

# Pupil Premium Strategy Statement: St. Mary of the Angels Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	71 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 to 2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mary Wilson, Headteacher
Pupil premium lead	Colette Hough, Deputy Headteacher
Governor / Trustee lead	Ike Offiah, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,335
Recovery premium funding allocation this academic year	£10,295
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	Nil
<b>Total budget for this academic year</b>	<b>£108,630</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **Objectives in spending Pupil Premium Grant (PPG):**

At St. Mary of the Angels our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing any gaps in attainment and benefit the all pupils in our school.

The Pupil Premium funding we receive is used to ensure that disadvantaged pupils are supported in making progress towards meeting or exceeding age-related expectations. This progress is continually monitored and reviewed and funding and resources targeted effectively to help accelerate progress and close gaps in learning.

Our main aims are to:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all pupils are given the same opportunities to develop their potential and participate fully in extra- curricular activities in and outside of school

National Tutoring Programme funding us used to provide targeted support for pupils whose education has been worst affected by the Covid-19 pandemic, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in

	general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments, observations and discussions with pupils and families across the school indicate that the education and wellbeing of many of our pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and that some of our disadvantaged pupils are impacted to a greater extent than other pupils. These findings are supported by national studies and our end of Key Stage 2 outcomes which indicated that attainment in writing and maths for disadvantaged pupils at the end of KS2 in 2022 was below that of their non -disadvantaged peers in school. This is not historical at St. Mary of the Angels and suggests that the attainment and progress of some of our disadvantaged pupils has been significantly impacted by the COVID-19 pandemic. However, attainment in reading for both groups was significantly above all pupils nationally.
4	National statistics indicate that the attendance of disadvantaged pupils is more likely to fall under 90% which is the threshold for persistent absence. Our attendance data in 2021/2022 indicated that attendance among disadvantaged pupils was broadly in line with non-disadvantaged pupils. However, attendance of all pupils in the autumn term of 2022 is below the figure for the same time of year in previous years which is also reflected in the national figures. Our assessments indicate that gaps in knowledge due to persistent absence are putting more pupils at risk of not meeting age related expectations in reading, writing and maths.
5	Our assessments, observations and discussions with pupils and families have identified continuing social and emotional issues for some pupils which have been exacerbated by the impact of the COVID-19 pandemic. We have seen an increase in school referrals to early help, social services and mental health support.

## 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
<i>Improved oral language skills and vocabulary</i>	Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in when triangulated with other sources of evidence, indulging engagement in lessons,

	books scrutiny and ongoing formative assessments.
Improved reading outcomes in KS1 for disadvantaged pupils	Year 1 phonics and Year 2 reading outcomes in 2024/2025 indicate that the percentage of disadvantaged pupils meeting the expected standard is above their peers nationally and in line with non-disadvantaged pupils nationally.
Improved writing and maths attainment for disadvantaged pupils at the end of KS2	End of KS2 outcomes in 2024/2025 indicate that the percentage of disadvantaged pupils meeting the expected standard is above their peers nationally and in line with non-disadvantaged pupils in school and all pupils nationally.
Achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	This will be evidenced by: <ul style="list-style-type: none"> <li>• teacher observations, pupil voice, teacher observations, parent surveys, feedback from external partners</li> <li>• continued low incidences of bullying</li> </ul>
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance by 2024/25 will be in line with pre-pandemic school data (95.0% or above) with no significant gap between disadvantaged pupils and their non-disadvantaged peers (less than 1.0%). The percentage of all pupils who are persistently absent will be significantly below the national average with no significant gap between disadvantaged pupils and their non-disadvantaged peers (less than 1.0%).
Continue to engage and inspire all pupils through enrichment experiences which increase cultural capital and embed greater knowledge and skills across the curriculum.	School continues to offer a wide range of enrichment and cultural capital experiences to all pupils. Financial support made available to parents of disadvantaged pupils sees a continued high participation in extra-curricular activities for disadvantaged pupils.

## 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: £ 20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will continue our SLA with Marylebone Bridge School to provide quality training for staff including to provide a universal approach to speech and language across the school.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase Essential Letters &amp; Sounds, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a>, to secure consistent, robust and effective approach to phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance by purchasing White Rose Maths workbooks for pupils in Years 1 to 6.</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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Refresher training for teaching assistants on reading and maths interventions</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has been shown to have a higher impact on pupil outcomes than general deployment of teaching assistants in everyday classroom environments.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

**Budgeted cost: £ 69,130**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All classes continue to have a full-time Teaching Assistant to deliver additional interventions where needed.	<p>Teaching assistant interventions have an impact on pupil outcomes through providing additional support for individual and groups of children that is targeted to their specific needs and knowledge gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1, 2, 3, 4 & 5
Additional phonics, reading and maths sessions targeted at pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	3

the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £ 19,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide in school drama / play therapy in partnership with the Catholic Children's Society for disadvantaged backgrounds and other vulnerable groups.	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Pupils from disadvantaged backgrounds and other vulnerable groups on average have weaker social and emotional learning skills at all ages than their better-off classmates.	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
In partnership with the Tri-borough Music Hub (TBMH) continue to provide <ul style="list-style-type: none"> <li>a specialist music teacher to teach quality music lessons to all year groups.</li> <li>small group instrumental tuition for pupils in Key Stage 2 with financial support offered to pupils eligible for pupil premium and other</li> </ul>	Participation in the arts have important educational value in themselves, but also benefits core academic attainment in other areas of the curriculum particularly literacy and mathematics.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5

families facing financial hardship.		
Provide financial support to families to ensure all pupils attend residential trips in Year 5 and Year 6.	<p>Outdoor Adventure Learning might 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><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning</a></p>	

**Total budgeted cost: £ 108,630**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using national assessment data and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Our end of Year 6 outcomes identified that our pupils achieved significantly above the national average in reading with our disadvantaged pupils achieving above their non-disadvantaged peers in school.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils at the end of KS2 in writing and maths has grown since the start of the pandemic. This gap in attainment is not typical of our school but is reflective of national figures and demonstrates the impact of COVID-19 on disadvantaged pupils in particular.

Attendance among disadvantaged pupils in 2021/22 was 92.3% compared to 93.9% for non-disadvantaged pupils and the national figure for all pupils which was 92.4%. Raising attendance of all pupils is a focus of our current plan.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
One-to-one online maths tuition years 5 & 6	<a href="#">Third Space Learning</a>

Small group phonics/reading tuition years 1 to 5	<a href="#">Lightning Squad (Fisher Family Trust)</a>
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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

COSTS in 2021/2022

SPEND in 2022/2023