

## Pupil premium strategy statement

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, Falmouth
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	November 21
Date on which it will be reviewed	September 22
Statement authorised by	Alison McDonald
Pupil premium lead	Alison McDonald
Governor / Trustee lead	Kevin Butlin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,965
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 25,965

# Part A: Pupil premium strategy plan

## Statement of intent

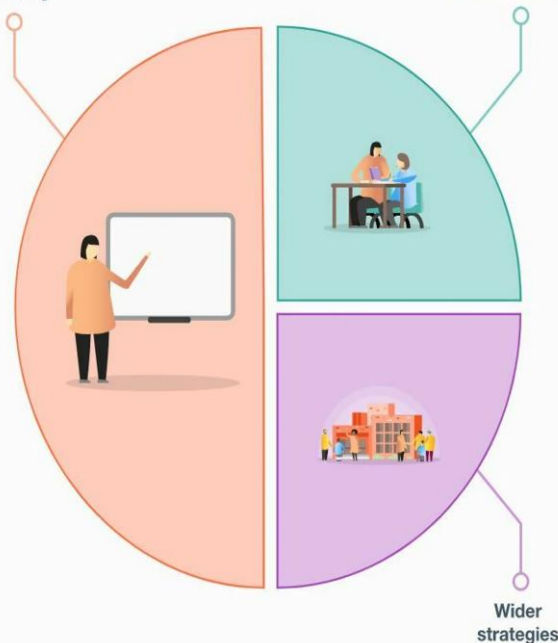
At St Mary's Catholic Primary School, we believe that providing quality first teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on the improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, understanding academic and emotional needs and growing potential in every child.

The key principles of our strategy plan are:

### Quality First Teaching:

- Improve quality first teaching for all pupils through quality professional development on curriculum delivery.
- Professional developments for staff on effective retrieval and feedback approaches within high quality teaching.
- Targeted CPD for teachers and T.A's.

High-quality teaching



Targeted academic support

### Targeted academic support

- Evidence-based interventions and support targeted as appropriate for example – NELI
- Use of Accelerated Reader
- Use of digital target learning tools – for example IXL

### Wider strategies:

- Support for residential trips and enrichment activities.
- Wide breadth of extra-curricular activities including lunchtime provision
- Employment of PSA
- Mental Health Practitioner

## Challenges

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

Challenge number	Detail of challenge
1	Greater opportunity for disadvantaged pupils to achieve EXS + in Reading, writing and mathematics.
2	Increased understanding of themselves as learners by embedding Rosenshine Principles of Instruction.
3	Improved teachers and teaching assistants questioning ensuring all pupils are deepening their learning.
4	Improve pupil attendance to above the national average for all pupils.

## 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
Increased % of disadvantaged pupils achieving EXS+ in Reading, Writing and Mathematics and EYFS GLDs	Children become proficient readers and writers Implement Read Write Inc as a comprehensive phonics programme to ensure all children have the same experience of phonics teaching from EYFS up through the school thus raising standards.
Children will have an increased understanding of themselves as learners.	Rosenshine principles of instruction is seen in every day practice. All children will learn in a way that is impactful in every learning session. There will be an increase in independence in their learning and taking ownership over their success in their educational journey. There will be an increase in standards in all books, clearly indicating that the children are leading their own learning using meta-cognitive strategies.
Improved teachers and teaching assistants questioning ensuring all pupils are deepening their learning.	All feedback, pupil to peer and adult to pupil, will feature higher order questioning to evidence of pupil/ teacher feedback through targeted questioning All learners are challenged and deepened in their learning through effective and targeted questioning. Develop consistently good or better teaching and learning across the school ensuring that questioning

	drives the learning forwards alongside deepening understanding.
Improved attendance of all pupil groups, including all vulnerable pupils, to ensure that it is above the national average thus ensuring pupils get a good chance to learn.	Through good and outstanding attendance, all children will enjoy success on their educational journey at St Mary's school.

## 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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental Coaching - Challenge and deepen pupils learning through questioning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> Use of feedback and questioning techniques to help develop independence with their learning.	3
Teachers and teaching assistants to grow in confidence with the mastery approach to teaching.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a> Pupils developing the mastery approach to learning in all areas of the curriculum.	2
Incremental coaching and CPD linked to Rosenshine principles and meta-cognition/ scaffolding/ AFL/ feedback	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> Pupils learning to manage themselves and develop a love of learning. Pupils are able to develop independent skills for life long learning. Teachers to hone skills in AfL, differentiation and scaffolding; this is part of the school drive for CPD.	2

Supporting early career teachers	The school has 2 ECT currently teaching in the school. They are both in the 1 <sup>st</sup> year of teaching.	3
Supporting all children in mental health and wellbeing	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Deputy head embarking on mental health training for the school as a whole. This is a national expectation for all schools.</p> <p>Trauma informed school's TA to support pupils in need. Headteacher to monitor mental health launch in the Carrick area.</p> <p>Use of enriching curriculum offer such as Forest school and outdoor activities to support pupil's mental health needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	4
Better parental engagement in the school	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Working with parents is proven to increase pupil's achievement and success in the education.</p> <p>Cornwall council have devised an audit tool for parental engagement. This will be used to develop an action plan for parental engagement in the school.</p>	4
All staff to undertake RWInc training	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The school will implement a systematic and consistent approach to teaching phonics from EYFS through to year 4 and above if needed.</p>	1

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Synthetic Phonics teaching	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Implement consistent and cohesive RWInc programme to increase % of pupils achieving the year 1 and year 2 phonics check.</p> <p>(Recovery premium spent on this provision)</p>	1
AR reader	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1

	Use of comprehension activities to ensure key reading skill is being learnt across the school for every child but specifically for those who are disadvantaged.	
IXL	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> Individual learning platform based on teaching and learning in the classroom and also what pupils can achieve independently.	

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of attendance challenge to increase attendance for all pupils in light of COVID 19	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Parent engagement will lead to greater understanding of the need for each pupil to attend school on a daily basis. St Mary's Challenge will be implemented and children from each class will be rewarded weekly for their attendance. Disadvantaged pupils in particular will be monitored over time.	4
Train a Mental Health Lead for the school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> Deputy head embarking on mental health training for the school as a whole. This is a national expectation for all schools. Trauma informed school's TA to support pupils in need. Headteacher to monitor mental health launch in the Carrick area.	4

**Total budgeted cost: £ 20,000**

Contingency: £ 3965 to be used for uniform voucher, school meals, trips, residentials and music lessons and part of the TIS TA salary and IXL.

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

- Access to remote education through provision of digital equipment to all.*
- Good overall attendance at onsite school education during the lockdown periods.*
- Attendance for disadvantaged group improved during lockdown, especially the second lockdown.*
- Families and children supported through the global pandemic through contact from school team on Showbie.*
- Overall whole school attendance for 2020-2021 was 97.8%*
- Recovery curriculum written to respond to the children's needs during the pandemic.*
- Targeted intervention work has had a positive impact upon progress despite the disruption of lockdown.*

### 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*

<b>Programme</b>	<b>Provider</b>
Read, write inc	RWI
Accelerated Reader	Renaissance
IXL	IXL Learning Company

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting the children with AR reader and Read Write Inc phonics. Taking part in sporting events.
What was the impact of that spending on service pupil premium eligible pupils?	Raising self-esteem and ensuring that they are successful in reading and writing through a systematic teaching of teaching phonics.



## Further information (optional)

- *COVID recovery plan supported the Pupil Premium Strategy during the academic year 2020-2021*
- *Recovery Curriculum was written to respond to the children's needs during the pandemic*
  - o *Narrow the gap in learning*
  - o *Mental health and wellbeing*