

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	206 (22-23) 167 Rec-Year 2 + (23-24) 25 in nursery=192
Proportion (%) of pupil premium eligible pupils	12.4% (22-23) 12.8%(23-24)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2024
Statement authorised by	Mrs Justine Kellett
Pupil premium lead	Mrs Nicola Follin
Governor lead	Mrs Gill Tuck

Funding overview

Year 1-2022-2023	
Detail	Amount
Pupil premium funding allocation this academic year	£33240
Recovery premium funding allocation this academic year	£4206
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£37446

Year 2-2023-2024	
Detail	Amount
Pupil premium funding allocation this academic year	£32345
Recovery premium funding allocation this academic year	£2718.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35063.75

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils

At St Mary's Catholic Infant School, it is our intention that all children, regardless of their background or life experiences, are offered an exceptional quality of education through our bespoke Arches 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. We ensure that all children, with a strong focus on disadvantaged children, achieve their full potential in all curriculum areas, through consistent quality first teaching across school, supported by individualised targeted interventions.

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, NELI screening, Early Talk Boost, 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, phonics reading and writing, and maths support. We also invest in wider strategies to support aspects of physical and mental wellbeing and attendance, for example nurture strategies.

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>Poorer social, emotional and mental wellbeing in disadvantaged pupils. A higher percentage of disadvantaged children attend nurture sessions compared to non-disadvantaged children. 2022-23 data-55% of PP children attended nurture sessions compared to 45% of non PP children</p>																
2	<p>Disadvantaged pupils have poor attendance and punctuality compared to their peers.(DATA)</p> <ul style="list-style-type: none"> 2022/2023 data - PP attendance was 90.59% compared to non-PP attendance of 94.74% (this includes Reception) 																
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"> Early Talk Boost - Nursery NELI baselines Early Year baseline <p>On entry in 2022, 78% of all pupils in EYFS were working below in speaking and 80% of all pupils in Listening, attention and understanding.</p>																
4	<p>Attainment of disadvantaged pupils is below 'all pupils' in reading, writing and maths across Key Stage 1.</p> <p>2022-23</p> <table border="1"> <thead> <tr> <th>Pupils</th> <th>Reading EXS+</th> <th>Writing EXS+</th> <th>Maths EXS+</th> </tr> </thead> <tbody> <tr> <td>All (59)</td> <td>70%</td> <td>57%</td> <td>73%</td> </tr> <tr> <td>PP (10)</td> <td>30%</td> <td>20%</td> <td>40%</td> </tr> <tr> <td>Non-PP (49)</td> <td>77%</td> <td>65%</td> <td>80%</td> </tr> </tbody> </table>	Pupils	Reading EXS+	Writing EXS+	Maths EXS+	All (59)	70%	57%	73%	PP (10)	30%	20%	40%	Non-PP (49)	77%	65%	80%
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5	<p>Low percentage of disadvantaged pupils achieve GLD by the end of EYFS.</p> <ul style="list-style-type: none"> Internal 2022-23 = 17% (1 out of 6 children, statistically insignificant) 																
6	<p>From the teachers' assessments, gaps in learning across the curriculum have been identified. From this, we have identified the need for standardised assessments in KS1.</p> <ul style="list-style-type: none"> 23/24 – Autumn baseline assessments/NFER 																
7	Limited opportunities and life experiences																

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.	<p>Work completed with families by our Safeguarding and Pastoral Manager develops greater levels of self-regulation and resilience. I</p> <p>Improved levels of social, emotional and mental wellbeing.</p> <p>There are fewer incidents of inappropriate behaviours as evidenced on CPOMS. Staff and parents report that readiness to learn has increased for all children identified.</p>
To achieve and sustain improved attendance and punctuality for our disadvantaged pupils to bring them in-line with our non-disadvantaged pupils.	<p>Have positive engagement with families, building aspirations and home learning.</p> <p>Education Welfare Officer to support the school to achieve a sustained high attendance rate, and to have narrowed the gap between disadvantaged and non-disadvantaged attendance rates by July 2024. Improved punctuality so that the child is on time for school measured by half termly attendance data analysis.</p>
Improved oral, language and listening skills and vocabulary among disadvantaged pupils.	<p>Early Talk Boost (Nursery) and Talkboost (KS1) and NELI assessments show significant improved language skills.</p> <p>See TALKBOOST link https://speechandlanguage.org.uk/media/1940/talk-boost-interim-report-29-may-2012.pdf</p> <p>Children will meet ARE in Communication and Language at the end of Reception. Children's use of Tier 3 vocabulary is increased.</p>
Curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a variety of experience and opportunity in line with non-disadvantaged peers. Extra-curricular opportunities to expand our disadvantaged children's experiences and cultural capital will be provided.	<p>Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this.</p> <p>Through monitoring of books and learning walks, the CROWN curriculum will be fully embedded to ensure a high-quality curriculum for all disadvantaged learners.</p> <p>High uptake of extra-curricular activities in line with peers.</p>

<p>The gap between the % of disadvantaged and non-disadvantaged is closed in Phonics, reading, writing and maths by the end of each phase.</p>	<p>Phonics/ Reading 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 diminished. 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 RWInc) phonics scheme rolled out and taught consistently across EYFS and KS1. RWInc assessed every 6 weeks and children grouped accordingly Coaching for all teaching staff to ensure that the specific strategies for successful comprehension are modelled, scaffolded and explicitly taught, to build comprehension skills for those fluent readers. High quality texts that are challenging and appropriate, which engage readers, used in all areas of reading and English teaching. TA time dedicated to Fast Track Tutoring sessions. Pupils not making expected progress in reading/phonics to receive weekly phonics intervention, additional to the High Quality First Teaching daily phonics sessions.</p> <p>Writing 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. Small group support for children requiring handwriting intervention, with a TA. Small group support for children requiring spelling intervention, with a TA. Subject leader knowledge upskilled through quality CPD with School Improvement Liverpool, National college webinars, North West Partnership training, use of English consultants Children are regularly exposed to fiction and non-fiction text types and given writing opportunities across the curriculum.</p> <p>Maths 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 embedded throughout Early Years and Key Stage 1. We are currently at the 'sustaining' stage having made progress from last year.</p>
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	<p>Diagnostic assessments provide teachers with clear identified areas of learning to focus on.</p> <p>Subject leader knowledge upskilled through quality CPD with School Improvement Liverpool, National college webinars, North West Partnership training and use of mathematics consultants</p>
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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: £7349

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised NFER 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>	<p>4, 6</p>
<p>To embed feedback policy in line with EEF guidance to ensure maximum possible impact on learning for all pupils.</p>	<p>EEF Guide to Effective Feedback, June 2021: <i>"Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit."</i> <i>"Teachers should provide opportunities for pupils to use feedback."</i> <i>"Verbal methods of feedback can improve pupil attainment."</i></p>	<p>4, 5</p>

<p>To embed a high-quality coaching model throughout school to offer peer to peer support to improve teaching standards across school with a focus on early reading for both teachers and teaching assistants.</p>	<p>EEF Guidance to Implementation (2019) states that ‘an increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.’</p> <p>EEF (2022) School Planning Guide on high quality first teaching: “The ‘five-a-day’ approach identifies these evidence-based ‘best bets’, which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND.”</p>	
<p>Development of our maths curriculum planning and teaching in line with White Rose maths used in KS1</p> <p>Continue to embed the sustaining phase of the Mastering Number programme for Early Years and KS1.</p> <p>Maths specialists providing CPD for subject leaders.</p> <p>Greater focus on subject specific vocabulary</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>Workshops planned for parents to demonstrate and explain teaching and expectations</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>Maths hub training on the use of</p> <ul style="list-style-type: none"> • Resources • Breaking concepts down to show coherence 	4
<p>Development of our literacy offer linked to the Arches Curriculum.</p> <p>Purchase of wider reading quality texts for foundation subjects and Ruth Miskin portal purchased.</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
<p>To offer an extensive internal and external programme of high quality, evidence-based CPD targeted to individual teacher’s and learning assistant’s needs and whole school priorities with a sharp focus on high quality first teaching.</p>	<p>EEF Guide to the Pupil Premium, June 2019: “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spend-ing”</p> <p>“Good teaching is the most important lever schools have</p>	

	<p>to improve outcomes for disadvantaged pu-pils.”</p> <p>“A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.”</p>	
<p>To embed a highly effective monitoring programme throughout school to monitor teaching (including pupil progress) and provide support/ individualised CPD where required by SLT.</p>	<p>EEF (2022) School Planning Guide: “Effective professional development is vital to support, develop, and sustain high quality teaching. As schools move forwards into the next academic year, professional development programmes are an important focus for school plans” The Guide discusses the importance of CPD be based on mechanisms in four groups: building knowledge; • motivating teachers; • developing teacher techniques; and • embedding practice</p>	

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

Budgeted cost: £11157

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs to deliver additional phonics sessions targeted at disadvantaged children.</p> <p>1:1 RWI phonic intervention sessions</p>	<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>	<p>4</p>
<p>Delivery by trained teaching assistant of NELI and TALKBOOST in Year 1 following intensive assessments.</p>	<p>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.</p>	<p>3, 5</p>

	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf https://educationendowmentfoundation.org.uk/educational-evidence/teaching-learning-toolkit/oral-language-interventions	
School led tutoring/boosters for any identified children.	Recommended by EEF and DfE	4, 5

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

Budgeted cost: £16,557.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to work with families. EWO and our Safeguarding and Pastoral manager	Our school attendance data shows that FSM attendance rates are lower than non- FSM attendance rates. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 2

<p>To provide extracurricular activities - open to all children with priority given to disadvantaged children.</p>	<p>EEF study into extending school time: “The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.”</p>	
<p>To subsidise opportunities for experiential learning including school trips and resources.</p>	<p>EEF (2022) School Planning Guide in relation to transition: “A main area for development is support for pupils from disadvantaged backgrounds transitioning between primary and secondary school—anticipating risk points and deliberately building the support needed to set every child up for success”</p>	
<p>To offer additional boosters to targeted children through various after school activities.</p>		

Total budgeted cost: £32,345

Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

Attainment of disadvantaged pupils is below expected in reading, writing and maths 2022-23

	Reading EXS+	Writing EXS+	Maths EXS+
St Mary's	30%	20%	40%
National	72%	61%	72%
Difference	-42%	-41%	-32%

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national.

Comparison of Pupils premium and non Pupil Premium 2022-23

Pupils	Reading EXS+	Writing EXS+	Maths EXS+
All (59)	70%	57%	73%
PP (10)	30%	20%	40%
Non-PP (49)	77%	65%	80%

NELI was successfully delivered to the bottom 20% of reception children. All 12 children made above average progress from entry to Summer term.

Safeguarding and Pastoral Manager employed from April 2022 which enhanced the excellent pastoral support and communication provided to families. A Teaching assistant was timetabled to provide a range of nurture sessions for children in receipt of Pupil Premium. She delivered a variety of personalised support programmes for children who needed intensive provision. These were either 1:1 or small group work.

Attendance for 2022-23 was in line with national averages. Attendance of children in receipt of Pupil Premium was 90.59% compared to children not in receipt of Pupil Premium which was 94.74%.

Daily RWI lessons were delivered and children assessed at least every 6 weeks to ensure rapid progress.

4/7 Y2 children in receipt of Pupil Premium passed the autumn phonics screening test.

Food and uniform packages, and resource packs were delivered. School trips paid for.

Fees paid for Children in receipt of Pupil Premium who attended the school's outside provider to provide wrap around care.

Children in receipt of Pupil Premium were invited to a variety of after school clubs throughout the year: Gardening Club, Lego Club, Wonderful World

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2022 to 2023.

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
Phonics	Read, Write, Inc
History scheme of work	Historical Association
Maths intervention	

The directing of staff towards interventions for pupils with a barrier for learning, to ensure children made good progress through the year, allowed us to again put in place a Interventions that took place had a positive impact, particularly in relation to Phonics progress in Year 1. The interventions put in place also allowed the disadvantaged children in Key Stage 1 and 2 to make good progress, including were a learning need affected the ARE of the child, using standardised teacher assessment to judge. The impact of the lockdown periods needs to be continually monitored to ensure achievement and opportunities for all children continues to be prioritised and progress to continue to be good across all key stages. The steps put in place for 2023-24 will work to ensure the progress of the children continues to be at least good and the attainment levels of disadvantaged pupils moves to be more in line with their peers.