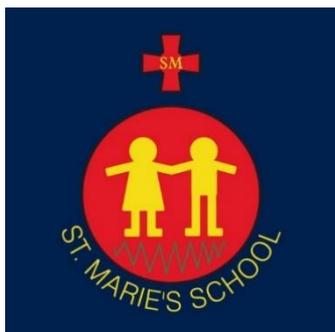


St Marie's Pupil premium strategy statement



'Jesus is always my friend'

St Marie's Mission 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 | St Marie's Primary |
| Number of pupils in school | 216 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | John Fernandes Headteacher |
| Pupil premium lead | Maria Fernandes Deputy Headteacher |
| Governor / Trustee lead | C.J Calvert, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £36,245 |
| Recovery premium funding allocation this academic year | £3,915 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £40,160 |

Part A: Pupil premium strategy plan

Statement of intent

At St Marie's we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity. Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on reading, phonics and maths mastery.

Embedded into our practice is the importance of nurture, sports, culture and art opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our bespoke curriculum provides children in receipt of Pupil Premium, with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society.

Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families and through the deployment of external agencies, for example, mental health practitioners in school supporting children and families.

All strategies employed are evidence-informed using recommendations outlined by Education Endowment Foundation, Learn Sheffield and the Sheffield Catholic Schools' Partnership.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped working memory and vocabulary gaps among many disadvantaged pupils. |
| 3 | The impact of COVID-19 has meant that gaps have widened for several PP children. Observations, and discussions with pupils indicate poor mental health, low self-esteem, confidence, and emotional regulation difficulties. |
| 4 | Children typically enter school with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities. |
| 5 | Some children have multiple, overlapping, needs that impact on their learning. For example, 60% of our PP children have English as an Additional Language. These families often speak in their first language at home. |
| 6 | Attendance of disadvantaged children (97.5%) is slightly above the percentage of all other children in school (96.7%) and above the National average. However, the % of disadvantaged pupils who were persistently absent has risen slightly (11%) and is above the other children in school but still below national average. |

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 |
|---|---|
| <p>Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.</p> <p>Improved reading attainment among disadvantaged pupils.</p> <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> | <p>The % of disadvantaged pupils achieving GLD is at least in line with all other areas</p> <p>The gap in phonics attainment between disadvantaged pupils and other pupils is closing and is below the national gap (2019: - 6%)</p> <p>By the end of KS1, the gap between disadvantaged and other pupils (in school and nationally) is closing rapidly in RWM.</p> <p>KS2 reading outcomes in 2021/22 show that 100% (2) disadvantaged pupils met the expected standard.</p> |

| | |
|---|---|
| | KS2 maths outcomes in 2021/22 show that 100% (2) disadvantaged pupils met the expected standard. |
| Improved oral language skills and vocabulary among disadvantaged pupils/EAL pupils. 21/22 – 37% EAL, National 21% PP – 10%, National 22% | The attainment gap between EAL and Non EAL will close rapidly. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Key vulnerable families will be accessing a comprehensive offer of extended services through Early Help. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 97% • the percentage of all pupils who are persistently absent (miss 10% or more sessions) being below 7% and the figure among disadvantaged pupils being in line with their peers. |

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: £17,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. This includes cover costs and resources for:</p> <ul style="list-style-type: none"> • Bespoke phonics training by Ruth Miskin (Read Write Inc) • Bespoke maths mastery training by Ark Maths • Involvement and participation in the EEF Schools Partnership Programme • Involvement and participation in the DfE Ed Tech Demonstrator Programme | <p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches =+6 months</p> <ul style="list-style-type: none"> • Early Literacy Approaches = +4 months • Communication and Language Approaches = +6 months <p>EEF commissioned evaluations of Read Write Inc. Phonics. Read Write Inc revalidated by the DfE as a complete Systematic Synthetic Phonics programme.</p> | <p>1, 2, 4 & 5</p> |
| <p>Time allocation for Pupil Premium Lead/SLT to carry out strategic leadership (cost of cover) 3 hours per week. Subject leadership time (cost of cover) 3 hours per week</p> | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> | <p>All.</p> |

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

Budgeted cost: £8500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional support for children requiring intervention (1:1 and small group support) led by skilled Teaching Assistants | Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’: <ul style="list-style-type: none"> • Individualised instruction = + 4 months • One-to-one tuition = +5 months • Small group tuition = +4 months • Teaching assistant Interventions = +4 months | 1, 2, 4 & 5 |
| English as an Additional Language intervention programme delivered by Teaching Assistants | Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Communication and Language Approaches = +6 months | 1, 2, 4 & 5 |

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

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Lexia Core 5 Intervention – focus on Literacy – Reading, spelling, fluency and reading comprehension | EEF A computer-based reading programme research. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. | 1, 2, 4 & 5 |
| Daily attendance, punctuality, behaviour, and wellbeing monitoring and support service. | Attendance at school is related to performance (Taylor 201) NFER Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. | 6 |

| | | |
|--|---|-----|
| Social and emotional support for the school community | <p>Hope Attachment advice and research of working with vulnerable children and families in Sheffield.</p> <p>Scope, Scale, and Dose of the World’s Largest School-Based Mental Health Programs (2017) - the need to prioritise child and adolescent mental health is compelling since an estimated 13% of youth under 18 years old worldwide have significant mental health problems.</p> | 3,6 |
| Targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p> | 3,6 |
| Physically wellbeing – Improved social and emotional support for the school community | <p>Enhance physical well-being Provide opportunities to learn to swim and enjoy swimming that may not be available with parents.</p> | 3,6 |
| Breakfast Club. Structured Conversations After School Clubs | <p>OFSTED Pupil Premium Report – structured conversations with parents have an important and specific role in supporting pupils’ academic and personal development.</p> | 3,6 |
| Nurture Provision | <p>Educational psychologist and therapeutic therapist recommend a bespoke curriculum.</p> <p>Improved engagement in learning; Improved focus and attention; Improved expressive language skills; Development of a range of social skills and life skills; Improved progress across the curriculum; Learning is enhanced by real life experiences and local excursions.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Arts Participation = +3 months • Social and Emotional Learning = +4 months | All |

Total budgeted cost: £40,500

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.

Disadvantaged pupils attended school regularly in 20/21 and were in line with other children in the school.

Attendance analysis, half-terms 1 - 6, 2020/21

| | School NOR | Sheffield LA NOR | School | Sheffield LA | School diff |
|---------------|------------|------------------|--------|--------------|-------------|
| Total | 220 | 38,974 | 96.9 | 94.4 | 2.5 |
| Boy | 107 | 19,982 | 96.8 | 94.1 | 2.7 |
| Girl | 113 | 18,992 | 97.0 | 94.6 | 2.4 |
| NCY 1 | 31 | 6,460 | 98.1 | 94.4 | 3.7 |
| NCY 2 | 31 | 6,358 | 96.8 | 94.5 | 2.3 |
| NCY 3 | 31 | 6,484 | 97.6 | 94.6 | 3.0 |
| NCY 4 | 34 | 6,685 | 94.6 | 94.6 | 0.0 |
| NCY 5 | 30 | 6,629 | 98.2 | 94.0 | 4.2 |
| NCY 6 | 63 | 6,358 | 96.6 | 94.2 | 2.4 |
| Pupil premium | 19 | 11,337 | 96.9 | 91.0 | 5.9 |

Well-targeted and effective Pastoral Care ensured that our most vulnerable disadvantaged pupils were fully engaged in all aspects of school life

- Highly effective pastoral care led to early support for families and, as such, personal development outcomes for disadvantaged children were broadly in line with outcomes for all 'other' children
- Pupils involved in pastoral interventions (e.g., Lego therapy/play therapy) made at least expected progress, with many demonstrating a greater ability to self-regulate. This also reduced the risk of key children being excluded.
- Hallam Caring Services provided support for pupils with social, behavioural, and emotional needs.
- Structured conversations- targeted pupils and their families had structured conversations to provide support with social, behavioural, emotional, attendance and punctuality needs.

Improved Reading and Writing outcomes, especially at EYFS and KS1

- 100% of pupils achieved the Year 2 phonics screening in summer 2021.
- 50% of PP children were working at or above the met standard in Reading by the end of KS1
- 100% of PP children were working at or above the met standard in Writing by the end of KS1.
- 50% of PP children were working at or above the met standard in Maths by the end of KS1.

Disadvantaged pupils to close the gap towards all pupils Nationally at the end of KS2.

- Due to the Covid-19 pandemic, end of key stage assessments did not take place for Year 6.
- Although pupils did not sit statutory tests in Summer 2020 or 2021 standardised tests (PUMA, PIRA, GAPS) were used to support teacher assessments and this enabled school to make summative judgements about progress and attainment, both of which showed that disadvantaged children's standardised scores improved through time.

Internal school data for the end of Key Stage 2

Reading - SAT Scaled Score

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



Maths - SAT Scaled Score

Legend Well below Just below Expected Above No data

