

Pupil premium strategy statement –

St Mary's RC Primary School and Nursery, a Voluntary Academy, Bacup

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	147 (+21 in Nursery)
Proportion (%) of pupil premium eligible pupils	79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Claire Mills
Pupil premium lead	Claire Mills
Governor / Trustee lead	Kieran Heakin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,740
Recovery premium funding allocation this academic year	£18,705
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 <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£190,445

Part A: Pupil premium strategy plan

Statement of intent

We believe that all children, regardless of background and personal challenges faced, have the right to experience a wide range of educational opportunities which enable them to make progress in their learning. All pupils should develop confidence in their own abilities and readiness for learning through building positive attitudes and having higher expectations of themselves and others.

We aim to support our disadvantaged and vulnerable pupils by ensuring that our children receive high quality first teaching, interventions and enriching opportunities which consolidate, review, challenge and extend learning, raising attainment across the core subjects.

We intend to provide targeted support in reading, writing and maths, after the recent pandemic, through a combination of whole school approaches, tutoring and specific interventions to address the gap that has widened in achievement between our pupils and those achieving the national average in attainment. We will strengthen our formative assessment procedures to help us rapidly identify areas for improvements in core subjects within each class. Our prime focus is for our pupils to secure a better understanding of phonics, reading skills and comprehension, leading to improved outcomes in all areas.

Many of our disadvantaged pupils need support with social development and self-regulation in order to fully access the curriculum. Persistent absence is an area which needs to be tackled so that regular attendance for some children rapidly improves. With further support, we will encourage our pupils to develop positive behaviours for learning, cultivate a love for learning alongside their peers, and the curiosity to discover more about the world they live in, develop their independence and learn more about their roles and responsibilities as citizens in our world.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate low starting points for disadvantaged pupils in Reception class, particularly in speech and language skills and oral development. Gaps in language development and

	understanding of vocabulary across a range of subjects are evident from Reception through to KS2.
2	Many of our disadvantaged pupils have difficulty grasping phonics skills which impacts on their development as fluent readers throughout school, including into Y3 and Y4.
3	A high percentage of our disadvantaged pupils are also on the SEN register (32.5%) so providing high quality first teaching to enable full access to the curriculum is vital.
4	Assessment results indicate that school closures and instability due to the covid pandemic have had an impact on the education and wellbeing of our disadvantaged pupils, leading to pupils falling further behind age related expectations throughout school in reading, writing and maths.
5	Many of our disadvantaged pupils experience social, behavioural and emotional difficulties, including with self-regulation and self-esteem, and experience a lack of enrichment opportunities which affects attainment and aspirations. EYFS pupils enter with low starting points in PSED skills.
6	Attendance data indicates that more of our disadvantaged pupils experience persistent absence than non-disadvantaged pupils, with persistent absence rates for disadvantaged pupils being 12% higher than non-disadvantaged pupils last year. Assessments and observations show that absenteeism is negatively impacting pupil progress.

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 oral language skills, improved understanding and use of vocabulary throughout school.	Assessments, observations and discussions indicate that oral language skills have improved from EYFS to Y6. Classroom environments, book scrutiny and pupil voice show a dedicated focus on vocabulary development.
Improved phonics understanding and reading attainment across KS1 and improved reading attainment for disadvantaged pupils by the end of KS2.	Phonics outcomes in Y1 show that pupils are in line with the national average. KS2 reading outcomes by 2025/2026 show improved data with more disadvantaged pupils meeting the expected standard and an improvement in progress measures,
Good progress is made by disadvantaged pupils also on the SEND register and more of these pupils achieve age related expectations through high quality first teaching and interventions.	A higher number of SEND pupils have met the expected standard in reading, writing and maths. Assessments show that SEND pupils have made good rates of progress across core subjects.
More pupils achieve age-related expectations in core subjects.	Outcomes for reading, writing, GPS and maths have significantly improved by 2024/2025 in all year groups, with an

	increased percentage of pupils working at age related expectations.
To achieve and sustain improved wellbeing for all pupils in school.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Embedding of Thrive approach throughout school from EYFS to Y6; • Improvement in behaviour and readiness for learning across school; • Staff, pupil and parent voice; • Increased participation in enrichment activities among disadvantaged pupils; • Increased participation and parental involvement in school events.
To achieve and sustain improved attendance rates for all pupils, particularly disadvantaged pupils and decrease the amount of persistent absence from school.	<p>Sustained high attendance by 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Reducing the persistent absence gap between disadvantaged pupils and non-disadvantaged pupils by at least 50%; • Increasing attendance rates for persistently absence pupils by between 10%-15%.

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: £ 75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Development: Supporting teachers and TA's in delivering high quality first teaching in core subjects. £8,000</p> <p>Focus on formative assessment, feedback,</p>	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	1, 2, 3, 4

<p>reviewing, recalling and retaining knowledge. SLT working alongside class teachers.</p> <p>Focus on curriculum development with subject leads – fund teacher release time to work with SLT on monitoring and assessing subjects and standards, particularly core subjects. Part time teacher for supply cover.</p> <p>£11,600 plus further cover £3,300</p> <p>Development of formative and summative assessments and pupil tracking/pupil progress meetings with SLT. £3260</p> <p>Attendance at local clusters to improve subject knowledge. £2140</p>	<p>Teachers should provide high quality instruction, including the use of formative assessment strategies in order to provide effective feedback. educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Effective professional development is likely to provide teachers with the techniques they require to improve practice. Mechanisms include building knowledge, motivating staff, developing teaching techniques and embedding practice. Peer to peer support via coaching. Effective Professional Development – Guidance Report</p>	
<p>Strengthening phonics teaching across the whole school</p> <p>Whole school phonics training and relaunch of RWI phonics programme. Purchase of support package for schools including development days, and further resources. £5300</p> <p>Phonics/reading lead time to coach staff, assess phonics and review/improve reading comprehension</p>	<p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. Strong evidence that phonics programmes can impact word reading. (Improving Literacy in KS1 Guidance Report).</p> <p>Improving Literacy in KS1 (summary of recommendations) includes teaching pupils to use strategies for developing and monitoring their reading comprehension.</p>	2

opportunities throughout school. £7800	Evidence shows that disadvantaged pupils and pupils with lower prior attainment may particularly benefit from being explicitly taught reading comprehension strategies. Modelling and supported practice. Improving Literacy in KS2	
Improve the quality of social and emotional learning. Whole school behaviour training – positive behaviour. £800 SLT support and time to review behaviour routines and policy. £1800 Thrive approaches embedded in daily practice within classes and interventions. Training for EYFS Thrive practitioner. £31000	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Improving Social and Emotional Learning in Primary Schools Guidance Report Research suggests that when children improve their learning behaviours, this skill set can improve both academic achievement and cognitive ability. Improving Behaviour in Schools – Guidance Report	5, 6

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

Budgeted cost: £68000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff and use of WellComm programme to identify speech and language needs of EYFS pupils, to help develop oral language skills through targeted interventions. £695	Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development (targeted support to help pupils catch up with their peers) Oral Language Interventions EEF	1, 3
Tutor employed through school led tutoring (including recovery curriculum funding) for three days per week to work on reading, writing	Small group tuition: Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those	4

and maths interventions, primarily with small groups of disadvantaged Y6 pupils. £18705	identified as having low prior attainment or at risk of falling behind. Small Group Tuition EEF	
Additional phonics sessions for disadvantaged pupils needing further support. TA's coached and trained to deliver small group support. £7450 Training and resources for TA's involved in running nurture groups, Rainbows, Forest Schools and SALT groups. £1950 Additional TA employed in Y3 class to support with high range of needs. £20000	Targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Teaching Assistant Interventions EEF Improving Literacy in KS1	2, 4 5 3, 4
Support and monitoring of QFT for SEND pupils by SENCO and advisor. £19200	Ensure all pupils have access to high quality teaching / work effectively with teaching assistants. SEN in Mainstream Schools – Summary of Recommendations	3

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

Budgeted cost: £47445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive approach to developing positive SEMH and behaviour embedded in all classes. Two Thrive practitioners	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	5

<p>within school. Time for teacher assessments and meetings. £1600</p>	<p>Improving Social and Emotional Learning in Primary Schools Guidance Report</p>	
<p>Focus on improving attendance – time for staff (Attendance Team) to develop and implement procedures using DFE advice. Attendance team regular meetings to review attendance and develop action plans. Subsidised Breakfast Bagels scheme in place to ensure all children eat at the start of the day. £750 (NSBP)</p>	<p>DFE guidance</p> <p>The EEF ‘Magic Breakfast’ research showed that pupil behaviour and attainment improved for schools that ran a breakfast club. Improving Behaviour in Schools - EEF</p>	6
<p>Family Support Worker employed to support families, particularly disadvantaged families, organise workshops and work with SLT to improve and encourage parental involvement. £28000</p>	<p>An important part of whole school strategies is therefore the school’s engagement with families to ensure that social and emotional skills that are taught and practised at school are reinforced in the home environment. Improving Social and Emotional Learning in Primary Schools –Guidance Report</p> <p>Working with Parents to Support Children’s Learning – EEF</p>	5, 6
<p>Develop enrichment activities to ensure pupils have opportunities to participate in a range of experiences: Musical tuition for Y4 class (brass band). Musical tuition opportunity for disadvantaged group of Y6 pupils. Subsidised breakfast and after school clubs, trips and visits, and free extra-curricular activities run by staff and outside agencies.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts Participation EEF</p>	5

£14500		
Contingency fund to respond to further needs that arise during year. £2595		

Total budgeted cost: £190445

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

We have analysed the progress and attainment of our disadvantaged pupils throughout 2021-2022, and whilst internal data shows that children made good progress during the year, the attainment of our disadvantaged pupils was below expectation, with many children not reaching age-related expectations by July 2022.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, especially on disadvantaged pupils. This is despite implementing a range of approaches in order to raise outcomes including creating a more personalised curriculum for our pupils; organising two smaller Y6 classes to promote maximum learning opportunity for Y6 pupils; adding more staff to Y2 and Y6 classes to provide support and interventions for core areas; and employing a tutor to deliver small group interventions for Y4, 5 and 6.

Persistent Absence among disadvantaged pupils was 12% higher than their peers in 2021/22 which also impacted on educational outcomes and this is an area of school focus this year.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic and a range of support has been put into place to tackle these challenges including training and implementing Thrive across school. A full time Family Support Worker was also employed in order to work alongside the pastoral lead to support parents and families, assist in improving attendance and support the safeguarding needs within school.

Please see Further Information below for more details about how our pupil premium strategy caters for our disadvantaged pupils.

Externally provided programmes

Programme	Provider
Tutor	Teaching Personnel

Further information (optional)

Additional information about how we are supporting our disadvantaged pupils:

- Implementing strategies across classes to enable better recall of knowledge and ability to discuss own learning;
- Revising our curriculum and timetable to include Thrive time across the school, promoting mindfulness and readiness for learning;
- Raising the profile of growth mindset and positive attitudes to learning;
- Creating more pupil groups to for children to support their peers eg Mental Health Champions; Librarians; Eco Warriors; Digital Leaders;
- Offering a range of free activities run by staff and outside agencies including sports clubs, fishing, Forest Schools, recorders, football, athletics, doodle club;
- Visitors in school to strengthen links with local community including businesses, environment group, police and fire service – teaching about road safety awareness, First Aid, community events;
- Subsidised class trips for enrichment including residential trip for Y6;
- Parenting support and workshops running; community groups for pupils on socialisation;
- Support with uniforms and PE / swimming kits.

We will review our new 3-year plan during 2023 and adjust / improve where necessary to secure the best possible outcomes for our pupils.