



Pupil Premium Strategy Statement September 2022 - August 2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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	199
Proportion (%) of pupil premium eligible pupils	16/199 = 8%
Academic year/years that our current pupil premium strategy plan covers	September 22 - August 25
Date this statement was published	December 2022
Date on which it will be reviewed	Annually - August
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	2022 - 2023 = £22,160
LAC and Post LAC children (April 22 - March 24)	£5,520 (April 22 - Aug 23) £7,230 (Sept 23 - Mar 24)
Recovery premium funding allocation (April 22 - March 24)	April 22 - Aug 23 £1414

	Sept 23 - March 24 £1523
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget Pupil Premium Funding (£22,160) 2022/2023 Recovery Premium Funding (£2,937) 2022/2024 PLAC and LAC Funding (£12,750) 2022/2024	£37,847

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.

High quality teaching combined with effective classroom support from well trained, passionate and enthusiastic teaching assistants, is at the heart of our approach, as we believe that our outstanding staff team are our most valuable asset, as together they make the greatest difference to the lives of our children.

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	Attendance & Punctuality: Although the majority of our children attend school regularly and are in school on time, there are a number of our disadvantaged children (35%) whose attendance figures fall below our minimum target of 95%. Poor attendance, combined with a high number of late marks (in 2 of these children), is negatively impacting upon the progress that these children are making.
2	Pupil Premium & SEND & LAC: A small percentage of our disadvantaged children (24%) also have SEND which also causes further barriers to their learning. Our LAC children have had a very challenging start to their young lives, and this

	has significantly impacted upon their emotional well-being, which in turn is impacting upon their learning.
3	<p>Negative Impact of Home Learning:</p> <p>Over 60% of our disadvantaged children struggled to regularly engage with home learning during both lockdown periods and any periods of class closures. 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 and writing.</p>
4	<p>Lack of Parental Engagement:</p> <p>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/Lack of Engagement in the Wider School Life:</p> <p>40% of our disadvantaged children have low self-esteem and lack general physical stamina. Their poor general fitness means that they are reluctant to take part in extra-curricular sporting activities and attendance at after school clubs is extremely low among our disadvantaged children - with only 18% of our disadvantaged children attending at least one sporting club and even less engaging in any other extra-curricular area of school life e.g School Council, reading buddies, STEM Club</p>
6	<p>Writing Skills:</p> <p>Our Autumn data - Dec 2022 shows that 35% of our disadvantaged children are working below their year group expectations in writing and that a further 29% are just on track.</p> <p>Of our Y6 disadvantaged children, 60% are working below year group expectations, with the remaining 40% working just within expectations</p>
7	<p>Phonics and Early Reading Skills:</p> <p>Only 70% of our current Year 1 cohort left Reception achieving GLD. The pandemic had clearly impacted upon their pre-school experiences, with many of the children arriving in school not ready to learn. Poor literacy skills have continued to hinder their progress, and this is evidenced in the Autumn data (Dec 22) with over 50% of the cohort working below the school tracking expectations in reading and phonics. These children have received phonic and reading interventions since June 22, but progress continues to be slow. At least half of these children are at risk of not passing the phonic screening check.</p>

8	<p>EYFS - Readiness to Learn/ Readiness for School:</p> <p>On entry baseline data shows that a large % of this cohort have entered school working at much lower levels of attainment, in all areas of learning, than previous pre-covid cohorts. This has presented significant challenges to the teaching staff as more time is having to be spent developing the children's PSED skills than ever before. Of the Reception cohort, of 23 children, 26% are summer born, 7% are LAC/PLAC and 7% are PP. This year group, alongside the current Y1 cohort, have clearly had their formative years impacted by COVID - particularly in their social interaction/language skills.</p>	<table border="1"> <thead> <tr> <th>% ON TRACK</th> <th>BASELINE</th> </tr> </thead> <tbody> <tr> <td>PSED</td> <td>6/23 = 26%</td> </tr> <tr> <td>CL</td> <td>13/23 = 57%</td> </tr> <tr> <td>PD</td> <td>10/23 = 43%</td> </tr> <tr> <td>L</td> <td>7/23 = 30%</td> </tr> <tr> <td>M</td> <td>15/23 = 65%</td> </tr> <tr> <td>UTW</td> <td>5/23 = 22%</td> </tr> <tr> <td>EAD</td> <td>10/23 = 43%</td> </tr> </tbody> </table>	% ON TRACK	BASELINE	PSED	6/23 = 26%	CL	13/23 = 57%	PD	10/23 = 43%	L	7/23 = 30%	M	15/23 = 65%	UTW	5/23 = 22%	EAD	10/23 = 43%
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9	<p>Characteristics of Learning:</p> <p>Teacher observations and internal assessment activities show that 2/3 of our disadvantaged children are still lacking some of the essential characteristics of learning (focus, concentration, stamina, resilience and perseverance) as a result of the pandemic. These characteristics of learning are 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 • 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</p>	<ul style="list-style-type: none"> • Internal assessments and tracking data (and external assessment and

<p>disadvantaged children with SEND will lead to + progress being made in R, W & M from on entry starting points.</p>	<p>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>
<p>Lack of Parental Engagement: A range of Parent Workshops will be offered in Reading, Phonics, SPaG and Maths to parents over the course of the year to help them to support their children with their learning.</p> <p>Parents will feel more confident in supporting their children in their learning.</p> <p>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 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>	<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. • 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. • All children will take part in the daily mile at least 3 times a week.

<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> <p>Engagement in the Wider School Life:</p> <p>To ensure that representatives on our School Council include both disadvantaged and non-disadvantaged children so that all children have a voice.</p> <p>To meet with a targeted group of disadvantaged children - through Tea@2 to seek their views on school life and ascertain what clubs/extra-curricular activities they would like to engage in.</p>	<ul style="list-style-type: none"> • Scooters will be available for children to use on playgrounds during the Spring and Summer term to encourage physical activity. • The park rota will be re-introduced to enable all children to be physically active. • The School Council will be made up of children representing all groups within the school community - e.g. disadvantaged, SEND, • New clubs/activities introduced in response to the children's feedback during Tea@2
<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 Phonic data will be at least in line with local and National data • Internal tracking data for reading and writing will show that all groups of children have made at least expected progress, as a minimum, from their starting points and that the gaps in attainment between disadvantaged and non-disadvantaged will continue to close. • Y6 SAT data for reading and writing will show that all groups of children have made at least expected progress from Y2. • At least 60% of PP children to be working at expected standard in R & W by the end of Y6.
<p>EYFS - Readiness to Learn/ Readiness for School</p>	<ul style="list-style-type: none"> • The % of Reception children achieving GLD will be at least in line with National figures.

<p>Characteristics of Learning: By the end of the summer term 2023, the vast majority of our children - disadvantaged and non-disadvantaged - will have regained the following essential characteristics of learning:</p> <p>focus</p> <p>concentration</p> <p>stamina</p> <p>resilience</p> <p>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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase a DfE validated SSP programme to support the delivery of a high-quality phonics programme.</p> <p>Programme to be in place for the new Reception intake in September 2022.</p> <p>Trial throughout the year and adapt when necessary.</p> <p>Annual phonic training for all teachers and TA</p> <p>Phonic lesson observations to ensure high quality and consistency across all year groups</p> <p>Phonic Deep Dive to take place with SIP</p> <p>Purchase of a new phonic based home reading scheme to enable teachers to match the children's phonic ability, reading fluency and understanding of text.</p>	<p>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.</p> <p>SSP approaches have a higher impact.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	7 & 8
<p>Deliver high quality writing CPD for staff - revisiting how to structure an</p>	<p>Giving every child the skills to write effectively for a variety of purposes is key to success in later life. Explicit instruction and extensive practise will be needed for pupils to become proficient writers. This can only be</p>	3 & 6

<p>effective writing lesson - the essential elements of effective teaching of writing - the use of writing frames.</p> <p>Lesson observations and book scrutiny to ensure that the teaching of writing is consistently high across all classes and in all subjects.</p> <p>Expectations for the quality of writing in the foundation subjects to be at least in line with Literacy books.</p>	<p>delivered by teachers who are skilled in teaching the writing process.</p> <p>Writing can be thought of as a process made up of five components: — planning; — drafting; — revising; — editing; and — publishing. Effective writers use a number of strategies to support each component of the writing process. Pupils need to become skilled at each of these components of writing and learn to co-ordinate them to become skilled writers.</p> <p>Giving pupils a reason to write—and someone to write for—can also support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. Our foundation curriculum provides our children with many different opportunities to write for a number of purposes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Subscription to the National College to support remote CPD for all members of staff - both teaching and non-teaching</p>	<p>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.</p> <p>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.</p> <p>Professional development can be supported effectively remotely</p> <p>(EEF Rapid Evidence Assessment Remote Professional Development)</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>All challenges can be addressed through high quality, focused CPD</p>
<p>Review EYFS classroom environment and adapt curriculum to</p>	<p>Several decades of research highlights the importance of high-quality early childhood education on children's cognitive, behavioural and social development.</p>	<p>8</p>

<p>reflect their lower starting points. Build in more opportunities for play based learning and create an inspiring, engaging curriculum that is a combination of child and adult initiated learning. EYFS staff to work with colleagues across the school's learning network to develop and share ideas, skills and knowledge. Staff to also attend LA training. Update resources, ensuring that all children are able to access quality first learning experiences. Re-develop outdoor area so that high quality teaching and learning can take place both inside and outside of the classroom. Initial focus on the development of PSED skills AND Language and Communication skills to ensure that the children are ready to learn.</p>	<p>EEFs Preparing for Literacy highlights the need to prioritise the development of young children's early communication and language skills - with the role of the adult playing a key part in this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>Evidence shows that parental engagement approaches have, on average, a positive impact of 5 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</p> <p>Physical development is a core part of EYFS and can have a positive impact on the development of both fine and gross motor skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p> <p>Evidence shows that social and emotional approaches have a positive impact, on average, of 3 months, additional progress on academic outcomes over the course of a year. Though all children benefit, there is also some evidence that SEL approaches/interventions can benefit disadvantaged children more than their peers by helping them to understand and engage in healthy relationships with peers and with emotional self-regulation.</p> <p>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.</p> <p>Professional development can be supported effectively remotely</p> <p>(EEF Rapid Evidence Assessment Remote Professional Development)</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
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<p>Friendship groups/social skills intervention groups set up to build friendships and social and communication skills.</p> <p>Increase parental engagement by delivering workshops and inviting parents/carers in to work alongside their children.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>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.</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>educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>3 & 7</p>

individual starting points.		
<p>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.</p> <p>Teacher to also deliver additional interventions to Y6 PP children who working below expected levels.</p>	<p>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 and writing)</p> <p>Reading comprehension strategies are high impact and alongside phonics it is a crucial component of early reading instruction.</p> <p>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.</p> <p>Giving every child the skills to write effectively for a variety of purposes is key to success in later life. Explicit instruction and extensive practice will be needed for pupils to become proficient writers. This can only be delivered by teachers who are skilled in teaching the writing process.</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>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3,6 & 9
<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</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>	2,3,4,7,8 & 9

<p>effective characteristics of learning</p> <p>Y6 TA to deliver lunchtime boosting sessions to those children unable/unwilling to attend after school</p>		
<p>Purchase of assessment resources for reading for KS2 and a new home reading scheme to encourage all of our children to read.</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>	<p>3 & 9</p>

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>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>Regular calls home during periods of absence.</p> <p>Home visits for persistent absentees</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>Health and Well-being</p> <p>Offer clubs aimed solely at disadvantaged and targeted children.</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>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.</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>	5

<p>Invite identified groups of children to join School Council.</p> <p>Seek identified children's views at Tea@2</p> <p>Subsidise uniform costs for disadvantaged children (if needed)</p>		
<p>Develop effective characteristics of learning</p>	<p><i>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).</i></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 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>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> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	4

Invite parents into school to review behaviour policy.		
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Total budgeted cost: £ 39,000

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 2021 to 2022 academic year.

During the 2021/2022 school year, St. Mary's continued to focus their PP Grant on ensuring that all of our children - but particularly our disadvantaged children, were supported to close the gaps in learning that had developed as a result of the pandemic. Laptops were loaned to children struggling to access Home Learning (Jan 21 - March 21) and our disadvantaged and vulnerable children were encouraged to attend school. Staff contacted all families at least weekly to check in with them. If home learning was not being completed, more regular contact was introduced. Children, who were absent due to isolating were also supported to learn from home - completing, as far as practicably possible, the same tasks as those children in school. More disadvantaged/vulnerable children attended key worker school and attendance, from all groups of children during live home learning lessons on TEAMS, was high.

% of Children Accessing Live Lessons	
Reception	96%
Year 1	92%
Year 2	90%
Year 3	93%
Year 4	97%
Year 5	100% (2 chn intermittently)
Year 6	93%

Of those children who did not access live lessons, home learning activities were completed and uploaded onto the learning platform. Some families preferred paper-based learning, either as a personal preference in order to manage learning more effectively or as a result of personal circumstances.

High quality, daily phonic lessons - both during the second lockdown period and following school re-opening - further supported by high quality phonic interventions ensured that our youngest children were able to continue to make pleasing progress in phonics. This was evidenced by the excellent Phonic Screening Check results in June 2022 - which were significantly above both local and national data and continued the school's excellent results from 2019.

Year Group Year 1 Phonic Screening	End of Key Stage Data 2019	End of Key Stage Data 2022
Phonic Screening Test Result	100%	96% 26/27 chn

The 1 child not achieving the pass mark of 32, scored 31.

50% of the Y2 children who re-sat the Phonic Screening Check achieved the pass mark.

Year 2 Data July 22 - was also extremely positive.

100% of disadvantaged pupils achieved EXS

Year Group Year 2	End of Key Stage Data 2019 EXS+	End of Key Stage Data 2022 EXS+	Differences
Reading	79.3%	82.7%	+3.4%
Writing	75.9%	82.7%	+6.8%
Maths	86.2%	86.2%	0%
Science	89.7%		
R, Wr, M combined	72.4%	82.7% (3b 2g)	+10.3%

Year 6 Data July 22

End of KS2 outcomes for this cohort were extremely pleasing, given the fact that this cohort had GLD outcomes in Reception of 69% and End of KS1 outcomes for RWM at EXS of 66%.

Given the additional fact that this cohort's education was significantly disrupted by the pandemic, their results were a real cause for celebration and are testament to the positive impact that high quality teaching, combined with high-quality catch-up sessions and interventions had on all groups of children within this cohort.

	National Data 2019	National St Helens Data 2022		School Data 2022
EXS Combined RWM	65%	59%	57%	80%
EXS Reading	73%	74%	74%	80%
EXS Maths	79%	71%	67%	93%
EXS Writing	78%	69%	71%	87%
EXS SPaG	78%	72%	70%	80%

	National Data 2019	National Data 2022	School Data 2022
Reading	104	105	107
Maths	105	104	107
SPaG	106	105	107

	School 2018/2019	School 2021/2022
Reading	+1.57	+3.2
Maths	+3.69	+3.8
Writing	+1.95	+3.0

This cohort had the highest number of PP children in the school. 40% were summer born and 13% had SEN. Of the 6 PP children:

Reading - 2 achieved EXS with 1 child missing EXS by 1 mark. 2 achieved GDS
 Writing - 5/6 achieved EXS

Maths - 6/6 achieved EXS

Attendance from all groups of children is continuing to improve following the impact of the pandemic - with both overall absence, and persistent absence, being in the lowest 20% of all schools. There is still an ongoing challenge with a small percentage of our PP children and this continues to be a focus.

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
Twinkl Phonics - validated phonics scheme	Twinkl