

Pupil premium strategy statement

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	The Federation of St Mary's Catholic Schools-Infant School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	14.12.21
Date on which it will be reviewed	Wb 28.3.21
Statement authorised by	Mrs Nicola Kearney
Pupil premium lead	Mrs Katherine Grange
Governor / Trustee lead	Mrs Gill Tuck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30935
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34705

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils

At the Federation of St Mary's Catholic Schools-Infant School, it is our intention that all children, regardless of their background or life experiences, make good progress by aiming to offer pupils an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the chance to achieve their true potential.

To consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences.
To provide opportunities for disadvantaged pupils to build their cultural capital.

We aim to identify the challenges our disadvantaged children's experience through robust diagnostic assessments (specific to elements of education as well as non-academic challenges), not assumptions about the impact of disadvantage. This will include the analysis of NFER assessments, RWI assessments, Boxall and NELI screening, as well as attendance data.

Our strategy plan links closely with our school development plan and sports premium. We will adopt the three-tier approach in which we prioritise high quality teaching and learning for all. Within this, we aim to continue to invest in high quality CPD for all staff. Targeted Interventions are carefully planned for in-light of children's needs, including speech & language, reading and writing, and maths support. We also invest in wider strategies to support aspects of physical and mental wellbeing and attendance.

To ensure our approaches are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- 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

Aims of our PP strategy

- Improve quality of teaching for all to ensure that the attainment gap between disadvantaged pupils and their peers is narrowed.
- Promote excellent attendance and reduce the percentage of persistent absenteeism.
- Promote well-being, mental health and safeguarding.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental wellbeing (particularly self-regulation and resilience) and readiness to learn on arrival at school has been impacted by Covid 19.</p> <ul style="list-style-type: none"> • Discussions with pupils and their families • pupil voice questionnaires • Discussions with staff in September
2	<p>Disadvantaged pupils have poor attendance and punctuality compared to their peers.(DATA)</p> <ul style="list-style-type: none"> • 2020/2021 data - PP attendance 93.74% compared to non-PP attendance 96.94%.
3	<p>Low levels of language skills on entry as identified by staff screening all children in the EYFS</p> <ul style="list-style-type: none"> • NELI baselines • Early Year baseline
4	<p>Attainment of disadvantaged pupils is below expected in reading, writing and maths at the end of KS1.</p> <ul style="list-style-type: none"> • Internal 2020-21
5	<p>Low percentage of disadvantaged pupils achieve GLD by the end of EYFS.</p> <ul style="list-style-type: none"> • Internal 2020-21
6	<p>From the teachers' assessments, gaps in learning across the curriculum (following the pandemic enforced closure across the school) have been identified. From this, we have identified the need for standardised assessments in KS1.</p> <ul style="list-style-type: none"> • Pira and Puma

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 social, emotional and mental wellbeing in disadvantaged pupils.	Work completed with families by our Safeguarding and Pastoral Manager develops greater levels of self-regulation and resilience.

	Improved levels of social, emotional and mental wellbeing shown through PATHS questionnaire data.
To achieve and sustain improved attendance and punctuality for our disadvantaged pupils to bring them in-line with our non-disadvantaged pupils.	Have positive engagement with families, building aspirations and home learning. Achieved a sustained high attendance rate, and to have narrowed the gap between disadvantaged and non-disadvantaged attendance rates by July 2022. Improved punctuality so that the child is on time for school measured by half termly attendance data analysis.
Improved oral, language and listening skills and vocabulary among disadvantaged pupils.	NELI assessments show significant improved language skills. Children will meet ARE in Communication and Language at the end of Reception. Children's use of Tier 3 vocabulary is increased.
The gap between the % of disadvantaged and non-disadvantaged is closed in reading, writing and maths by the end of each phase.	Increase the % of disadvantaged pupils passing the Y1 phonics screening check – closing the gap between disadvantaged pupils and all pupils. Early Years Literacy (ELGs Comprehension, Word Reading, Writing), Maths (ELGs Number, Numerical Patterns) outcomes improve each year so that by 2024/25 the gap between disadvantaged pupils and all other pupils has closed (comparing to 2019 data). KS1 reading outcomes improve each year so that by 2024/25 the % of disadvantaged pupils meeting the expected standard is at least in line with national figures. Consistent Read, Write, Inc phonics scheme rolled out and taught consistently across EYFS and KS1. Writing outcomes improve each year so that by 2024/25 disadvantaged pupils writing attainment at the end of KS1 is in-line with all other children. KS1 maths outcomes improve each year so that by 2024/25 the % of disadvantaged pupils meeting the expected standard is at least in line with national figures. Teaching for Mastery approach to be developed throughout Early Years and Key Stage 1. Diagnostic assessments provide teachers with clear identified areas of learning to focus on. Subject leader knowledge upskilled through quality CPD.

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: £4,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>EEF: Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or classes. Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	4, 6
<p>Development of our maths curriculum planning and teaching in line with DfE and EEF guidance.</p> <p>Introduction of Mastering Number programme for Early Years and KS1.</p> <p>Maths specialists providing CPD for subject leaders.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	4
<p>Development of our literacy offer.</p> <p>Purchase RWI ebook library</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	4

English specialist providing CPD for subject leaders.		
PATHS introduced to all children from reception upwards. Whole school staff training	<p>PATHS – Promoting Alternative Thinking Strategies is a programme that teaches children how to self-regulate and recognise their own emotions. This in turn, develops attitudes to learning and gives children the tools to deal with things in the moment. Resilience building and awareness of the feelings of others.</p> <p>EEF guidance/research; https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel </p>	1

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged children.	<p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4
Delivery by trained teaching assistant of NELI following intensive assessments.	EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.	3, 5

	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
School led tutoring for any identified children.	Recommended by EEF and DfE	2, 4

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

Budgeted cost: £17,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint full-time Pastoral and safeguarding Manager to support families.	Ofsted's research into community relationships and EEF guidance on working with parents/carers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 2
Attendance officer to work with families.	Following Covid lockdowns our school attendance data shows that FSM attendance rates are lower than non-FSM attendance rates. Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out. https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2, 5

Total budgeted cost: £34,705

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.

NELI was successfully delivered to the bottom 20% of reception children. All children made progress and the 20-week programme was completed.

Excellent pastoral support and communication provided to families from a range of school staff throughout the year, including through the lockdowns.

Attendance for 2020-2021 was well above national averages. Attendance of children in receipt of Pupil Premium was 93.74% compared to children not in receipt of Pupil Premium which was 96.94%.

Daily RWI lessons were delivered through remote learning through lockdown.

All Y2 children in receipt of Pupil Premium passed the autumn phonics screening test.

Food packages and resource packs were regularly delivered.

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
Computing, Art and DT schemes of work	Kapow
RE scheme of work	Ten Ten
Current affairs	Picture News
Remote learning platform	Seesaw
History scheme of work	Historical Association