type: none"> <li>• Same Day Interventions (SDI)</li> <li>• Daily Reading/Better Reading Partnership</li> <li>• Writing Groups (Talk for Writing)</li> <li>• Reading comprehension</li> <li>• Precision teaching for phonics and spelling</li> <li>• Handwriting boot camp</li> <li>• Arithmetic/Times tables/TTRS (Times table Rock Stars)/ Numbots</li> <li>• Power Maths/White Rose</li> <li>• Speech and language</li> <li>• Tailored interventions - reading comprehension, inference and de-coding</li> </ul> <p>Identifying the Pupil Premium pupils from the lowest 20% readers across the school to ensure interventions and support are put into place.</p>	1,2,3,4,6

	<p>Increased attainment and progress of the Pupil Premium pupils in maths from their starting points is evident.</p> <p>Regular pupil conferencing builds confidence and encourage engagement.</p> <p>Focus on gaps in learning and continue the recovery curriculum.</p> <p>Broader access to a wider genre of reading material.</p>	
<p>To return to pre COVID phonics success in the Year 1 Phonics check and introduce a comprehensive Phonics programme across the school</p>	<p>Increased attainment and progress of the Pupil Premium pupils in phonics from their starting points is evident.</p> <p>Analysis of assessment data to target interventions effectively.</p> <p>Regular pupil conferencing to build confidence and encourage engagement.</p> <p>E-Library introduced to encourage parental engagement and reading at home.</p> <p>Parents support pupils in applying phonics skills and knowledge to reading.</p> <p>The introduction of the Little Wandle ensures a consistent delivery of phonics across the school for all pupils.</p> <p>Quality first teaching in Phonics improves as a result of intensive Phonics CPD.</p> <p>EYFS/KS1-Daily phonic lessons</p> <p>KS2-Discrete spelling lesson/phonics 3 times per week Regular assessments for all pupils to ensure interventions for PUPIL PREMIUM pupils is effective and having desired impact. Past phonic screening practices completed-gauge progress and achievement.</p>	1,2,3,5,6

## TARGETED ACADEMIC SUPPORT

**Budgeted cost: £ 55,000**

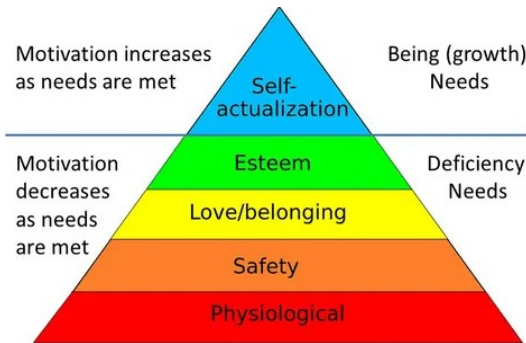
Activity	Evidence that supports this approach	Challenge Number (see above)
Structured Interventions take place to address barriers to learning	Termly monitoring and evaluation of provision ensures progress and outcomes in the following areas: <ul style="list-style-type: none"><li>• Same Day Interventions (SDI)</li><li>• Daily Reading/Better Reading Partnership</li><li>• Writing Groups (Talk for Writing)</li><li>• Reading comprehension</li><li>• Precision teaching for phonics and spelling</li><li>• Handwriting boot camp</li><li>• Power Maths/White Rose</li><li>• Speech and language</li></ul>	1,2,3

## WIDER STRATEGIES

**Budgeted cost: £ 49,000**

Activity	Evidence that supports this approach	Challenge Number (see above)
COVID Recovery Strategy	<ul style="list-style-type: none"><li>• The Recovery Strategy effectively supports pupils into meeting age related expectation</li><li>• Data indicates progress and attainment</li><li>• Assessment used effectively to target gaps in learning</li><li>• Improved rates of punctuality and attendance</li><li>• Pastoral care ensures pupil's health and wellbeing is addressed</li><li>• Pupils stamina for learning returns</li><li>• Pupils feel successful, settled and back into a learning rhythm</li></ul>	2,3,4,5,6
Learning Mentor	A number of our pupils require nurture, care and guidance in order for us to remove barriers and improve their own self-worth.	3,4,5,6



	<p>Staff and outside agencies identify and refer pupils to ensure core skills are developed and improve pupil's social, emotional, mental and physical wellbeing.</p> <p>The core skills for improving learning are evident in:</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self- management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Relationship skills</li> <li>• Responsible decision making</li> </ul>	
Providing breakfast, uniform and school related equipment	<p>Research shows hungry children are unable to perform compared to their peers.</p> <p>We provide identified pupils with a nutritious breakfast to meet basic need and ensure that they are ready to learn.</p>  <p>We also provide identified pupils with the equipment and uniform they need to feel valued and connected with their learning.</p>	2,4,6
Emotional Health and Wellbeing Interventions	<p>St Mary's continues to be part of the Cheshire East collaboration 'Making a Difference for Disadvantaged Learners'. Develop personal, social, health and wellbeing of disadvantaged pupils to develop sense of ambition and self-worth. The EEF guidance report that improving social and emotional wellbeing includes the 5 core skills, as listed above.</p>	3,4,5,6

	<p>The following provision support the wellbeing and emotional development of pupils:</p> <ul style="list-style-type: none"> <li>• Tailored Counselling Services</li> <li>• Whole School mental health and wellbeing programme 'My Happy Mind'</li> <li>• Pets as Therapy</li> <li>• Education Mental Health Practitioners</li> <li>• Primary Respect</li> <li>• Wellbeing Wednesday and Feel Good Friday</li> <li>• Extra-Curricular Activities</li> </ul>	
Cheshire East Educational Welfare	<p>Attendance rates 01.09.2020 to 31.08.2021 Pupil Premium Pupils 89.70% Non Pupil Premium Pupils 94.41%</p> <p>Absence rates 01.09.2020 to 31.08.2021 Pupil Premium Pupils 10.30% Non Pupil Premium Pupils 5.59%</p> <p>Late rates 01.09.2020 to 31.08.2021 Pupil Premium Pupils 0.65% Non Pupil Premium Pupils 0.21%</p> <p>Good rates of attendance enables pupils to maximise their access to learning and enrichment opportunities</p> <p>Pupil confidence and wellbeing improves as learning habits are established.</p> <p>The attendance team work with identified families to encourage engagement and ensure regular attendance and punctuality. This team includes a Family Support Worker who can help address social issues linked to poor punctuality and attendance.</p> <p>Missing school = missing out</p>	4,5,6
Residential Visits	Our pupils spend a limited time away from home and are not involved with a variety of enrichment activities with their families.	1,3,5,6

	By subsidising the overall cost to parents, pupils experience time away from home and outdoor adventurous activities to develop a sense of teamwork, confidence, self-worth and community.	
Music Tuition	Every child has the right to learn to play an instrument. Not all children have access and opportunity to further develop musical skills.	6
Further Improve Parental Engagement	<p>We aim to further develop the successful communication systems established during the COVID-19 pandemic.</p> <ul style="list-style-type: none"> <li>• Communication via Dojo/school Facebook</li> <li>• Translated letters in various home language</li> <li>• Subsidised opportunities, gives parents the opportunity to support their children in enrichment activities</li> <li>• Homework information and tasks available through ClassDojo and Teams</li> </ul>	5,6

**Total budgeted cost: £204,000**

## PART B: 2020/21 OUTCOME REVIEW

Please find below an impact and outcome summary detailing our Pupil Premium activity in the 2020-21 academic year.

Aim	Outcome
The Pupil Premium pupils in the Early Years Foundation Stage to achieve a good level of development (GLD) across communication, language and literacy (CLL), maths and CLL and maths combined.	<b>72 pupils in Reception</b> <b>14 Pupil Premium pupils in Reception</b> <b>58 non Pupil Premium pupils in Reception</b>
	6 (43%) Pupil Premium pupils achieved GLD in CLL 20 (34%) non Pupil Premium pupils achieved GLD in CLL
	7 (50%) Pupil Premium pupils achieved GLD in Maths 25 (43%) non Pupil Premium pupils achieved GLD in Maths
	8 (57%) Pupil Premium pupils did not achieve GLD in CLL and Maths 39 (67%) non Pupil Premium pupils did not achieve GLD in CLL and Maths
By the end of KS1 the Pupil Premium pupils make accelerated progress in reading, writing and maths and meet the expected standard or are at least in line with the National benchmark.	<b>68 pupils at the end of KS1</b> <b>17 Pupil Premium at the end of KS1</b> <b>51 non Pupil Premium pupils at the end of KS1</b>
	9 (53%) KS1 Pupil Premium pupils achieved expected standard in reading 30 (58%) KS1 non Pupil Premium pupils achieved expected standard in reading
	6 (35%) KS1 Pupil Premium pupils achieved expected standard in writing 21 (41%) KS1 non Pupil Premium pupils achieved expected standard in writing
	7 (41%) KS1 Pupil Premium pupils achieved expected standard in maths 29 (57%) KS1 non Pupil Premium pupils achieved expected standard in maths

By the end of KS2 Pupil Premium pupils make accelerated progress across reading, writing and maths and meet the expected standard or are at least in line with the National benchmark.	<b>92 pupils at the end of KS2</b> <b>25 Pupil Premium pupils at the end of KS2</b> <b>67 non Pupil Premium pupils at the end of KS2</b>
	10 (40%) KS2 Pupil Premium pupils achieved expected standard in reading  49 (73%) KS2 non Pupil Premium pupils achieved expected standard in reading  8 (32%) KS2 Pupil Premium pupils achieved expected standard in writing  47 (70%) KS2 non Pupil Premium pupils achieved expected standard in writing  7 (28%) Pupil Premium pupils achieved expected standard in maths  43 (64%) KS2 non Pupil Premium pupils achieved expected standard in maths
To improve phonic outcomes in Year 1 for Pupil Premium pupils with English as an additional language (EAL), compared to non-Pupil Premium Pupils with English as an additional language	<b>Year 1 Phonic Screening Test</b> <b>(took place in Year 2 Autumn 2020)</b> <b>68 pupils in Year 1</b> <b>3 Pupil Premium pupils with English as an Additional Language</b>
	1 Pupil Premium pupil with English as an Additional Language passed the test  20 non Pupil Premium pupils with English as an Additional Language  14 non Pupil Premium pupils with English as an Additional Language passed the test  46 pupils passed the test (67%)

#### EXTERNALLY PROVIDED PROGRAMMES

Programme	Provider
'Making a Difference for Disadvantaged Pupils'	Research School Network- Cheshire East
Literacy Counts	Cheshire East
Maths Hub	Cheshire East
Metacognition & Self-Regulation CPD	Research School Network- Cheshire East

