

St Mary and St Michael Catholic Primary School

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	St Mary & St Michael Catholic Primary School
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	31.12.22
Date on which it will be reviewed	December 2022
Statement authorised by	Rachel Mahon
Pupil premium lead	Joseph Pomeroy
Governor / Trustee lead	Patrick Donavan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,920
Recovery premium funding allocation this academic year	£23,780
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	£206,700

Part A: Pupil premium strategy plan

Statement of intent

At St Mary and St Michael Catholic Primary School we have aspirations and ambitions for all pupils. Our aim is to use Pupil Premium funding to counter disadvantage and ensure greater equality through:

- High quality teaching for all pupils;
- Provision of targeted interventions;
- Using a wide range of strategies to overcome barriers to learning.

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum.

These include:

- 1:1 and small group support within the class
- TA support in class
- CPD for staff and collaborative practice (including modelled lessons and best practice visits)

Some children may require additional support beyond the classroom in order to make good progress. This is achieved through time limited high quality interventions. These include:

- 1:1 and small groups in English and Maths
- Additional phonics groups
- Speech and language support
- SEND support groups
- Place2Be and ELSA

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement.

2	Poor attendance for many disadvantaged pupils.
3	Basic skills in Reading, Writing and Mathematics below typical expectations
4	Communication and social skills - limited vocabulary and poor language comprehension.
5	Emotional and mental health needs for a number of disadvantaged children.

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
Teaching is consistently good or better for pupil premium children	Data will reflect good progress.
Pupil premium children are supported emotionally and socially in order to fully access the curriculum – SEMH support	Place 2 Talk to continue to be accessible to all pupils in Key Stage 1 and 2. Place 2 Be 1:1 counselling across all Key Stages.
To provide evidence-based interventions that make a significant impact on the emotional health of disadvantaged children	Monitoring through observations. Evaluation of regular intervention. Feedback from trips using pupil voice. Monitoring in pupil progress meetings. Pupil voice monitoring for SEMH interventions.
	ELSA programme embedded in the school and making a significantly positive difference to the emotional health of targeted disadvantaged children
Children who have fallen behind receive high-quality, target intervention	Curriculum planning is revisited. Opportunities to revisit prior learning are regularly put in place. Speech and language interventions are regularly monitored by our Speech Therapist.
To narrow the attainment gap between disadvantaged and non- disadvantaged in phonics by the end of Year 2. Increase the percentage of disadvantaged children achieving the expected pass mark for the KS1 test- Years 1 and 2 against their peers	Half termly phonic assessment. Catch up phonic intervention sessions for those working below the expected standard.

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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implement the use of Lexplore.</p> <p>Training for staff to ensure that assessments are delivered and interpreted correctly.</p> <p>Training for support staff to deliver the Lexplore Intervention Programme</p>	<p>Diagnostic reading assessments provide opportunities to reflect on individual pupil needs. The assessment provides useful insight into difficult pupils may be facing. The assessments help to inform professionals' judgments.</p> <p>The assessments outline specific areas for development for individual pupils.</p> <p>Lexplore - Using tech support the assessment of reading</p>	3, 4
<p>Provide all Key Stage 1 Staff with Read Write Inc phonics training to implement the phonics programme consistently.</p>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between sound patterns heard in words and in the way that they are written.</p> <p>Phonics improves the accuracy of the child's reading but not necessarily comprehension.*</p> <p>* Read Write Inc Phonics incorporates comprehension activities to ensure progression.</p> <p>EEF Phonics Toolkit</p>	3
<p>Purchase additional, fully decodable, home reading texts for pupils on the Read Write Inc Phonics programme.</p>	<p>The teaching of phonics should be matched to the children's current level of skill in terms of the phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>EEF Phonics Toolkit</p>	3
<p>Purchase additional home reading books for</p>	<p>Children require access to high quality and varied texts that capture their</p>	3

<p>Year 2 - Year 6 (pupils reading books bands.)</p> <p>Purchase additional, quality texts for each class book corner area.</p>	<p>interest and encourage reading for pleasure.</p> <p>DFE Reading for pleasure</p>	
<p>Recruit a tutor to support pupils identified in need of additional support in Maths.</p> <p>Termly assessments in reading and maths to be undertaken and validated alongside teacher assessments</p> <p>Termly Pupil progress meetings with a focus on disadvantaged pupils and the lowest attaining 20% of pupils.</p>	<p>The EEF research demonstrates that 1:1 or small group interventions that focus on specific gaps in learning can have a significant impact on pupil attainment.</p> <p>EEF 1:1 Tuition</p> <p>EEF Small Group Tuition</p>	3
<p>Further develop teaching of reading comprehension, providing CPD and release time to embed the teaching of shared and guided reading.</p> <p>Outside professionals coming in to lead CPD.</p>	<p>Reading comprehension strategies have a high impact. Alongside phonics it is a crucial component of reading instruction.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy.</p> <p>EEF Reading strategies</p>	3
<p>Enhancement of our maths teaching and curriculum planning.</p> <p>We will fund release time for teachers to attend CPD.</p>	<p>Research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</p> <p>EEF - Effective professional development</p>	3,4

Purchased additional IT devices	Ensuring that all pupils have access to a device to support their learning in Computing and across the curriculum.	1,2
Supporting disadvantaged pupils with SEND.		
Learning review to be carried out by Tower Hamlets Language and Communication Service, focussing on the use of visuals and questioning across the school to support SEND and disadvantaged pupils.	Teachers are held accountable to provide pupils with meaningful feedback to improve their learning. EEF - Teacher feedback to improve pupil learning	3, 4
Speech and Language therapist to undertake individual assessment of children, plan and implement programmes and professional development for staff to enable them to support pupils effectively.	Oral Language approaches have a high impact on pupil outcomes of 6 months additional progress. EEF - Oral language interventions	3, 4, 5
Educational Psychologist (EP) to carry out individual assessment of children. Plan and implement programmes. Support teachers to develop effective planning to address individual pupil needs.	All pupils deserve access to high-quality teaching. Although a focus on effective classroom teaching is the starting point, some pupils will require specialist support—including specific teaching methods, equipment, or curriculum—delivered by a trained professional either directly or in a consultancy role. Decisions about which specialist interventions or strategies to use will be informed by discussions with the SENCo, parents and carers, and—especially if the pupil has an EHC plan—relevant external professionals. EEF - Supporting SEND Pupils in Mainstream School	3, 4, 5
CPD for support staff to encourage independence in pupils with SEND.	Scaffolding can be used to provide a temporary support for pupils, followed by felixible group, the strategies to encourage independent learning.	3, 4

Provided by our link EP.	EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish and monitor 1:1 Lexplore reading interventions for lowest 20% of pupils in Years 3 - 6.	The Education Endowment Foundation research shows that 1:1 and small group targeted intervention programmes, focussing on identified gaps in learning can have a significant impact on pupil attainment. EEF Improving Literacy in Key Stage 2	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	All pupils, especially those from disadvantaged backgrounds benefit from synthetic phonics teaching. EEF Phonics Toolkit	3
1:1 reading support for those pupils struggling with fluency or do not access reading materials at home.	Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. EEF blog: Shining a spotlight on reading fluency	3
Small group tuition for pupils in Year 6, working within the lowest 20%.	The EEF research demonstrates that 1:1 or small group interventions that focus on specific gaps in learning can have a significant impact on pupil attainment. EEF 1:1 Tuition EEF Small Group Tuition	3

In-direct speech and language intervention.	Speech and Language interventions, when carefully matched with pupils' current level of development can have a high impact on pupil progress. EEF Oral Language Intervention	4
Release time for our Emotional Literacy Support Assistant to attend supervisions with Tower Hamlets EPS.	EEF recommends that pupils are taught explicit Social and Emotional skills. ELSA provides 6 weeks of interventions to work towards SMART targets. EEF Improving Social and Emotional Learning	5

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

Budgeted cost: £ 60,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Place2Be Counselling service providing -1:1 and small group Place 2 Talk drop in sessions. £28,511</p> <p>-1:1 play therapy sessions. - Personalised Individual Parent Training (PIPT)</p>	<p>'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.'</p> <p>Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges June 2021</p>	1, 2
<p>Emotional Literacy Support 1:1 support for pupils in need identified by class teachers or support staff.</p> <p>Two afternoons of release time for a TA to run the ELSA programme and attend supervisions provided by Tower Hamlets EPS.</p>	<p>EEF recommends that pupils are taught explicit Social and Emotional skills.</p> <p>ELSA provides 6 weeks of interventions to work towards SMART targets. EEF Improving Social and Emotional Learning</p>	5

Attendance Welfare Support from Tower Hamlets. £12,200	Our attendance welfare office is able to support families on a case by case basis, providing tailored support. This helps to improve home school relationships and communication. DfE - Improving School Attendance	1, 2
Develop an explicit Social Emotional Learning Curriculum.	The EEF recommends teaching Social and Emotional skills explicitly. 'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.' (EEF 2021) At St. Mary and St Michael we have continually adapted our provision based on the needs of our children and considering research. We have reflected on the need within our school. As a result of this we are developing an explicit curriculum which teaches the skills of self regulation and social and emotional learning. From Nursery to Y6 the PSHE curriculum 'Life to the Full' is taught.	4, 5
Free Breakfast and After School Club places to identified disadvantaged children	You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19. EEF- Using your pupil premium	1, 5

Total budgeted cost: £206,700

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.

All Pupil Premium children provided with access to technology and food vouchers during national lockdown.

Working with LA attendance officer and targeted use of PP money for Breakfast and After School club boosted the attendance of the majority of PP pupils. There are still some children for whom this strategy did not have impact

Trained ELSA and range of therapies have had a positive impact on the disadvantaged children involved in these interventions

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
Read Write Inc CPD	Read Write Inc
Lexplore reading assessment and intervention programme	Lexplore Analytics
ELSA	Tower Hamlets EPS
TT Rockstars	Maths Circle
NELI: Nuffield Early Language Intervention	Elklan

Further information (optional)

Disadvantaged pupils are raised in pupil progress meetings, held at three points throughout the year. Leaders at all levels continuously look for ways to support families and pupils where issues may arise.

Covid 19 has had an enormous impact on the education of our children. It has resulted in unprecedented challenges and has brought intense pressure, high levels of stress and anxiety and radical changes to the way in which we work and live.

The closure of schools has had a considerable impact for all pupils, but the largest impact is likely to fall on those from the poorest families.

Every child's experience has been different and some children have been impacted far more than others. It is clear that children have had access to different levels of learning during the lockdown. Some children have parents/carers who have been able to take on the role of 'teacher' and oversee remote learning. For many others, a whole range of issues have impacted on their ability to learn at home:

- Space to work
- Overcrowding
- Parents/Carers having the time / skills to commit to remote learning