

St Mary Magdalen's RC VA Primary School

Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Catholic Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022~2025
Date this statement was published	December 2022
Date on which it will be reviewed	February 2023
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	£ 40,165
Recovery premium funding allocation this academic year	£ 5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 45,385

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.	Lower attendance rates for some pupil premium children impacts on their learning. This means they are constantly having to catch up to their peers due to gaps 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 with a breadth of planned opportunities.
3.	Pupils who are eligible for pupil premium do not always enter early years at age related-expectations; communication and language is exceptionally poor following gaps in early education due to lack of social experiences during the pandemic. This means they need to make more progress than their peers to catch up in their oracy skills.
4.	Children are unable to effectively apply basic mathematical skills, knowledge and vocabulary into problem solving activities.
5.	Lower attainment in writing slows progress in all curriculum areas that demand effective reading and writing strategies. All children need high quality adaptive 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
Improving 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 to remain low.
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. 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, with an increased focus on oracy skills and developing vocabulary through learning.
Improve maths outcomes across the school.	Improvement of % of PP pupils, across school, 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 planned, in all phases, to offer small group teaching to support vulnerable pupils. SENDCo to offer support for 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: **£ 10,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics sessions for disadvantaged pupils requiring extra support	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. EEF toolkit: Phonics - additional 5 months progress.	5, 3
'Hooked on Books' approach to continue with daily opportunities for comprehension alongside, including Book Talk, reading for pleasure and individual readers.	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. EEF Teaching and Learning toolkit: Reading Comprehension strategies – additional 6 months progress	5
Training for staff on implementing 'Mastering number' approach (EY/KS1)	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. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress EEF Teaching and Learning Toolkit: Mastery approaches – additional 5 months progress	4
Staff to receive training from the Maths Lead to develop Number stacks intervention	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more	3, 4

	<p>sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>EEF toolkit: Small Group Tuition - additional 4 months progress</p>	
<p>Training for EYFS staff to deliver the new writing curriculum effectively across all areas of learning.</p>	<p>All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds. However, early literacy approaches should not be seen as a panacea. Though long-term positive effects have been detected in some studies, for a majority of strategies these benefits appear to fade over time, suggesting that a single intervention is unlikely to be enough to close the attainment gap.</p> <p>EYFS EEF Toolkit: Early Literacy Approaches – additional 4 months progress</p>	3

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

Budgeted cost: £ 24,985

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 60% of costs)</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>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	6
<p>Whole school approach to the teaching of maths using Differentiation through Depth as part of the Mastery curriculum.</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>EEF Teaching and Learning Toolkit: Mastery approaches – additional 5 months progress</p>	3, 4

<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>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>EEF Teaching and Learning toolkit: Reading Comprehension strategies – additional 6 months progress</p>	<p>5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted work with families, including family learning and workshops to strengthen links and support families to support the wellbeing of children.</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. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning – additional 4 months progress</p>	<p>2</p>
<p>Further CPD for staff and SENDCo time to employ the 'Zones of Regulation strategies', Talkabout clubs and Lego Therapy.</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. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 4 months progress</p>	<p>2</p>

<p>Access to cultural capital and experiences to enhance the curriculum.</p> <p>Link to BCCET trust 101 aspirations, PSHE curriculum, holistic curriculum, visits/visitors and experiences</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. Wider benefits such as more positive attitudes to learning and increased wellbeing have also been consistently reported.</p> <p>EEF Teaching and Learning Toolkit: Art Interventions - additional 3 months progress</p>	<p>7</p>
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Total budgeted cost: £ 45,385

Further information (optional)

We are continuing to access funding for School Led Tutoring and targeting this support at an identified group of Year 6 children. This program will start in the Spring term of 2023.

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 2021 to 2022 academic 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

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 has also been a focus, with a new program rolled out from Y2-6. Impact was seen most in Year 2 and Year 6.

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, where 94% of all children met the expected standard in 2022.

Targeted Intervention

Identified pupils receiving school-led tutoring support had a proven impact on summer data where these children all met the expected standard in KS2 SATs. This shows rapid and sustained progress.

Extra teachers were used to deliver targeted intervention and curriculum support in small groups in Year 5 and 6 to ensure children made accelerated progress to reach the expected standard. Booster sessions after school also contributed to this.

Wider Strategies

A larger focus on wellbeing continues and ensuring children have access to a holistic curriculum with planned opportunities to develop the whole child.

Intended outcome	Success criteria
Improved levels of attendance across the school.	Attendance across the year was 95.5% with persistent absentees remaining low. Absence letters were sent out to children falling below the threshold and regular reminders sent out via newsletters / social media.
Increased support/intervention for social, emotional and mental health of pupils.	'My Happy Mind' program used to raise awareness of a positive mindset and strategies to achieve this. Increased opportunities for enrichment were promoted to improve wellbeing. Nurture groups running for those children identified as needing this.
Improve number of EYFS children achieving GLD.	71% children achieved GLD. Some children needing further intervention moving into KS1.
Improve maths outcomes across the school.	87% children achieved expected standard in KS2 Maths. 50% of the PP children achieved the expected standard. 84% achieved expected standard at KS1 in maths.
Improved reading and writing outcomes across school.	82% children achieved expected standard in KS2 Reading. 50% of the PP children achieved the expected standard. Writing standards were lower at 67%, meaning the combined RWM was 67%. Writing is therefore a focus this year.
Ensuring staff support matched to the needs of pupils as identified through assessments.	Staff were allocated with a needs basis in terms of support offered, in line with provision mapping across school.
Disadvantaged pupils to build access to the wider curriculum through planned enhancements, experiences and through cultural capital.	A range of clubs were offered over the year, with some free for all pupils through Sports Premium funding and others were paid for disadvantaged children to broaden their experiences.

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
School-led tutoring	Pam Raine (Supply teacher)
Lexia	Core 5 Lexia Learning Solutions LLC
Number Stacks	Number stacks