



Pupil Premium Strategy Statement September 2021 - August 2022

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's Catholic Primary School, Billinge
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	17/195 = 9%
Academic year/years that our current pupil premium strategy plan covers	September 21 - August 22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andrea Hymers Headteacher
Pupil premium lead	Andrea Hymers Headteacher
Governor / Trustee lead	Wayne Leatherbarrow Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,911
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £5427 - Catch Up Premium carried

	forward . This will be added to the PP and Recovery Premium for this academic year.
Total budget for this academic year Pupil Premium Funding (£30911) Recovery Premium Funding (£3045) Catch Up Premium - carry forward (£5427)	£39,383

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St. Mary's, it is our intention that all pupils, irrespective of their background or the personal challenges that they face, make at least good progress from their on entry starting points, so that they are able to achieve well across all subject areas.

Our aim is for all of our children to be challenged and supported to 'be the best that they can be' throughout their learning journey at St. Mary's, irrespective of whether they come from disadvantaged or non-disadvantaged backgrounds or whether they are vulnerable young people needing social care or pastoral support.

Ultimately, we want all of our children to leave St. Mary's with the skills, knowledge and cultural capital needed to be successful, lifelong learners - children who have a love of learning and a love of life itself - children who, can and will, make a positive contribution to society.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance & Punctuality: Although the majority of our children attend school regularly and are in school on time, there are a small number of our disadvantaged children (24%) whose attendance figures fall below our minimum target of 95%. Poor attendance, combined with a high number of late marks, is negatively impacting upon the progress that these children are making.</p> <p>The pandemic has further exacerbated this problem, as these children have been absent due to experiencing COVID symptoms/needing a PCR test on several occasions throughout the year or have needed to isolate as family members have tested positive at different times. When isolating at home, it has been difficult to engage these children in home learning activities - thus impacting further on their learning.</p>
2	<p>Pupil Premium & SEND: A small percentage of our disadvantaged children also have SEND or are POST LAC children. These additional factors also cause further barriers to learning.</p>

3	<p>Home Learning: Over 50% (9) of our disadvantaged children struggled to regularly engage with home learning during both lockdown periods. Although offered a place in our Keyworker School, uptake from disadvantaged children was low, with parents saying that they preferred to keep the children safe at home. For some of our disadvantaged children, this has had a detrimental impact on their learning and gaps in attainment between themselves, and their peers, have grown - especially in reading, writing and maths.</p>
4	<p>Lack of Parental Engagement: Some parents are either unwilling or unable to support their children with any additional work sent home or with any homework set. Reading books are often not read and attendance from our disadvantaged children at additional booster/catch up sessions is low.</p>
5	<p>Unhealthy Lifestyles: Over half of our disadvantaged children are overweight and this impacts upon their self-esteem. Their poor general fitness means that they are reluctant to take part in extra-curricular sporting activities and attendance at after school clubs is low.</p>
6	<p>Phonics, Reading and Writing Skills: Whilst our internal monitoring data from March 2020 - July 2021 doesn't show a significant gap in attainment and progress between our disadvantaged (without SEND) and non-disadvantaged children, progress in Reading and Writing for the lowest 20% of our children has definitely been impacted upon by the pandemic. Many of these children struggled to learn at home during both lockdown periods and many have struggled coming back to the structure and routines of school life.</p> <p>Writing skills appear to have been lost for some of our children and staff are having to revisit basic grammar and punctuation work again in order to re-build these skills. Writing scaffolds are also being used in order to support the children to structure their writing.</p>
7	<p>Maths - basic Numeracy Skills: As a result of not fully engaging with home learning Numbots and Times Table Rockstar activities during the two lockdown periods, over a third of our disadvantaged children struggle to quickly recall multiplication facts and their corresponding division facts and number bonds to 10,20 and 100. This is impacting upon their ability to accurately solve 4 Rules of Number calculations and calculations involving fractions and percentages.</p>
8	<p>Characteristics of Learning: Teacher observations and internal assessment activities show that 2/3 of our disadvantaged children have returned to school lacking some of the essential characteristics of learning (focus, concentration, stamina, resilience and perseverance) needed to successfully complete some of the challenging activities set for them. This is especially apparent in written tasks and in assessment activities.</p>

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
<p>Attendance and Punctuality: To ensure that our disadvantage children's attendance is at least in line with the school's minimum target of 95%.</p> <p>To reduce the number of late marks so that our disadvantaged children are in school on time and are ready to learn.</p>	<ul style="list-style-type: none"> • The school's overall absence rate continues to be in the lowest 20% of all schools nationally - as it was in 2017, 2018 and 2019 - before the pandemic. • The attendance rate for disadvantaged children is in line with non-disadvantaged children - or at least in line with the 95% school target. • Late marks reduce by at least 75% for identified children.
<p>Pupil Premium & SEND: Additional support, built into the daily timetable, for disadvantaged children with SEND will lead to + progress being made in R, W & M from on entry starting points.</p>	<ul style="list-style-type: none"> • Internal assessments and tracking data (and external assessment and tracking data for Rec, Y1 -phonics, Y2 and Y6) will show that all children, regardless of whether they are disadvantaged or have SEND, will make at least expected progress from their individual starting points.
<p>Home Learning: To ensure that all disadvantaged/vulnerable children are able to continue to learn during any further periods of school closure, or during periods of isolating due to COVID 19, so that no further gaps in learning appear.</p> <p>To increase the number of disadvantaged/vulnerable children attending the school setting during any further lockdown periods.</p> <p>To offer small group & 1-1 support (via TEAMS) to identified groups of children to ensure that intervention and consolidation activities/sessions can continue whilst the children are at home.</p>	<ul style="list-style-type: none"> • At least 90% of vulnerable/ disadvantaged children will attend school during any further periods of whole school closure. • Attendance registers/task completion registers will show that all vulnerable/ disadvantaged children are engaging more fully with home learning tasks. • Identified children will take school up on the offer of a loaned device in order to complete home learning tasks. (Loan agreements will be evidence)

	<ul style="list-style-type: none"> • TA3s to offer daily TEAMS sessions both on a 1-1 basis or to a small group of identified children to reteach concepts/consolidate learning or to offer catch up sessions. (attendance registers for the sessions will be evidence) • Staff will speak daily to vulnerable/disadvantaged children if absent from school and learning from home. (unless unwell) (Records of conversations to be added to CPOMS) • Weekly, home/doorstep visits will be made during an extended period of home learning to ensure that our vulnerable/ disadvantaged families feel supported. (Records of conversations/visits to be noted on CPOMS)
<p>Lack of Parental Engagement: A range of Parent Workshops (either in person or via TEAMS) will be offered in Reading, Phonics, SPaG and Maths to parents over the course of the Spring and Summer terms to help them to support their children with their learning.</p> <p>Parents will feel more confident in supporting their children in their learning. Attendance of disadvantaged/vulnerable children at booster sessions will be in line with non-disadvantaged children.</p> <p>Some booster sessions will be offered during lunch time to enable those children who struggle to attend before and after school to access the additional support.</p>	<ul style="list-style-type: none"> • Attendance registers will show that all parental workshops are well attended. • Parent questionnaires, at the end of workshops, will show that parents found the workshops to be valuable in developing their own skills and knowledge, so that they feel confident to support their children in their learning. • Attendance registers at booster sessions will show that uptake is high from all groups of children and that disadvantage children attend regularly alongside their non-disadvantaged peers.
<p>Unhealthy Lifestyles: To increase the number of disadvantaged children attending extra-curricular physical activity clubs by offering different sports to the</p>	<ul style="list-style-type: none"> • Attendance registers from extra-curricular sporting clubs will show that the number of disadvantaged /vulnerable children attending clubs has increased.

<p>traditional sports e.g. scooter boards, hoola puzzle activities, yoga</p> <p>To offer a weekly, lunchtime, sporting/physical activity club to targeted children only, to encourage them to participate in order to adopt a healthier lifestyle.</p> <p>To offer identified children the opportunity to act as activity leaders - following training, the children will set up and lead playground games with the younger children. This will hopefully encourage the children to become more active and also build their confidence and leadership skills.</p> <p>To reintroduce both the daily mile and scooter lunchtime sessions to encourage the children to be physically active.</p> <p>To work with Sports4Kids to organise sporting competitions, between our partner schools, that are aimed specifically at disadvantaged children and children with SEN.</p>	<ul style="list-style-type: none"> • In the summer term, identified children will have successfully completed sports leader training and will work in pairs for one lunchtime a week to set up and deliver small games activities with the Infant children. • Our disadvantaged/SEN children will have had the opportunity to represent the school at a sporting event during the summer term.
<p>Phonics, Reading and Writing: High quality, teacher led, catch up sessions for Phonics, Reading and Writing to be delivered to identified children throughout the year to enable gaps in learning to close and to ensure that the identified children - especially the lowest 20% - make as much progress as possible during the academic year.</p> <p>Additional, focused weekly Y6 R, SPaG and Wr booster sessions to be offered to the PP children so that they are able to close the gaps in attainment between themselves and their peers.</p>	<ul style="list-style-type: none"> • Y1 and Y2 Phonic data will be at least in line with local and National data • 100% of PP chn in Y2 will pass the Phonic Screening check in Aut 2021 • Internal tracking data for reading and writing will show that all groups of children have made at least expected progress from their starting points. • Y2 data will show that 100% of PP children will be judged to be working at least at expected standard in R & W • Y6 SAT data for reading and writing will show that all groups of children have made at least expected progress from Y2.

	<ul style="list-style-type: none"> • At least 66% of PP children to be working at expected standard in R & W by the end of Y6.
<p>Maths - basic Numeracy Skills: High-quality catch-up sessions will be delivered to identified children throughout the year to enable misconceptions in the 4 Rules of Number to be addressed.</p> <p>Disadvantaged children to have daily access to Numbots/Times Table Rockstars in order to improve their recall of number bonds and times table facts.</p> <p>Focused weekly Y6 4 Rules of Number booster sessions to be offered to the PP children so that they are able to close the gap in attainment between themselves and their peers.</p>	<ul style="list-style-type: none"> • Internal tracking data for maths will show that all groups of children have made at least expected progress from their starting points. • Y2 data will show that 100% of PP children will be judged to be working at least at expected standard in M. • 100% of PP children in Y4 will score at least 22/25 in their Multiplication Check • Y6 SAT data for M will show that all groups of children have made at least expected progress from Y2. • At least 66% of PP children to be working at expected standard in M by the end of Y6.
<p>Characteristics of Learning: By the end of the summer term 2022, the vast majority of our children - disadvantaged and non-disadvantaged - will have regained the following essential characteristics of learning:</p> <p>focus concentration stamina resilience perseverance</p>	<ul style="list-style-type: none"> • Internal tracking data will show that End of Topic and Half-termly/Termly Assessments scores improve as the year progresses and that the majority of children are completing the assessments within the allocated time. • Teacher observations and books will show that the children are able to write for longer, sustained periods of time - producing high quality writing that is of appropriate length. • Lesson observations will note that the children are able to work independently and remain focused, engaged and on task for age-appropriate lengths of time. • Teacher observations and end of year reports will note that the majority of children are once again demonstrating the essential characteristics of learning and that

	the children are resilient, determined, independent learners who are motivated to learn and who persevere when the tasks challenge them.
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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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a DfE validated SSP programme to support the delivery of a high-quality phonics programme. Programme to be in place for the new Reception intake in September 2022.	Consistent, high quality teaching of phonics has a strong evidence base that indicates a positive impact on the accuracy of word reading - particularly for the disadvantaged - and is an important component in the development of early reading. SSP approaches have a higher impact. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	6
Subscription to the National College to support remote CPD for all members of staff - both teaching and non-teaching - whilst face to face training is restricted by the pandemic.	Spending on developing high quality teaching may include investment in professional development. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Professional development can be supported effectively remotely	2,3,4,6,7,8

	(EEF Rapid Evidence Assessment Remote Professional Development) educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a highly skilled/experienced KS1 teacher to deliver phonic and reading interventions to the lowest 20% of children within the school and to those disadvantaged children at risk of not making expected progress from their individual starting points.	Evidence consistently shows the positive impact that targeted support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	6,8
Employ a highly skilled/experienced KS2 teacher to deliver reading and writing interventions to the lowest 20% of children within KS2 and to those disadvantaged children at risk of not making expected progress from their individual starting points.	A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. (with reference to reading comprehension) Reading comprehension strategies are high impact and alongside phonics it is a crucial component of early reading instruction. Evidence consistently shows the positive impact that targeted support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.	6,7,8

<p>Teacher to also deliver additional interventions to Y6 PP children who working below expected levels.</p> <p>Maths interventions to be delivered to identified groups of children from Y3-Y6 in order to improve the children's 4 Rules of Number skills/knowledge</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>EEF recommends the use of structured interventions to provide additional support in mathematics</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2</p>	
<p>Temporarily increase existing TA hours to ensure that all classes have TA support during reading, writing and maths activities to enable all children to a) make as much progress as possible b) develop and consolidate effective characteristics of learning</p> <p>Y6 TA to deliver lunchtime boosting sessions to those children unable/unwilling to attend after school</p>	<p>TAs add value to what teachers do.</p> <p>Use TAs to help the children develop their own independent learning skills.</p> <p>Research shows that using TAs to deliver high quality 1-1 and small group support using structured interventions has a positive impact on attainment (approx. 3-4 additional months progress)</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,6,7,8
<p>Purchase of White Rose Maths and the accompanying manipulatives to ensure a consistent approach to the teaching of mathematics throughout school and to ensure that Maths teaching is of the highest quality.</p> <p>Built in assessments and small steps in learning</p>	<p>Research by EEF recommends:</p> <ul style="list-style-type: none"> Using assessment to build on pupils' existing knowledge and understanding Using manipulative and representations to help pupils engage with mathematical ideas Teaching pupils the strategies to solve problems Enabling pupils to develop a rich network of mathematical knowledge Developing pupils' independence and motivation 	7,8

<p>also provide teachers with accurate information as to what the children do and do not know.</p> <p>White Rose Maths is also used to support the teaching of maths in Y7 and therefore our children are familiar with the resource.</p> <p>White Rose Maths is also an excellent tool to support home learning as lessons at home can mirror lessons taught in school.</p>	<p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2</p>	
<p>Employ a KS3 Mathematics teacher to deliver 6 x 1 hr sessions after school, in the summer term, to Y6 to support their transition to Y7. Sessions to focus on Place Value, %, decimals and ratio and proportion using bar modelling.</p>	<p>These sessions were delivered for the first-time last year and proved to be very successful in preparing our children for the Y7 maths curriculum.</p> <p>EEF research shows that there is a large dip in mathematical attainment and attitudes towards maths as children move from primary to secondary school and that it is essential that Primary and Secondary schools should develop a shared understanding of curriculum, teaching and learning.</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2</p>	7,8
<p>Purchase of assessment resources for reading.</p>	<p>Assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers</p> <p>Standardised tests/Assessing and Monitoring Pupil Progress/EEF</p>	6,8

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close monitoring of the attendance and punctuality of our PP chn - alongside our lowest 20% of learners.</p> <p>Send home monthly attendance certificates for identified children.</p> <p>Phone calls home by 9.15am (this will wake up those families who have slept in)</p> <p>Regular calls home during periods of absence.</p> <p>Meetings with head and parents if attendance identified as a problem.</p> <p>Requests that all medical appointments take place outside of the school day - proof of appointments requested</p> <p>Funded places in breakfast club to ensure children attend on time, have eaten breakfast and are ready to learn</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	<p>1</p>
<p>Health and Well-being</p> <p>Offer clubs aimed solely at disadvantaged and targeted children.</p>	<p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.</p>	<p>5</p>

<p>Organise competitions with partner schools involving disadvantaged and targeted children.</p> <p>Fund places for disadvantaged children at any fee-paying club.</p> <p>Pay musical tuition fees for any disadvantaged child who would like to play a musical instrument.</p> <p>Subsidise/pay for disadvantaged Y6 children to attend PGL and for other disadvantaged children to participate in school trips.</p> <p>Subsidise uniform costs for disadvantaged children (if needed)</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Outdoor Adventure Learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. It may play an important part of the wider school experience.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they might otherwise not be able to access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	
<p>Develop effective characteristics of learning</p>	<p>A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018).</p> <p>Teachers should explicitly support pupils to develop independent learning skills.</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	8
<p>Parental Engagement</p> <p>Deliver parent workshops throughout spring and summer - at different times during and after the school day - to encourage good attendance. Workshops to focus on phonics and early reading, reading comprehension and place</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Support parents to create a regular routine and encourage good homework habits</p> <p>Plan carefully for group-based parenting initiatives (e.g. regular workshops)</p>	4

<p>value and the four rules of number - how we set out the calculations.</p> <p>Host Coffee and Tea sessions with SLT to seek parental views of school life and to build positive relationships.</p> <p>Send out parental questionnaires to seek views.</p> <p>Invite parents into school to review behaviour policy.</p>	<p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p>Home Learning</p> <p>Continue to develop home learning offer in anticipation of further lockdowns or high numbers of pupil absence due to isolating.</p> <p>Loan tablets and laptops to disadvantaged children to enable them to a) access live lessons b) complete online learning tasks</p> <p>Continue to pay for licences for Numbots, Times Table Rock Stars, Phonics Play, Purple Mash and Education City to support home learning</p>	<p>Key findings from EEF Remote Learning Rapid Evidence Assessment April 2020:</p> <p>Teaching quality is more important than how lessons are delivered</p> <p>Access to technology is key, particularly for disadvantaged pupils</p> <p>Peer interactions can provide motivation and improve learning outcomes</p> <p>Supporting pupils to work independently can improve learning outcomes</p> <p>Different approaches to remote learning suit different tasks and types of content e.g. games, quizzes</p>	<p>2</p>

Total budgeted cost: £ 40,000

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.

Please see Covid Catch Up Premium and Pupil Premium Plan 2020-2021, on school website, for details of spending and outcomes for the academic year 2020-2021

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
TT Rockstars and Numbots	Maths Circle Ltd
Education City	Education City Ltd
Purple Mash	2Simple
Phonics Play	PhonicsPlayLtd