



ST MARY'S CATHOLIC PRIMARY SCHOOL, BUCKFAST

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."

(A.P.J. Abdul Khan, 11th President of India)

"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

This statement details our school's use of pupil 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's Catholic Primary School
Number of pupils in school	115 (currently 140)
Proportion (%) of pupil premium eligible pupils	25% (currently 30%) (63% of our SEND pupils are also pupil premium)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2021
Date on which it will be reviewed	Updated July 2022 Updated September 2023
Statement authorised by	Nicola Clayton Head teacher
Pupil premium lead	Nicola Clayton Head teacher
Governor / Trustee lead	Lesley Clark and Christine Marshall Inclusion Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,181
Recovery premium funding allocation this academic year	£6525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
TOTAL	£69706

Part A: Pupil premium strategy plan

Statement of intent

St Mary's Buckfast aims to ensure that all pupils make good progress and attain well across all curriculum subjects. Ensuring that all pupils have access to high quality teaching, an effective and well sequenced curriculum, and appropriate resources are integral to this aim. Our strategy also involves engaging in the National Tutoring Programme, by using individual school-based tutoring so that pupils can benefit from specific, targeted intervention where needed.

In addition to additional specific academic support, other barriers to learning will also be addressed and support will be provided for pupils and their families, so that all children are able to achieve well.

Challenges

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

Challenge number	Detail of challenge
1	At St Mary's, assessments, and observations of pupils in Reception show that disadvantaged pupils have lower on-entry language and communication skills, compared to non-disadvantaged peers (67% of disadvantaged pupils in EYFS, compared to 9% of non-disadvantaged peers over a three-year period).
2	59% of disadvantaged pupils have an identifiable special educational need which may affect progress and attainment in core subjects and across the curriculum. This includes SEMH, speech and language and specific learning difficulties.
3	Some disadvantaged children (60%) have difficulties with emotional regulation, anxiety, or mental health difficulties. This lack of emotional resilience and self-regulation skills can impact on many pupils' ability to be 'ready to learn', to work collaboratively and to accept a degree of challenge in their learning.
4	Social deprivation and social care needs are higher for our pupil premium children with 36% of our pupil premium and FSM families receive additional support from external services such as family support workers, children's services, social workers who work in partnership with the school to help overcome barriers to learning.
5	Some of our families face challenges with supporting learning at home.
6	Some of our disadvantaged pupils have poor attendance which may contribute to lower-than-expected academic progress. Pupil Premium children continue to have a lower attendance rate than all children at St Mary's.

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
An increased proportion of disadvantaged pupils achieve the expected standard and greater depth in reading, writing and maths.	Analysis of data demonstrates an increase in pupils achieving age expected standards or greater in reading, writing and maths across the school, in comparison to the percentages of pupils at the start of the academic year.
An increased proportion of Pupil Premium pupils make accelerated rates of progress in reading, writing and maths.	Analysis of progress illustrates that an increased number of pupil premium pupils have made accelerated progress in reading, writing and maths compared to the previous academic year.
Pupils demonstrate positive attitudes to learning and develop independent learning strategies. High aspiration and expectation are evident in their learning.	Disadvantaged pupils display equal resilience, self-confidence, and achievement with their non-disadvantaged counterparts. Work scrutiny shows high expectations and consistent progress and quality of work in all year groups and all disadvantaged pupil's books. Lesson observations/ pupil observations show outstanding attitudes to learning for all disadvantaged pupils and support in place for those who may find this difficult to achieve.
Help to reduce emotional and mental health and wellbeing barriers to learning (exacerbated by lockdown during pandemic). Ensure pupils have access to targeted support for mental health and wellbeing	Increase in self-esteem, confidence and resilience is reported through evaluations of school counsellor sessions and demonstrate the impact on the interventions.
Work with pupils, families, outside agencies, and teaching staff to ensure a joint approach to improving attendance.	Attendance of PP is in line with/above national average and favourably comparable to attendance of non-pupil premium children. Attendance of pupils with persistent attendance difficulties to remain at least above 90%.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Build on the successful use of a validated phonics system, to adopt a reading programme that continues to support all pupils (especially the disadvantaged and those who are below ARE) to continue to make good progress in reading.</p> <p>Make use of one to one or 1:2 small group tuition for additional reading comprehension where required (see below).</p>	<p>The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure EEF evidence suggest that schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should then decrease.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	1, 2
<p>Embed principles of the Plymouth Oracy Project across the curriculum, to develop pupils' use of language, their ability to express key ideas and to extend their vocabulary.</p> <p>We will fund additional resources where necessary and ongoing training.</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, 2, 3
<p>Enhancement maths teaching and curriculum planning, in line with DfE and EEF guidance. We will make use of Power Maths to continue to develop the 'mastery' approach.</p> <p>We will fund additional resources and teacher time to embed key elements of guidance in school.</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2, 5
<p>Purchase Purple Mash to engage learners in the</p>	<p>Endowment Foundation's Teaching and Learning toolkit suggests up to 4 months additional progress with the use of digital technology, to enhance and supplement teaching. It also</p>	2, 5

curriculum at home and at school.	suggests 4 additional months progress in terms of parental engagement and home learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group teaching and interventions, to address gaps children who were most affected by the pandemic (including SEND and high attainers).	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 5
Purchase of speech and language assessment and intervention programme (Speech Link and Infant Language Link) to support individual pupils with relatively low speech and language skills.	EEF's Teaching and Learning Toolkit states that an addition 6 months' progress can be achieved through oral language interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Individual and small group teaching to support those who require catch up in reading comprehension.	Reading at the transition report states that one to one or 2:1 tuition is most effective in closing the gap in reading: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Publications_EvidenceBrief_ReadingAtTheTransition.pdf?v=1629122921	1,2

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

Budgeted cost: £ 24181

Activity	Evidence that supports this approach	Challenge number(s) addressed
To monitor the attendance of disadvantaged pupils with AIO and as a result, implement a range of strategies including school	In March 2016, the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. The report also highlights that 73% of pupils who have over 95% attendance achieve five or more GCSEs at	4, 5, 6

<p>counsellor, play therapy, Education Welfare Officer, Educational Psychologist. This will be based on guidance in the DfE's Improving School Attendance advice.</p>	<p>grades A*-C and explains that pupils with persistent absences are less likely to attain at school. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Use of a professional school counsellor to support children on with their social, emotional, and behavioural needs following COVID 19 lockdown. Work with families to support the needs of the pupil's wider support network, as well as individual intervention in school.</p>	<p>In addition to the school's own evidence of impact from previous years, the EEF's Teaching, and Learning Toolkit suggests 4 months additional progress through social and emotional intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4, 5, 6</p>

Total budgeted cost: £ 69,706

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.

Last year's Pupil Premium strategy was monitored by senior leadership and the Multi Academy Trust.

Academic progress:

GLD – 63% of PP children achieved GLD in school, compared to 47% nationally for PP and 65% for all pupils.

Phonics – 66% of PP reached expected standard, PP above national.

Y2 Reading PP were above national averages for reading (100%)

Y2 Writing PP were above national averages for writing (100%)

Y2 Maths PP were above national averages for maths (100%)

Y6 reading PP were above national averages (100%)

Y6 writing PP were above national averages (100%)

Y6 maths PP were above national averages (100%)

Attendance figures:

PP - 92% compared to whole school 95%

There were no days exclusions for PP children children against 0 days for non.

Wider impact:

100% of PP children attended trips this year,

100% of children requesting additional support from school counsellor for SEMH needs accessed counselling provision.

PP children in the lowest 20% of each year group received additional support for learning in the form of 1:1 tutoring and/or in class support.

Externally provided programmes N/A

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
Little Wandle	Collins
Power Maths	White Rose
Trauma Informed Schools training	Trauma Informed Schools

Service pupil premium funding (optional) N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	