



St Mary's Primary School Pupil Premium Strategy Statement



1. Summary information					
School	St Mary's Catholic Primary School.				
Academic Year	2022 - 2023	Total PP budget	£ 29,620	Date of most recent PP Review	July 2022
Total number of pupils in school	248	Number of pupils eligible for PP	22 (9%)	Date for next internal review of this strategy	Autumn 2022

END OF KS1 DATA 2022	<i>Pupils eligible for PP</i>
50% achieving in reading, writing and maths (Expected or above)	10
50% making progress in reading (Expected or above progress)	10
50% making progress in writing (Expected or above progress)	10
50% making progress in maths (Expected or above progress)	10

END OF KS2 DATA 2022	<i>Pupils eligible for PP</i>
100% achieving in reading, writing and maths (Expected or above)	1
100% making progress in reading (Expected or above progress)	1
100% making progress in writing (Expected or above progress)	1
100% making progress in maths (Expected or above progress)	1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

A.	2 PP Chn are being supported on a Child Protection Plan	
B.	5 Service Chn	
C.	1 PP Child is supported on a Child In Need Plan	
D.	2 PP Chn have an Educational Health and Care Plan	
E.	1 PP Child has Additional Funding	
F.	1 PP Child is being supported by a Team Around the Family Plan	
G.	Most PP Chn are in Year 3	
H.	13 PP Chn are girls	
I.	9 PP Chn are boys	
J.	36% of PP Chn are Expected or Greater Depth in Writing	
K.	45% of PP Chn are Expected or Greater Depth in Maths & Reading	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A/C/F	<ul style="list-style-type: none"> • Chn to complete provisions outlined in Social Care Plans. Support maybe given through school or external agencies • Progress will be measured through monitoring in school as well as assessments by the Social Care Team 	<ul style="list-style-type: none"> • PP Chn will be kept safe • PP Chn will develop their knowledge of Protective Behaviours • All staff will be aware of All Chn on Social Care Plans

B.	<ul style="list-style-type: none"> • School will maintain good communication with Service Families, to ensure we are aware of long periods of absence. • School will provide emotional support for our service Chn 	<ul style="list-style-type: none"> • Service Chn will feel confident in speaking with staff about their feelings and emotions • School will continue to build positive relationships with service families
D/E	<ul style="list-style-type: none"> • EHCP will complete annual reviews within the time frame. All professionals, parents and child will provide their views during this time • SENCO and Class Teacher's to monitor progress of chn with an EHCP, including specific interventions • Chn will be provided with termly targets via a Pupil Profile, this will be shared with parents and reviewed • Chn with Additional Funding will be reviewed. Applications for a Statutory Assessment will be made if required 	<ul style="list-style-type: none"> • Chn to show progress against their targets
J.	<ul style="list-style-type: none"> • To improve progress in writing for PP Chn • SENCO liaise with the Literacy Coordinator regarding writing resources to improve progress 	<ul style="list-style-type: none"> • PP Chn to have shown progress in writing • To have developed writing aids and supports in school

5. Planned expenditure

Academic year 2022-2023

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
To ensure increased progress for all PP chn, including those who are also on the SEN register		All classrooms to have a SEN and PP list in their SEN Class Folders.	All staff in the school will be aware of the PP children throughout the school and the key targets for each child. List will be kept in the SEN folder.	Karen Driver (PP Lead)	Termly
	Classroom Support	PP chn will be able to access adult support in the classroom. This support may vary depending on need and subject. PP chn will have access to specific resources to support learning.	The Class Teacher will ensure learning is differentiated and appropriate resources are available. Support Staff approximately £1000.00 per staff member per annum	Class Teachers	Daily basis
	Attainment monitoring	PP chn will be monitored by Class Teachers via HelloData (Scomis). PP chn will be monitored via the PP Lead using a specific format. This will inform any specific interventions or further funding/EHCP application if necessary.	PP Lead will input Class Teacher data on a termly basis.. Some PP chn will have a Pupil Profile, again these are reviewed on a termly basis.	Karen Driver (PP Lead) Class Teachers	Termly
		School to use ProvisionMaps for to monitor interventions for those PP and SEN Chn	SENCO to provide training throughout the year for Staff to recap how to use and input information into ProvisionMaps software	Karen Driver (PP Lead)	Daily/Termly

To ensure PP chn are receiving high quality teaching during their time in school.	SLT observations	SLT complete regular learning walks. These are based on the School Development Plan Objectives.	SLT will review learning walk findings with individual staff and implement targets to improve if required.	SLT	Termly
To ensure PP chn show increased progress in writing	Writing Resources	SENCo to liaise with Literacy Co-Ordinator to research writing support for PP Chn.	SENCO to share findings with Teaching Staff during Staff Meetings. Staff to implement and use resources and approaches to writing when necessary. SENCO to monitor PP attainment termly through Hello Data	SENCO Literacy Co-Ordinator	Termly
Total budgeted cost					£500.00
ii. Targeted support					
Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will

	action/approach	for this choice?	implemented well?		you review implementation?
To ensure Chn complete provisions outlined in Social Care Plans. Support maybe given through school or external agencies	<p>Chn to be able to access SEMH interventions where appropriate for their needs.</p> <p>Chn to access Protective Behaviours support</p>	<p>Chn identified as having low Self-esteem and wellbeing will be given opportunities to take part in Emotional Literacy Interventions. We currently offer the following interventions in school (please note interventions are based on staff ability):</p> <ul style="list-style-type: none"> - Zones of Regulation - Think Good, Feel Good - Emotional Literacy - Spirals - Time to Talk - Clear Sky Play Therapy - Individual Therapy Journals <p>Mental Health Support Team (MHST) A new mental health team to support early SEMH issues. This team work with parents and children together. Referrals can be made when required.</p> <p>Clear Sky Play Therapy PP chn will have access to Clear Sky Play Therapy. We are currently funding 3 spaces.</p> <p>SAFE! Project PP Chn can be referred to the SAFE! Project to support those affected by Crime. Protective Behaviour work can be completed on a 1:1 basis</p>	<p>Progress will be measured through monitoring in school as well as assessments by the Social Care Team</p> <p>Emotional Literacy Interventions usually take place once per wk for 30minutes. Cost: TA £10 per hour For 3 PP chn per year intervention cost: £1080.00</p> <p>Clear Sky Play Therapy & Reports Cost:£65 per session 3 PP Chn for 1 year cost £7605.00</p>	<p>Karen Driver (PP Lead)</p> <p>Emotional Literacy Teaching Assistant to use SQC questionnaire which is completed by the teacher and parent</p>	Termly

		<p>Building Respectful Families PP Chn can be referred to BRF to support relationships between chn and their caregivers. Therapists support on a 1:1 basis</p> <p>Food Bank Vouchers & Holiday Food Vouchers School can provide vouchers to support families with low incomes. PP families are also provided food vouchers for holiday periods.</p> <p>Basic Needs School can signpost and support PP families with clothing.</p>			
To ensure service PP chn have a smooth transition into school and to support with their wellbeing when family members are on exercise	<p>SENCO/PP Lead will ensure that safeguarding and attainment information is received from previous settings. Further communication maybe required.</p> <p>SENCO/PP Lead and Class Teachers to build good relationships with home. To communicate any exercises or long periods of absence</p>	<p>Preparation for service chn can be short. There may not be time for pre-visits to school. Teaching Staff to ensure that chn have opportunities to develop their relationships with their peers through specific activities. To ensure parents receive all joining materials for school.</p> <p>For children to be able to access books regarding parents working away. For SENCO/PP Lead to use materials from the Army Family Federation regarding support for families and children.</p>	<p>Chn will complete a Pupil Voice questionnaire and this will be monitored termly.</p> <p>Class Teachers will access data from Scomis.</p> <p>SENCo/PP Lead will ensure any safeguarding concerns are monitored and information passed onto Class Teachers.</p>	SENCO/PP Lead Class Teachers	Termly
To ensure increased progress for all PP chn, including those who are also on the SEN register	Specific Interventions to Support Reading, Writing & Mathematics	<p>The following interventions are available to support the Reading, Writing & Mathematics subjects:</p> <ul style="list-style-type: none"> - Nessy - Sound Reading System 	<p>When required interventions are put in place to support Reading, Writing & Maths. These are carried out by trained staff.</p>	Karen Driver (PP Lead) To input data into Provision Maps Software	Termly

	<p>Numicon</p>	<ul style="list-style-type: none"> - P.A.T Phonics - Numicon - Clicker - Write from the Start - Auditory & Memory Games - TT Rock Stars - Spelling Shed <p>PP chn will have the opportunity to engage in interventions to support their mathematical skills. Support Staff will have training to ensure they can deliver quality interventions.</p>	<p>SENCO to meet with teachers to select appropriate interventions for pupils. SENCO will carry out pre and post assessments to use to track and monitor progress SENCO/PP Lead to liase with Maths Leader to implement Numicon training for all teachers.</p>	<p>Impact measured by SENCO and inserted into Provision Maps software.</p>	<p>When Required</p>
	<p>KUMON</p>	<p>We want pupils to become independent, advanced learners with a positive attitude to learning. The KUMON programs enable pupils to progress to an advanced level, at their own pace, so they can realise their potential and experience success.</p>	<p>All PP chn offered one subject at KUMON for one year.</p> <p>Pupil Premium lead to meet with Kumon lead teacher and communicate regularly to discuss pupil progress.</p> <p>Engage with parents and pupils before Kumon begins to address any concerns or questions about the additional sessions.</p>	<p>KUMON teacher to share progress report with SENCO/PP Lead.</p>	

	Nessy	Chn who required support with their reading and spelling receive their own login to access nessy. This can also be accessed at home. 4 PP chn currently use this service.	<p>Cost for 1 subject Per annum: £750.00</p> <p>Cost per annum per child: £22.00</p>	Class Teacher & SENCO/PP Lead will be able to monitor progress through the programmes analysis.	Termly
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To ensure increased progress for pupils eligible for PP funding.	CPD for TAs leading interventions. To purchase resources to support understanding through the use of concrete objects.	We want to train relevant adults in practices to provide stretch and encouragement for these pupils.	Teaching assistant (TA) CPD for TAs supporting the sessions and feedbacks to Class Teacher. Use tracking data to monitor progress and attainment.	Karen Driver (PP Lead)	Termly
To ensure PP chn with English as an Additional Language are not disadvantaged regarding their learning	Chn may require more adult input in the early stages of starting school with EAL.	Chn may need specific interventions to improve their English. Picture books with everyday vocabulary, bilingual touch pen resources, visual timetables and sign support. Referrals to professionals will indicate if interpreters are required for medical appointments etc.	Teaching staff, SENCO/PP Lead will ensure that good relationships are formed between home and school. Face to face meetings are usually preferred with English as an Additional Language. Important information may need to be reinforced by extra correspondence.	Teaching Staff, School Office & SENCO/PP Lead	Daily
To ensure that all chn who are PP and have an EHCP are receiving required support	PP chn and their families may need extra support to ensure they receive appointment letters and reports.	Although the EHCP has specific funding for resources and support, personal budgets maybe required. SENCO/PP Lead will ensure that paper copies of reports are communicated with home.	SENCO/PP Lead to ensure practices are explained to parents regarding EHCP procedures. To incorporate any professionals involved in EHCP	SENCo/PP Lead	When Required
To ensure service PP chn have a smooth transition into school and to support with their wellbeing when family members are on exercise	SENCO/PP Lead will ensure that safeguarding and attainment information is received from previous settings. Further communication maybe required. SENCO/PP Lead and	Preparation for service chn can be short. There may not be time for pre-visits to school. Teaching Staff to ensure that chn have opportunities to develop their relationships with their peers through specific activities. To ensure parents receive all joining materials for school. For children to be able to access	Chn will complete a Pupil Voice questionnaire and this will be monitored termly. Class Teachers will access data from Scomis. SENCo/PP Lead will ensure any safeguarding concerns are monitored and information passed onto Class Teachers.	SENCO/PP Lead Class Teachers	Termly

	Class Teachers to build good relationships with home. To communicate any exercises or long periods of absence	books regarding parents working away. For SENCO/PP Lead to use materials from the Army Family Federation regarding support for families and children.			
Total budgeted cost					£12000.00
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure higher levels of self-esteem and self-confidence for pupils eligible for PP	Financial support for residential trips in Years 4, 5 and 6. Additional extra-curricular activities for all PP pupils.	We want all pupils to have the opportunities to participate in residential activities in order to become more confident and resilient learners as well as to develop self-esteem. Financial support for PP chn who are undertaking school visits. PP chn to be offered Cherwell Holiday Club spaces during holiday periods.	Class teachers to talk to pupils before and after residential trips. Feedback from chn and parents regarding the experience.	Karen Driver (PP Lead)	When Required

Total budgeted cost

£2600.00