

## St Mary Magdalen's - 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 Magdalen's Catholic Primary School |
| Number of pupils in school  | 26 (21 children at census)                 |
| Proportion (%) of pupil premium eligible pupils   | 12%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 – 2024/2025                      |
| Date this statement was published   | December 2021                              |
| Date on which it will be reviewed   | July 2022                                  |
| Statement authorised by   | Catherine Hughes                           |
| Pupil premium lead  | Jennifer Anderson                          |
| Governor / Trustee lead   |  |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 28,245 |
| Recovery premium funding allocation this academic year  | £ 3,770  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 32,015 |

## Part A: Pupil premium strategy plan

### Statement of intent

As a small school we pride ourselves on our deep knowledge of every child and their unique circumstances. We recognise this is particularly important for our disadvantaged pupils. We explore every opportunity to build strong home school relationships so that pupils, parents and staff work together to ensure excellent progress and outstanding outcomes for our disadvantaged pupils. We recognise that this does not only mean high academic aspirations and attainment for these pupils but also nurturing the skills, behaviours, attitudes and aspirations which will ensure they are happy, confident and resilient adults equipped for our ever-changing world.

Our approach is to develop a whole school focus on our most disadvantaged children: high aspirations, accelerating progress and attaining highly. This is reflected in staff CPD, enhanced monitoring activities with shared ownership and regular dialogue regarding best practice.

We have a consistent drive for high quality teaching and learning and we understand that collaborative partnerships between staff, parents and pupils are essential in order to ensure shared knowledge and expertise to ensure best practice, particularly for the significant group of pupils who are both PPG and SEND.

Our PPG strategy is based on the Education Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

#### 1. Quality Teaching

The school has detailed provision maps in place to provide targeted support for pupils with additional needs and for those who require additional support or challenge. Teachers are skilled at identifying the needs of the children in their classes and the school has moved towards a whole school map of evidence-based interventions to ensure maximum impact on pupils and to enable the early identification of additional needs. The importance of language and literacy is evident in the resources and training which we have invested in. The knowledge and skills associated with effective verbal communication and fluent reading are important not only to pupils' attainment in English but to their learning across the curriculum and their success and happiness outside education. The school is increasingly looking at providing a pre-emptive model of early intervention to ensure that a gap does not emerge between disadvantaged pupils and their peers.

#### 2. Targeted Academic Support

The school understands that it is important that the attainment and progress of disadvantaged pupils is a shared responsibility. We focus on developing the knowledge and skills of all staff to enable adaptations to teaching in order for it to meet the needs of all pupils: the EEF recognises that it is this high-quality teaching that has the greatest impact on disadvantaged pupils. Integral to this is the development of best practice in relation to the deployment of teaching assistants (EEF Guidance Report "Making Best Use of Teaching Assistants) to ensure that support is focused on developing the knowledge, skills and attitudes that lead to good progress, high attainment and aspirations.

### 3. Wider strategies

As a small school, and a close community, we know that every interaction is an intervention and that all of our families are unique. As such, we work hard to build close working relationships with our families building trust which enables us to understand and support the unique challenges they are facing. We work with outside agencies and charities to provide practical support that enables our disadvantaged pupils to be ready to learn and to access a wide variety of enriching experiences. We have a strong focus on our pupils' well-being and invest time and training into ensuring our pupils are able to self-regulate and develop their confidence and resilience. We recognise that adverse childhood experiences can have a profound impact on children and put in place additional ongoing support for pupils where appropriate.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Data analysis of our assessments show that attainment of our disadvantaged pupils is below that of their peers. This is particularly evident in writing but can also be seen in reading and maths.   |
| 2                | Our data shows that the attendance of our disadvantaged pupils is below the level of the school as a whole.  |
| 3                | Summative assessments, observations and discussions with teachers and pupils suggest that our disadvantaged pupils have vocabulary gaps and struggle with their oral language skills.  |
| 4                | Our assessments (including parent and pupil wellbeing surveys), observations and discussions have noted that wellbeing and mental health can be a challenge for our disadvantaged pupils. While these issues affect many pupils, for our disadvantaged pupils, they can be complex and have a particularly detrimental effect on being ready to learn. |
| 5                | Parental engagement can often be more challenging and sporadic due to the complex challenges that some of our families face.   |

## 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 attainment for our disadvantaged pupils at the end of KS2 (2024-2025)                                      | <p>85% of disadvantaged pupils working at Expected level or above in Reading, Writing and Maths</p> <p>100% of pupils not at Expected level or above shown to be making accelerated progress</p>   |
| Attendance for our disadvantaged pupils will be in line with peer group and will be sustained.                      | <p>Attendance of over 95% for disadvantaged pupils</p> <p>Pupils with poor attendance see an improvement in their attendance and engage with school support and the Education and Welfare Service</p>  |
| Improved oral language skills and an observable improvement in vocabulary choices.                                  | <p>Assessments and observations indicate significantly improved language skills amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutinies and ongoing formative assessment</p> <p>Language screening (NELI) demonstrates improved oral and language skills</p> |
| Improved wellbeing and mental health of pupils in school with a particular improvement for our disadvantaged pupils | <p>Significant reduction in behavioural and friendship issues (CPOMs)</p> <p>Qualitative data from pupil and parent surveys and teacher observations</p>   |

|                               |   |
|-------------------------------|---|
|                               | Participation of disadvantaged pupils in enrichment activities  |
| Increased parental engagement | <p>Improved attendance for disadvantaged pupils</p> <p>Qualitative data from parent surveys</p> <p>Regular attendance in enrichment activities and wrap around/holiday care</p> |

## 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: £ 13968

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Whole school focus on Quality First Teaching in all classrooms with an emphasis on our most disadvantaged children attaining highly. Staff to receive training on best practice and QFT descriptors will be included in class provision maps.</p>   | <p>Evidence indicates that Quality First Teaching strategies are shown to be the most important lever that schools have to improve outcomes for pupils.</p> <p>Ensuring that every teacher is supported to deliver high quality teaching is essential to achieving the best outcomes for all pupils but particularly, the most disadvantaged.</p> <p><a href="#">EEF High Quality Teaching</a></p> | <p>1, 3</p>                   |
| <p>Whole staff CPD with the lead PPG advisor from Achieving for Children (AfC) in order to ensure that all staff are working with best practice for our most disadvantaged pupils. 2 x 2 hour sessions.</p>  | <p>CPD is an integral part of developing evidence informed teachers.</p> <p>Evidence suggests that high quality CPD has a greater impact on pupil outcomes and attainment than other initiatives.</p> <p><a href="#">Education Policy Institute - Effects of high quality CPD</a></p>  | <p>1, 2, 3, 4, 5</p>          |
| <p>Time given to subject leads and PPG lead to monitor QFT strategies in the classroom to ensure that the needs of our disadvantaged pupils are being met and that high aspirations are set. PPG Lead will also be given time to provide termly training and time for monitoring to ensure that interventions are effective.</p> | <p>Effective professional development includes both initial training as well as high-quality follow-on coaching. Peer mentoring can play a crucial role in improving the quality of teaching.</p> <p><a href="#">EEF - Putting Evidence to Work (Professional Development)</a></p>   | <p>1, 2</p>                   |

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| <p>Staff training given to teaching staff on how best to deploy TAs in order to provide high quality support to pupils. TAs will be redeployed to develop expertise and provide targeted interventions based on staff analysis of termly summative assessments.</p>                         | <p>Evidence based TA led interventions can be targeted at pupils that require additional support. They are particularly effective at assisting low attaining pupils to overcome challenges to learning.</p> <p><a href="#">EEF - Teaching Assistant Interventions</a></p> | <p>1, 3</p>    |
| <p>Ensuring that we offer a broad and balanced curriculum which is inclusive and containing and valuing a diverse range of lived experiences.</p> <p>Curriculum maps and planning will ensure that the needs of disadvantaged pupils are at the centre of lesson planning and delivery.</p> | <p>Disadvantaged pupils tend to have less access to a broad curriculum.</p> <p><a href="#">Education Policy Institute - Key Drivers of the Disadvantage Gap</a></p>   | <p>1, 3, 4</p> |

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

Budgeted cost: £ 11332

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>The purchase and roll out across EYFS and KS1 of the RWI Phonics Scheme – a DfE validated Systematic Synthetic Phonics programme in order to secure a strong phonic foundation for reading and writing.</p> <p>This systematic programme will also support the development of phonics in our pupils who bridge both PPG and SEN</p> | <p>Use of SSP programmes have an extensive and compelling evidence base which demonstrate a positive impact on the accuracy of reading, particularly for disadvantaged pupils. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p><a href="#">EEF - Systematic Synthetic Phonics</a></p> <p>SSP programmes have been shown to raise the attainment of disadvantaged pupils in the annual statutory phonics screening check from 45% in 2012, to 71% in 2019</p> <p><a href="#">DfE Reading Framework July 2021</a></p> | <p>1, 3</p>                   |
| <p>Delivery of the RWI Phonics programme in small group and one to one structured interventions by TAs and LSAs.</p>   | <p>See evidence above re SSP programmes</p> <p>Studies have shown that one-to one intervention sessions are very effective in improving pupil outcomes. Disadvantaged pupils typically receive additional benefits from one to one intervention. Low attaining pupils are particularly likely to benefit.</p> <p><a href="#">EEF one to one tuition</a></p> <p>Small group tuition should also be considered, particularly for disadvantaged pupils.</p> <p><a href="#">EEF small group tuition</a></p>   | <p>1, 3, 4</p>                |

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|   | <p>Evidence based TA led interventions can be targeted at pupils that require additional support and can assist our lower attaining pupils to overcome challenges to learning.</p> <p><a href="#">EEF - Teaching Assistant Interventions</a></p>  |         |
| <p>Accessing and delivering the <i>school-led tutoring programme</i> in order to provide one to one and small group support. This programme will support the catch up and accelerated learning of our pupils whose education has been most impacted by the pandemic.</p> <p>Staff will identify the pupils most suitable for the tutoring programme; the majority of pupils who receive this school-led tutoring will be disadvantaged, including those who are high attainers.</p> | <p>We know that tutoring can make a positive impact on academic attainment. Pupils who receive one-to-one tutoring make an additional 4 months progress while pupils in small groups make an additional 5 months progress. Tutoring builds pupil confidence while also identifying areas which require specialist support. Tutoring may also support wellbeing as it can provide a safe space in which to secure concepts that they have struggled with in class.</p> <p><a href="#">DfE School led tutoring</a></p> <p><a href="#">One to one tuition - EEF</a></p> <p><a href="#">Small group tuition - EEF</a></p> | 1, 3, 4 |
| <p>1<sup>st</sup> Class@Number intervention delivered by a trained TA, in order to provide an intensive 8 week support programme to pupils in maths</p>   | <p>Evidence shows that 1<sup>st</sup>Class@Number has the greatest impact on pupils who struggle the most. Pupils with the lowest prior attainment made seven extra months of progress</p> <p><a href="#">EEF 1stClass@Number</a></p> <p>See previous notes (above) on TA led interventions.</p> <p><a href="#">EEF - Teaching Assistant Interventions</a></p>  | 1, 2, 3 |
| <p>Training a dedicated TA in the evidence based Nuffield Early Language Intervention (NELI) in order to improve listening, narrative and</p>   | <p>The attainment gap between disadvantaged children and their peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap. NELI has a</p>  | 1, 3, 4 |

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| vocabulary skills in small groups of children in Reception. Staff will identify children who have less developed spoken language skills than their peers. | positive impact on children’s language skills and confidence.<br><br><a href="#">EEF - The Nuffield Early Language Intervention</a> |  |
|---|---|--|

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

Budgeted cost: £ 6020

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Working with our local Education Welfare Officer to support our families who are struggling with regular attendance.</p> <p>We know that developing parental engagement and sustaining collaborative partnerships are key to improving attendance.</p> | <p>Principles of good practice are set out in the DfE guidance on improving school attendance<br/><br/><a href="#">DfE Improving School Attendance</a></p> <p>Developing parental engagement is key as higher levels of parental engagement are consistently associated with higher academic outcomes.</p> <p>Positive dialogue can be very effective in improving both attainment, and attendance. Personalised and supportive letters to parents show a greater improvement in attendance rates.<br/><br/><a href="#">EEF - Working with parents to support children's learning</a></p> | 1, 2, 5                       |
| Dedicated ELSA training given to a TA in order to build capacity to support pupils with social and emotional difficulties.  | Improving social and emotional learning in schools is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills The EEF recommend adopting and   | 1, 2, 4                       |

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|---|--|---------------|
|   | <p>implementing an evidence based intervention. ELSA is an evidence based, targeted intervention</p> <p><a href="#">EEF Toolkit - Social and Emotional Learning</a></p> <p><a href="#">EEF Guidance Report - SEL</a></p>   |               |
| <p>Participating in the Attachment Aware Schools Award so we can fully support the needs of our pupils, including our most disadvantaged and LAC, who may be experiencing attachment difficulties. (AfC Virtual Schools)</p>  | <p>The nature of a child’s attachment experiences determine not just their ability to form relationships but their capacity to learn. Secure attachment relationships correlate strongly with higher academic attainment, better self-regulation and social competence.</p> <p><a href="#">Bath Spa University - Attachment Aware Schools</a></p> <p>Research shows that attachment training has a positive impact on pupil well-being.</p> <p><a href="#">Oxford University - Attachment Aware Schools Evaluation</a></p> | 2, 4, 5       |
| <p>Family support given to parents who require additional support with homework and home learning.</p> <p>Help parents to feel empowered to support their children with learning at home. English, maths and PPG lead to develop workshops, online videos and resources; these will aim to develop parents’ understanding and confidence in supporting their child’s learning. Identified pupils to receive home learning packs of essential items.</p> | <p>Parents play a crucial role in supporting their children. Higher levels of parental engagement are consistently associated with better academic outcomes. Parental engagement requires sustained effort and support.</p> <p><a href="#">EEF - Supporting parents and building parental engagement</a></p> <p><a href="#">EEF - Working with parents to support children's learning</a></p>  | 1, 2, 3, 5    |
| <p>Supporting pupils with places in breakfast club</p>  | <p>Breakfast clubs can have clear benefits to pupils: independent evaluation</p>   | 1, 2, 3, 4, 5 |

|   |  |                |
|---|--|----------------|
| <p>in order to ensure that our most disadvantaged pupils have sufficient food and begin the day ready to learn.</p>   | <p>found improved attendance and behaviour. They also ensure that the most disadvantaged pupils do not go hungry. Even where pupils did not eat breakfast, attendance at breakfast club suggests improved behaviour and attendance.</p> <p><a href="#">EEF/Institute for Fiscal Studies Breakfast Club</a></p>   |                |
| <p>Disadvantaged pupils to have access to enrichment activities including extra-curricular clubs, music lessons, trips and workshops and residential trips.</p>             | <p>Enrichment opportunities can directly improve pupil attainment. Even where they don't, they are valuable to pursue as enriching education allows all children, especially children from disadvantaged backgrounds to enjoy a well-rounded, culturally rich education.</p> <p><a href="#">EFF - Enrichment</a></p> <p>There is evidence that disadvantaged pupils have fewer opportunities for out-of-classroom education. A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem</p> <p><a href="#">Education Policy Institute - Key Drivers of the Disadvantage Gap</a></p> | <p>1, 3, 4</p> |
| <p>Pupils to have access to holiday provision clubs. The Department for Education funded programme delivers activities and meals to pupils in receipt of pupil premium.</p> | <p>Disadvantaged pupils are less likely to participate in, and access organised out of school activities and are therefore more likely to suffer social isolation. They may also not be able to access healthy food or physical activity. The FUEL programme aims to provide consistent and easily accessible enrichment activities and provide healthy food.</p> <p><a href="#">DfE Holiday activities and food programme 2021</a></p>  | <p>2, 4, 5</p> |

**Total budgeted cost: £ 31320**

## 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.

Taking into account the challenges that many of our disadvantaged pupils faced in the last two academic years due to the Covid-19 pandemic, we can say that we are very proud of their resilience, hard work and commitment.

As a small school we are a close community and have good relationships with families. During lockdown, identified PPG pupils were invited to attend the on-site provision. This was accepted by 57% of PPG families including all the families with social service involvement and 66% of PPG pupils with SEND. Those who did not return to site were provided with chrome books and sims/dongles to enable online learning and were offered additional support by the PPG lead in line with in school practice. Anecdotally, a number of our PPG parents talked about how the opportunity to see what and how their child learned via our live online lessons was informative and empowering. A number of disadvantaged pupils were offered a phased return to school towards the end of lockdown and our focus now is on utilising these relationships to address attendance and punctuality and to empower parents to support their children's learning at home.

We know from our 2020-2021 end of year summative assessments and 2021-2022 autumn term summative assessments and teacher observations that the impact of school closures affected our most disadvantaged pupils: both emotionally and academically. Our strategy reflects our commitment to tackling these complex challenges that some of our pupils face, in order to help them reach their full potential.

## 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*

| <b>Programme</b>                | <b>Provider</b> |
|---------------------------------|-----------------|
| Online Phonics Programme        | Nessy           |
| Times Tables Rock Stars/Numbots |                 |
|                                 |                 |