

# St Mary Magdalen's RC VA Primary School

## Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Magdalen's RC VA Primary School
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021~2024
Date this statement was published	December 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Andrea Goodwin
Pupil premium lead	Andrea Goodwin
Governor lead	Lawrence Kerrigan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,241
Recovery premium funding allocation this academic year	£ 5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 63,606</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We believe that all of our pupils should be given the opportunity to reach their full potential through support, experience and the tools necessary to support their learning, their independence and their achievement. To this effect we will direct pupil premium funding towards resources, activities and staffing to support pupils who belong to vulnerable groups, ensuring that their needs are adequately assessed and appropriate support is offered. Our work with Pupil Premium children is aimed at reducing the attainment gap between advantaged and disadvantaged pupils in every class across the school and in doing so equipping our disadvantaged pupils with the skills and abilities necessary to enable them to make good progress, both across this school and into the next phase of their education. In addition to supporting academic progress, Pupil Premium funding will also be used to support and nurture our disadvantaged pupils to enable them to develop into happy, confident, caring and supportive children, fully able to contribute to the life of the school and work and play in harmony with their peers.

## Challenges

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

Challenge number	Detail of challenge
1.	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. This can create a gap in attainment.
2.	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging and also confidence to access the wider curriculum.
3.	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor following gaps in early education. This means they need to make more progress than their peers to catch up.
4.	Children are unable to effectively apply mathematical skills, knowledge and vocabulary across the curriculum.
5.	Lower attainment in English slows progress in all curriculum areas that demand effective reading and writing strategies. All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge in Reading and Writing.

6.	Assessment and data analysis highlights children requiring further support and regular intervention to narrow the gap for ALL learners, including children with SEND.
7.	Many disadvantaged pupils have had limited access to wider experiences and social activities. Their life learning is therefore limited and a broader access to cultural capital is needed.

## 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
Improved levels of attendance across the school.	Improvement % of PP children's attendance. Breakfast club and 'tea time' club offered for poor attenders.  % of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
Increased support/intervention for social, emotional and mental health of pupils.	Opportunities for pupils to access appropriate intervention, either individually or as small group support. Extra support given following the COVID-19 pandemic.  Building on cultural capital to ensure children have rich experiences.
Improve number of EYFS children achieving GLD.	A focus on % of PP (Rec) pupils achieving ELG in the 12 areas of learning needed for GLD.  Pupils in EYFS make progress from their starting points to reach GLD.
Improve maths outcomes across the school.	Improvement of % of PP (KS1) pupils achieving ARE in maths. Extra teaching to support children.
Improved reading and writing outcomes across school.	Improvement of % of PP pupils, across school, achieving ARE in reading and writing.
Ensuring staff support matched to the needs of pupils as identified through assessments.	Maintain staffing so that support and targeted intervention can take place. Staffing increased in all phases to offer small group teaching to support vulnerable pupils. SENDCo to offer support for all SEND children, particularly those not on track.
Disadvantaged pupils to build access to the wider curriculum through planned enhancements, experiences and through cultural capital.	Families are able to access a wider range of activities such as trips, residentials, extra-curricular clubs, music tuition and wrap around care.

## 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: £ 13,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group phonics sessions for disadvantaged pupils requiring extra support</p> <p><i>£4680 – extra TA in EYFS (30 mins) / KS1 (1 hour) to ensure small group provision</i></p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. words).</p> <p><b>EEF toolkit: Phonics - additional 4 months progress.</b></p>	5, 3
<p>‘Hooked on Books’ approach for reading to be rolled out for staff, with training and resources.</p> <p><i>£3500 – resources and further training (English Lead to disseminate)</i></p>	<p>The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><b>EEF Teaching and Learning toolkit: Reading Comprehension strategies – additional 6 months progress</b></p>	5
<p>Training for staff on implementing ‘Differentiation through depth’ approach</p> <p><i>£2500 – Maths equipment / access to Maths hub (Maths lead)</i></p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. It relies on prior concepts being taught and grasped securely.</p> <p><b>EEF Teaching and Learning Toolkit: Mastery approaches – additional 5 months progress</b></p>	4
<p>Staff to receive training from the Maths Hub (via named teacher) to develop early numeracy approaches.</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months’ progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important.</p>	3, 4

<p><i>£900 - Release time (Maths lead) to train and monitor other staff in school.</i></p>	<p>Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p><b>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</b></p>	
<p>Training for EYFS staff to deliver the new curriculum effectively</p> <p><i>£1800 – CPD for all staff to be shared within the team.</i></p>	<p>Overall, the evidence base for play-based learning does indicate a positive relationship between play and early learning outcomes. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months.</p> <p><b>EYFS EEF Toolkit: Play-based approaches – additional 5 months progress</b></p>	3

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

Budgeted cost: **£ 35,968**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A supply teacher familiar to our school will be tasked to provide tuition for 2 to 3 sessions per week.</p> <p>(School Led Tutoring Grant to pay 75% of costs)</p> <p><i>£15,210 for supply costs to deliver School led Tutoring to small groups of children (1:3)</i></p>	<p>Regular, weekly sessions (about 1 hr weekly) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p>	6
<p>Extra teaching assistants to be employed to deliver catch-up sessions.</p> <p><i>£3894- - NTP 'Third Space Learning' for 15 Y5 pupils, 1 x 1 hour</i></p>	<p>One to one has an impact by providing additional support that is targeted at a pupil's needs. Reducing the ratio of pupils to teacher allows for closer interaction between educators and pupils.</p> <p><b>EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress</b></p>	4

<p>1:1 tutoring session weekly.</p>		
<p>Whole school approach to the teaching of maths using Differentiation through Depth as part of the Mastery curriculum.</p> <p>£8, 432 - TA support in classes for lower ability/ disadvantaged children. TA x 3 (1 per phase) 1hr daily 1:1 support in maths</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. It relies on prior concepts being taught and grasped securely.</p> <p><b>EEF Teaching and Learning Toolkit: Mastery approaches – additional 5 months progress</b></p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes.</p> <p><b>EEF Teaching and Learning toolkit: Teaching Assistant interventions – additional 4 months progress</b></p>	<p>3, 4</p>
<p>Whole school approach to the teaching of English using Jane Considine's approach (Hooked on Books, The Write Stuff, The Spelling Book)</p> <p>£8, 432 - TA support in classes for lower ability/ disadvantaged children. TA x 3 (1 per phase) 1hr daily 1:1 support in english</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><b>EEF Teaching and Learning toolkit: Reading Comprehension strategies – additional 6 months progress</b></p>	<p>5</p>

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

Budgeted cost: **£ 14,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the 'My Happy Mind' Programme and ensure further CPD for the Mental Health Lead</p> <p>£4,000 - Initial subscription and resources</p>	<p>Overall, it is clear that social and emotional learning can have a positive impact not only on pupils' learning, but also attitudes to learning and social relationships. Lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><b>EEF Teaching and Learning Toolkit: Social and Emotional Learning – additional 4 months progress</b></p>	<p>2</p>

<p>Further CPD for staff and SENDCo time to employ the 'Zones of Regulation strategies' to support self-regulation</p> <p><i>£3,000 – training and further resources, plus time to implement strategies in groups.</i></p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b></p>	2
<p>Access to cultural capital and experiences to enhance the curriculum.</p> <p><i>£7,500 – subsidising trips, residential, music tuition, extra-curricular clubs, theatres/galleries, speakers.</i></p>	<p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p><b>EEF Teaching and Learning Toolkit: Art Interventions - additional 3 months progress</b></p>	7

**Total budgeted cost: £ 63,848**

## Service pupil premium funding (optional)

*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?	

## Further information (optional)

*We are continuing to access funding from the National Tutoring Programme in order to deliver one to one tutoring for an identified group of pupils for Maths. This happens on a weekly basis for two terms this academic year.*



## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken this internal data into account when evaluating our strategy.

There has been rapid catch-up from starting points over the 2020-2021 academic year, with catch-up in KS1 phonics and a larger percentage of children meeting end of year expectations. There was a dip in the number of children achieving greater depth standards in English and Maths; this will be a focus for the coming year.

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches to continue to narrow the gap and raise attainment in all areas.

#### **Teaching Strategies**

New approaches to the teaching of writing and reading across the school have shown a sustained improvement in the quality of writing and enjoyment of reading. Spelling is an area identified as needing further development in the next academic year.

Small group teaching for phonics continues to be used as a strategy, as well as adding extra sessions to the timetable to ensure early reading skills are strong; this is evidenced through internal data as well as the phonics screening check results.

Staff training in the use of online platforms (Microsoft Teams) supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown and had access to a comprehensive remote learning package, as supported with our parent survey in spring 2021.

#### **Targeted Intervention**

Identified pupils receiving one to one tuition through NTP had a proven impact on summer data where that cohort had more children meeting expected standards in termly assessments.

Extra teachers were used to deliver targeted intervention and curriculum support in small groups to ensure rapid catch-up across KS1 and LKS2. UKS2 also had small group tuition weekly, including NTP tutoring through Third Space Learning. This impact was analysed using internal data, measuring from lower starting points in September 2020, following school closures in spring/summer 2020.

### **Wider Strategies**

The introduction of Microsoft Teams supported school staff to communicate with parents, especially during periods of national lockdown. Microsoft Teams also developed parental engagement through the ability to hold virtual meetings with parents.

We have ensured a nurture programme was delivered weekly following the pandemic and taken part in initiatives such as 'Random Acts of Kindness' and 'Empathy Week'. We have also made several referrals to CAMHS and OT for children who might need these services.

### **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*

<b>Programme</b>	<b>Provider</b>
National Tutoring Programme	Third Space Learning (Maths)

## Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		