

Pupil premium strategy statement - St Mary Magdalen's Catholic Primary 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 | 188 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 – 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | John Conway |
| Pupil premium lead | John Conway |
| Governor / Trustee lead | Christopher Hopkins |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 40,740 |
| Recovery premium funding allocation this academic year | £ 4,060 |
| 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 | £ 44,800 |

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 |
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| 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> <p>Participation of disadvantaged pupils in enrichment activities</p> |

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| <p>Increased parental engagement</p> | <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> <p>Parental attendance/engagement with resources to support their child and their family (e.g. open mornings, newsletters etc.)</p> |
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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: £19,186

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| New non-class-based role, Teaching and Learning Lead, developed in order to develop high quality teaching and learning and monitoring across the school. | <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>EEF High Quality Teaching</p> | 1, 2, 3 |
| Whole school focus on Quality First Teaching in all classrooms with an emphasis on our most disadvantaged children attaining highly. Joint PPA established to enable staff to regularly discuss practice and share expertise. Staff to have received training on best practice and QFT descriptors are included in class provision maps. | <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>EEF High Quality Teaching</p> <p>Sutton Trust (2011) 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p> | 1, 3 |
| Continued staff CPD utilising the most up to date research from Ofsted Research Reviews and Ofsted Subject Reviews will | <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> | 1, 2, 3, 4, 5 |

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| <p>allow staff to continue to develop best practice across the curriculum.</p> | <p>Education Policy Institute - Effects of high quality CPD</p> | |
| <p>Time given to subject leads, PPG lead and SLT 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.</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. EEF - Putting Evidence to Work (Professional Development)</p> | <p>1, 2</p> |
| <p>Audit of teaching and learning and a series of staff CPD sessions led by AfC to raise attainment in writing across all key stages.</p> <p>Staff have a good understanding of strategies to raise writing attainment support lower attaining pupils.</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. EEF - Putting Evidence to Work (Professional Development)</p> <p>CPD is an integral part of developing evidence informed teachers. Evidence suggests that high quality CPD has a greater impact on pupil outcomes and attainment than other initiatives. Education Policy Institute - Effects of high quality CPD</p> | |
| <p>Staff training given to support staff to empower them to effectively deliver a wide range of evidence-based interventions. TAs will be redeployed to develop expertise and provide targeted interventions based on staff analysis of termly summative assessments.</p> <p>Non-class- based Teaching and Learning Lead to</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. EEF - Teaching Assistant Interventions</p> | <p>1, 3</p> |

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| <p>support TAs and develop a programme of CPD to raise attainment and support complex intersectionalities.</p> <p>Non-class-based Teaching and Learning Lead to monitor interventions and pupil attainment.</p> | | |
| <p>Staff training given by Teaching and Learning Lead to enable staff to best support disadvantaged pupils with special educational needs. Staff understand and address complex intersectionalities in their daily practice.</p> | <p>Guidance regarding effective teaching for pupils with special education needs within mainstream schools recognises the importance of a shared understanding of the need for an inclusive ethos that ensures high-quality teaching for all and specific interventions.</p> <p>EEF (2020): Special Educational Needs in Mainstream Schools ‘Strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND’.</p> | <p>1, 3, 4</p> |
| <p>Continued discussions, training support around decolonising the curriculum, racial literacy and racial justice. This supports the whole school training led by AfC to support staff understanding of racial literacy and racial justice.</p> <p>Staff understand and address complex intersectionalities in their daily practice.</p> | <p>Being racially literate means that educators have the knowledge, skills, awareness and confidence to talk about race and racism in their setting. it is crucial that school staff foster a supportive and safe environment where these vital discussions can take place.</p> <p>https://www.annafreud.org/resources/schools-and-colleges/improving-school-staff-knowledge-and-confidence-around-anti-racism/</p> | <p>4, 5</p> |

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| <p>Curriculum Lead to continue to support staff to develop our curriculum, 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, planning and best practice descriptors support the needs of disadvantaged pupils who are at the centre of lesson planning and delivery. Use of Rosenshine’s Principles ensure that children know more and remember more. Curriculum Lead to monitor.</p> | <p>Disadvantaged pupils tend to have less access to a broad curriculum.</p> <p>Education Policy Institute - Key Drivers of the Disadvantage Gap</p> | <p>1, 3, 4</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16737

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>The development of the school’s SSP (Read Write Inc Phonics) including whole staff training, leadership development training and additional monitoring in order to secure a strong phonic foundation for reading and writing.</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>EEF - Systematic Synthetic Phonics</p> | <p>1, 3</p> |

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| <p>This systematic programme also supports the development of phonics in our pupils who have additional needs and those who have English as an additional language.</p> <p>Continued subscription to, and use of, the RWInc training portal to ensure that all staff have access to best practice and on demand training.</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>DfE Reading Framework July 2021</p> | |
| <p>Delivery of the RWI Phonics programme in small groups 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>EEF one to one tuition</p> <p>Small group tuition should also be considered, particularly for disadvantaged pupils.</p> <p>EEF small group tuition</p> <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>EEF - Teaching Assistant Interventions</p> | <p>1, 3, 4</p> |
| <p>Staff to deliver targeted booster groups where need is identified.</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</p> | <p>1, 3, 4</p> |

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| <p>This small group tutoring will support the accelerated learning of our pupils who are below the expected level of attainment.</p> | <p>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>DfE School led tutoring</p> <p>One to one tuition - EEF</p> <p>Small group tuition - EEF</p> | |
| <p>Training additional staff to enable the delivery of the evidence-based Nuffield Early Language Intervention (NELI) in order to improve listening, narrative and vocabulary skills in small groups of children in Reception and Year 1.</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 positive impact on children’s language skills and confidence.</p> <p>EEF - The Nuffield Early Language Intervention</p> | <p>1, 3, 4</p> |

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

Budgeted cost: £5208

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Working with our local Education Welfare Officer and Education Inclusion Support Service to support our families who are struggling with regular attendance.</p> | <p>Principles of good practice are set out in the DfE guidance on improving school attendance</p> <p>DfE Improving School Attendance</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.</p> | <p>1, 2, 5</p> |

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| | EEF - Working with parents to support children's learning | |
| <p>Dedicated time given to a trained ELSA TA to provide support to pupils with social and emotional difficulties.</p> <p>Ongoing support for ELSA TA from SLT.</p> | <p>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 implementing an evidence-based intervention. ELSA is an evidence based, targeted intervention</p> <p>EEF Toolkit - Social and Emotional Learning EEF Guidance Report - SEL</p> | 1, 2, 4 |
| <p>Consolidating staff understanding and knowledge and practice of attachment aware strategies to ensure we meet the needs of our pupils, including our most disadvantaged and LAC, who may be experiencing attachment difficulties.</p> <p>Attachment Aware Schools Award (AfC Virtual Schools) gained in 2022.</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>Bath Spa University - Attachment Aware Schools</p> <p>Research shows that attachment training has a positive impact on pupil well-being.</p> <p>Oxford University - Attachment Aware Schools Evaluation</p> | 2, 4, 5 |
| <p>Supporting pupils with places in breakfast club in order to ensure that our most disadvantaged pupils have sufficient food and begin the day ready to learn.</p> | <p>Breakfast clubs can have clear benefits to pupils: independent evaluation 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>EEF/Institute for Fiscal Studies Breakfast Club</p> | 1, 2, 3, 4, 5 |

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| <p>Disadvantaged pupils 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>EFF - Enrichment</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>Education Policy Institute - Key Drivers of the Disadvantage Gap</p> | <p>1, 3, 4</p> |
| <p>Pupils have access to holiday provision clubs. The Department for Education funded FUEL 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>DfE Holiday activities and food programme 2021</p> <p>https://kr.afcinfo.org.uk/pages/community-information/information-and-advice/fuel-holiday-activities-and-food-programme</p> | <p>2, 4, 5</p> |
| <p>Working with charities to provide practical support our disadvantaged pupils and their families.</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.</p> | <p>2, 4, 5</p> |

Total budgeted cost: £ 44,800

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 2022 to 2023 academic year.

Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff voice, pupil voice, parent surveys and attendance data. We have worked with other locality schools our School Improvement Advisor and the provider of our SSP to ensure we have external validation.

Improved attainment for our disadvantaged pupils at the end of KS2 (2024-2025)

- Evidence suggests that our disadvantaged pupils were disproportionately impacted by the pandemic. This was and remains evident from the end of Key Stage outcomes.
- School-led tuition and booster groups saw an improvement in attainment for our disadvantaged pupils from their entry points at the start of the year but not all pupils made accelerated progress and they continue to be the focus of monitoring activities and pupil progress meetings to ensure that their individual needs are addressed.
- Disadvantaged pupils were more likely to attain the expected level in reading in all three key stages and the school is looking at this relative success to inform practice in writing and mathematics.
- Attainment and long-term outcomes for our pupils is closely linked to the development of vocabulary, communication skills and early reading. The introduction of a new SSP saw all pupils making progress from their starting points.
- The school recognises that a high percentage of its disadvantaged pupils also have significant additional needs and uses comprehensive individual support plans to ensure that they are making progress against their individualised targets.

Attendance for our disadvantaged pupils will be in line with peer group and will be sustained.

- The school has put in place attendance measures to improve the attendance of all of its pupils. Last year attendance was 95% for the whole school and 90% for disadvantaged pupils.
- The attendance of 1 PPG pupil remains below 90%. The impact of the school's measures to improve attendance (a tiered response starting with class teachers and then escalated via letters, meetings, additional support to attend and external agency support) has meant that overall attendance of PPG students has improved.
- The support of the Education Inclusion Support Service has been invaluable in supporting pupils and families with poor attendance and has helped improve the attendance of the pupils they worked with.

Improved oral language skills and an observable improvement in vocabulary choices.

- Monitoring activities (lesson observations, book looks and talk to learners) showed good practice in developing language skills and vocabulary choices and pupils being targeted to ensure their progress.

- The PPG lead has significant expertise in this area and her training has seen positive changes in practice and pupil attainment.
- School-led tuition saw pupils making significant gains in this area
- The NELI intervention has been disrupted due to staff absence. However, pupils showed improvements from their entry data and this is also evident through observations in the current Year 1 class.

Improved wellbeing and mental health of pupils in school with a particular improvement for our disadvantaged pupils

- The school gained the Attachment Aware Schools Award and staff feedback on the training was positive in terms of how it enabled them to support the needs of pupils in their class.
- ELSA is in place within the school and parents and pupils provide positive feedback on the impact of the programme.
- Analysis of specific concerns raised by our disadvantaged pupils and/or their parents show that the school has successfully addressed these issues and this has led to positive feedback from pupils and parents.
- The school recognises that this is an ongoing and complex need and continues to look at how it can develop its offer including accessing additional services and training.

Increased parental engagement

- The school provides weekly practical support for its disadvantaged pupils (eg food parcels) as well as additional support at financially challenging times of the year. Parents report appreciating the consistency of this support and the positive impact it has on their family.
- At a recent open morning 21% of PPG pupils' parents attended in comparison to 17% of parents whose children do not receive this funding.
- The school has introduced a weekly class newsletter to enable parents to understand more about what their child is and will be learning and has received positive feedback on how this supports parents.
- The PTA has provided free tickets to enable disadvantaged pupils to access community events and 75% of disadvantaged pupils have attended at least one of these events.

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 |
|----------------------------------|-----------------|
| RWInc Phonics | Oxford Owl |
| RWInc Phonics eBooks | Oxford Owl |
| RWInc Phonics Spelling | Oxford Owl |
| Online Phonics Programme | Nessy |
| Times Tables Rock Stars/Numbots | Maths Circle |
| Nelson Handwriting Online Scheme | Oxford Owl |