

Pupil Premium Strategy Statement

2021-2022

St Mary's RC Primary, Bacup

1. Contextual information:		
1. Pupil Premium Lead: C Mills	6. PP allocation: £170,000	9. Overall progress 2019: R 2.0 W 2.1 M 1.5
2. Governor Lead: S Flood	7. Total no. of pupils in school: 162 (+14 in nursery)	10. Overall achievement: R 77% W 82% M 82% Comb. 73% H/S: R 32% W 23% M 27% Comb. 9%
3. Statement authorised by: C Mills	8. % of DP: 80%	11. DP achievement: R 82% W 82% M 82% Comb - H/S: R 41% W 24% M 29% Comb -
4. Publish date: 21/01/2022		12. PSC: 2019 – 83% 2020 – Y2 75%
5. Review date: July 2022		

2. Aims:	
1	To provide high quality first teaching for pupils.
2	To identify and provide effective interventions to enable pupils to catch up on their learning.
3	To support children's mental health and wellbeing in order to develop more positive attitudes towards own learning.
4	To create an enriching environment for children to access a range of educational opportunities, to increase interest in learning and to help raise aspirations for the future.
5	To increase parental engagement in children's learning including tackling persistent absenteeism.

3. In school and external Barriers to learning:	
	<ul style="list-style-type: none"> • Children begin school (Nursery and Reception) at lower starting points, particularly in communication and language skills PSED and understanding of vocabulary; • Negative impact of school closure on pupils' access to education – many households with little parental engagement in supporting learning; • 32% of disadvantaged pupils have SEND including SEMH difficulties including low self-esteem, and lacking in independence and resilience; • Some behavioural issues with pupils readjusting to social situations, having a detrimental effect on educational achievement; • High percentage of DP working at below age related expectations-this gap has widened due to the pandemic; • Less or limited life experiences, educational and cultural opportunities to draw upon in learning; • Some appointments with outside agencies/medical appointments are not kept; • Continuum of support - 22% of pupils accessing CAF/TAF/CIN/CP/LAC in January 2022– this fluctuates each term; • ACE's experienced in home lives leading to social, emotional and behavioural difficulties for some pupil premium children; • Pupil mobility – pupils leave and join the school regularly during the year.

4. Teaching Priorities (high quality first teaching)		
Priority	Activity	Intended outcome
Professional development planned to support teachers and TA's in delivering high quality teaching to pupils, particularly in core subjects.	<p>Staff CPD – Quality First Teaching and SEN Lancashire Literacy Consultant in to work with staff TA training as part of Whitworth Cluster Autism Training Twilight (£1700)</p> <p>Participation in local cluster of schools for maths and literacy updates Participation in maths hub group and courses for maths mastery teaching Subject leader training and attendance at local cluster meetings Attendance at Romero CAT meetings (£2000)</p> <p>AHT (Pastoral Lead) out of class in order to support identification of pupils' needs, behaviour support, and monitoring of teaching and learning alongside HT in re-establishing curriculum and delivery (£29,000)</p> <p>Subject leadership time for teachers to work on monitoring and developing their subject areas. Supply cover in place (£2000).</p>	<p>Staff confident in using strategies to raise pupils' interest in learning. Staff deliver high quality teaching and learning experiences for all pupils which raises attainment as well as progress. Children develop positive learning behaviours.</p>
Deliver maximum educational opportunities to Y6 class to enable them to recover lost learning and make rapid progress in attainment.	<p>Split Y6 class into two smaller classes to enable more focused approach to learning. Extra fully qualified teacher employed for 2021-2022 to facilitate the smaller classes. (£36,500)</p> <p>Teachers run after school Booster classes throughout year in Maths and English.</p>	Y6 pupils continue to make good progress and this is reflected in their attainment at end of 2022.
Increase % of PP children achieving age related expectations.	<p>Needs of disadvantaged pupils are identified and addressed in core subjects of reading, phonics, writing and maths through carefully planned lessons and targeted interventions.</p> <p>SENCO 1:1 time planned in with staff termly to review and discuss provision maps and support for pupils; Teaching and support staff allocated groups to facilitate RWI phonics sessions for EYFS-Y3; Training and use of WellComm programme in EYFS to identify speech and language needs of pupils; Whole class guided reading sessions in place across school to develop reading skills; Books purchased to excite pupils about reading for pleasure and books which link to class topic themes;</p>	<p>PP children make progress towards achieving age related expectations in core subjects.</p> <p>PP SEN pupils are supported to make progress in their learning and can fully access the curriculum with quality first teaching.</p> <p>TA's more confident with supporting pupils in their learning.</p>

	Subscription to Library (£1,650) and Museums Loan Service (£380); Creation of a reading calendar to promote reading opportunities throughout the year; Purchase of reading books as gifts for all children in school (£430); Pre-teach maths lessons for pupils to be able to access lessons.	All pupils make progress in their reading skills and are more engaged in their own reading progress. Parents encouraged to be involved with children's reading development.
Continue to establish assessment schemes throughout the school to monitor progress from pupils' starting points.	Reception Baselines carried out at beginning and end of academic year (£250) Whole school Headstart assessment scheme for Science bought in to go alongside the assessments for reading and maths (£300). Testbase (£260) Target Tracker (£1,000) Regular reviews of provision, progress and tracking of pupils in termly pupil progress meetings (£2,000)	More accurate monitoring of progress so that further intervention for specific groups of pupils can be identified and implemented. Assessments show increased progress throughout the year and begin to show higher levels of attainment.
Total spending:	£77,470	

5. Targeted Academic Support Priorities (Provide effective interventions, support mental health and wellbeing)		
Priority	Activity	Intended outcome
To identify and provide targeted interventions for a range of groups of pupils to enable catch up.	Employ intervention/PPA teacher for 3 days a week to provide range of interventions including extra phonics teaching and reading, writing, maths support for Y2 class and Y3 class (£9800). National Tutoring Programme – Teacher employed three days a week over 20 weeks to provide reading, writing and maths tuition for 60 identified pupils across years 4, 5 and 6. Grant for £12,150 received. Topped up with £4050 from Recovery Premium grant. Additional TA support in smaller classes with high level of support needs (£14640)	PP children make progress in the core subjects and begin to close the gaps in their learning.
To support children's mental health and well-being especially those affected by the COVID pandemic.	Training for TA's to support nurture groups – Lego Therapy and Social Stories (£200) DSL course for FSW - £100	Children feel supported and ready to learn due to nurture time and opportunities for talking.

	TA's running Rainbows Groups to support loss and bereavement (training and resources) £1000	Early help and support provided for identified pupils and their families.
Develop whole school THRIVE approach to nurture, wellbeing and positive mental health. Set up Thrive areas in school.	Thrive training completed in 2021 for AHT and TA. Establish THRIVE rooms / reflection room for interventions and support, purchase Thrive resources. (£3260) Extra Y6 TA out of class in afternoons to run Thrive interventions and support pupils. (20,850). Teachers carry out Thrive assessments in class and set class targets to develop identified social skills.	Pupils develop positive behaviours for learning, resilience and collaboration through adoption of THRIVE approach combined with learning strategies promoted through Rosenshine's Principles. All staff understand and implement whole school approach, this is shared with parents. Children have higher expectations of themselves and their abilities.
Total spending:	£49,850	

6. Wider Strategies (Create an enriching environment for all pupils, raise level of parental engagement)		
Priority	Activity	Intended outcome
To support pupils and families with a range of needs. To increase attendance rates for pupils with persistent absenteeism.	Family support worker employed as part of pastoral team to support families – safeguarding, CAF's, nurture time, supporting with access to facilities, supporting with attendance contracts. (£27,249) Attendance team hold half termly meetings - Intervention of family worker to visit homes of persistent absenteeism; Whole school initiative implemented to raise attendance – Attendance Board in hall and attendance promote on school newsletter. (£350) Schools Safeguarding Supervision SLA for DSL's (£1250)	Families feel supported in a range of ways and pupils' needs are met. Increased attendance figures for PP children. Parents feel supported with any concerns about children attending school. Pupils rewarded for good attendance. DSL's feel supported and able to deal with high levels of caseloads to ensure safeguarding procedures are of high quality.
Create opportunities and an enriching environment.	Buy in Lancashire Music Service to teach musical instruments to whole of KS2 during year (termly slots). (£1600) Children identified for small group tuition. Range of after school / lunchtime clubs run by staff to engage children in activities such as crafts and arts, baking, Forest Schools, computer club, multi-skills club, netball, football, board games.	Pupils have chance to learn musical instrument, talented pupils identified and supported. Pupils can participate in a range of clubs and experience new activities.

	<p>Range of clubs offered by outside agencies (PE link) including sports clubs, fishing, Abigail's Trails.</p> <p>Organise enrichment days including theme days linking to cultural capital eg Inspirational People Day; Mental Health Awareness Day; Fairtrade; Internet Safety Day; Jubilee celebrations; Multi-faith Week. (£200)</p> <p>Half termly rewards for each class chosen by pupils - £800</p>	<p>Raise awareness of what it means to be a responsible citizen in today's world; raise pupil aspirations.</p>
<p>Support disadvantaged pupils affected by pandemic.</p>	<p>Additional family support – provision of school uniforms, PE kits and swimming costumes (£500)</p> <p>Help with food banks referrals/household items and clothing;</p> <p>Subsidised breakfast and after school club (£5,500)</p> <p>Subsidised trips (£2,000)</p> <p>Residential trip for Y6 heavily subsidised (£4000)</p> <p>Opportunities eg Fire Service visits / Road Safety visitors / Bikeability</p> <p>Facilitate virtual or actual meetings with agencies to support parents in attending appointments.</p> <p>Participation in National Breakfast Scheme – providing bagels to all pupils in the mornings.</p>	<p>Barriers to learning and success are reduced so all children have equal opportunities.</p>
<p>Ensure homework is completed regularly.</p>	<p>Homework club established to ensure pupils have the opportunity to complete homework.</p> <p>Identify those pupils needing to complete homework more often.</p> <p>Reward systems for those completing homework.</p> <p>Produce guides for parents/workshops to promote importance of homework and how parents can help at home.</p>	<p>More children complete homework and understand its importance.</p>
<p>Engage with outside agencies to support children's learning, awareness and mental well-being.</p>	<p>Local dentist in to talk to children about oral hygiene;</p> <p>Local police in to talk to children about anti-social behaviour and community responsibility – regular visits to school;</p> <p>Life Education Van;</p> <p>Promote involvement of food bank schemes/clothing to support families.</p>	<p>Pupils participate in community initiatives and awareness is raised regarding local issues.</p>
<p>Total spending:</p>	<p>£43,449</p> <p>£170,769 total</p>	