

Pupil Premium Strategy Statement – St Mary’s Catholic Nursery & Infant School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school as at Sept 2022	289
Proportion (%) of pupil premium eligible pupils	1.38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22/23/24
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by Executive Headteacher	Mrs Shirley Hulme
Pupil premium lead	Mrs M Quinn
Governor / Trustee lead	Mr Bernard Tomkins Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (21/22)	£3,000
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£5,000

Part A: Pupil premium strategy plan

Statement of intent

We aim to:

- Reduce the attainment gap between the school's disadvantaged pupils and others in school.
- Raise the in-school attainment of both disadvantaged pupils and their peers, using the data that we gather effectively.
- Provide clear constructive feedback on next steps.
- Continue our approach to mastery learning in Maths and enhanced teaching and learning opportunities in English, in addition to the wider curriculum.
- Ensure that disadvantaged children enjoy school, have good attendance and feel supported in their learning.

To achieve this, we will:

- Ensure that staff are clear about the learning needs and learning styles of all children entitled to Pupil Premium.
- Register all our children on our electronic system Provision Map, which records the details of individual children who require interventions, helping us to ensure that our programs meet their needs.
- Enhance support for reading comprehension strategies.
- Identify interventions to enable the child to catch up with his or her peers, to address areas of difficulty or misunderstanding.
- Provide interventions to push the child further, especially with core skills or to enhance special talents including sport or music.
- Enable our staff to have excellent knowledge of the English and Maths curriculum in particular, in preparation for future education.
- Provide additional support for families through ELSA and for learning outside of school, where possible.

We will ensure that teaching and learning opportunities meet the individualised needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the need of socially disadvantaged pupils is adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. At St Mary's the money allocated is much lower than the national average as the school has fewer children entitled to Free School Meals than most schools.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	A high proportion have speech and language difficulties and a proportion have social communication difficulties which affect their ability to access the curriculum
2	Some eligible pupils are from vulnerable families who are difficult to engage e.g. housing/ social/ emotional difficulties
3	Without support, some of our disadvantaged children would not be able to access extra-curricular activities or arts activities.

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
Disadvantaged children have targeted support for their learning and that attainment of children eligible for PPG is in line with their peers	That attainment of disadvantaged children is in line with that of non-disadvantaged children in reading, writing and mathematics.
Disadvantaged children attend school regularly so that there is no detriment to their learning.	Attendance of children eligible for PPG is in line with that of non-disadvantaged children
In the event of another lockdown, disadvantaged children will engage fully with remote learning.	Full engagement with remote learning means that disadvantaged children continue to make good progress with learning
Staff have the necessary skills to address the additional learning needs of pupils	Staff have the necessary skills to address identified needs through training.
Disadvantaged children have access to a broad range of enrichment opportunities	Offer 1 x term trial for all PPG pupils to experience a new activity. Support with trips, especially Year 6 School Journey experience.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for all members of staff	Support/ smaller groups in class and outer intervention	1,2, & 3
ELSA training	1:1 Support/ smaller groups in class and outer intervention	1,2, & 3

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions to help disadvantaged pupils to develop word recognition and spelling skills	1:1 Support/ smaller groups in class and outer intervention	1 & 2
Small group tuition	Regular reading	1 & 2
Access to extra-curricular activities (free trials at clubs) and support for trips.	PE activities	3

Total budgeted cost: £5,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Disadvantaged pupils have benefitted from TA Support in classrooms and small group work, enabling pupils to access the curriculum at a level suitable to them.
- Disadvantaged pupils have targeted support for their learning ensuring their attainment is in line with their peers.
- SLT/PP Lead ensure disadvantaged pupils are accessing the curriculum appropriately.
- Disadvantaged pupils have benefitted from social groups (Wednesday Club). Well established ELSA programme providing support for pupils and families.

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