

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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, Crowborough
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Carol Scanlon, Headteacher
Pupil premium lead	Daniel Getty, Deputy Headteacher with responsibility for Inclusion
Governor / Trustee lead	Miles Dyton Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,800
Recovery premium funding allocation this academic year	£4,598
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,398

Part A: Pupil premium strategy plan

Statement of intent

As part of our mission to support excellence for all, we intend for all pupils at St Mary's to reach the highest levels of academic success and attainment across the curriculum, regardless of background and context. We are passionate in our commitment to ensuring that every child reaches their full potential and have set out this pupil premium strategy to ensure that the best possible support is put in place to help disadvantaged pupils, including those who are already high attainers, to do so. Vulnerable pupils, including those who have a social worker and young carers, are also at the heart of this statement as we aim to support their progress within school, regardless of whether they are disadvantaged or not.

Our strategy is centred firmly on the understanding that a wide range of research proves the considerable impact high-quality teaching, and work to support the development of this, has on the progress of disadvantaged pupils. Supporting our pupils to improve as learners is also fundamental to our approach: enabling our children to be independent and self-regulated in their learning. Therefore, we aim to close the attainment gap primarily through effective improvements to the educational offer provided within St Mary's, benefitting both disadvantaged and non-disadvantaged pupils. Through this ambition to drive forward the quality of teaching, we hope to ensure that attainment for all pupils, both disadvantaged and non-disadvantaged, is sustained over time. Our strategy is formed with a holistic understanding of our pupils in mind, therefore incorporating activities aimed at addressing personal development and enhancement of cultural capital.

Our pupil premium strategy also aims to enhance the wider school provision for supporting catch up and recovery following the recent disruption to education. As such, the National Tutoring Programme is a core part of the strategy, addressing the emerging needs of pupils affected by this period, both disadvantaged and non-disadvantaged.

The key principles that underpin our strategy include:

- A commitment to establishing a culture of high expectations whereby all staff take shared responsibility for their role in setting and striving for ambitious targets for disadvantaged pupils.
- A focus on timely and responsive action when emerging needs are identified.
- An awareness that socioeconomic disadvantage has a long-term impact on learning and therefore the strategy must be treated as an ongoing process and not something to be 'achieved'.

- An understanding of the centrality of relationships in securing the most positive outcomes for disadvantaged pupils; the development of social and emotional capabilities is a prerequisite to engagement in the educational context.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and assessment data indicates that disadvantaged pupils across the school, more so than their peers, are not yet reaching the age related expectations for their year group in Maths, Reading or Writing.</p> <p>This has a wide-reaching impact for their ability to access and demonstrate understanding of the full curriculum.</p>
2	<p>Assessments, observations, and discussions with pupils indicate increasingly underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, including on entry in the EYFS and throughout the school.</p> <p>Research proves that vocabulary acquisition is a clear indicator of future academic success (Why Closing the Word Gap Matters: Oxford Language Report, 2018) and that many disadvantaged pupils suffer from a vocabulary gap (Waldfoegel and Washbook 2010 – a 27% gap between lowest and highest quintile at age five).</p>
3	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils.</p> <p>School referrals have markedly increased during the pandemic. An increased number of disadvantaged pupils have been referred to external agencies, and 50% have required extensive additional, professional support in this time. In addition to this, many of these pupils currently require additional support with social and emotional needs, receiving small group interventions.</p> <p>Research suggests that social, emotional and mental health challenges disproportionately affect disadvantaged pupils in a wide range of schools across the South-East of England (Rowland 2021).</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified that there has been a distinct decrease in engagement with enrichment activities within school and in the community, particularly evident amongst disadvantaged pupils.</p>
5	<p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has fallen over time.</p>
6	<p>Observations and records of parental engagement with school-based activities (Parents Consultations, curriculum workshops, enrichment activities)</p>

	<p>demonstrate that the parents of disadvantaged pupils are not as actively involved in the school environment as they could be.</p> <p>Research proves a link between low levels of parental engagement and pupil attainment (EEF Toolkit – Parental Engagement).</p>
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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
Disadvantaged (and non-disadvantaged) pupils across the school will make accelerated progress in their core subject attainment as a result of improvements to the teaching of Maths, Reading and Writing. There will be an improvement in the quality of outcomes and pupils' ability to apply these skills across the curriculum.	KS2 Maths, Reading and Writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.
All pupils in the school have made measurable progress against speech and language and vocabulary targets following targeted input at whole-class and intervention levels.	<p>Assessments, observations, book scrutiny and pupil voice demonstrates improved language and vocabulary skills among disadvantaged pupils.</p> <p>Lower attaining children at Key Stage One will achieve the standard of the Key Stage One phonics screening test.</p> <p>Children at Key Stage Two to know and remember measurably increased rates of tier 2/3 vocabulary, evidenced in oral and written language.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, so that they feel a clear sense of belonging and the safety and emotional stability needed to maximise their learning.	Children have barriers removed to enable them to fully access the curriculum.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	PPG eligible pupils will achieve at least 95% attendance by the review of the Pupil Premium strategy.

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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to launch as an 'Voice 21 Oracy School' with a year's membership to enhance oracy provision within the school.</p>	<p>EEF Toolkit – Communication and Language Approaches</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Most studies comment on the importance of training and professional development, and supporting early years practitioners with the implementation of different approaches.</p>	<p>2</p>
<p>Engage with education consultants developing practices to enhance reading and writing practices.</p>	<p>The Teacher Development Trust report, 'Developing Great Teaching', summarises research into what constitutes effective professional development for teachers. The expert review team found that <i>'peer support, in which all participants have an opportunity to work together to try out and refine new approaches, was a common feature in effective professional development'</i>.</p>	<p>1, 2</p>
<p>Increased involvement in the Maths Hub training and initiatives (e.g. NCETM programmes), including dissemination within school through staff</p>	<p>EEF Toolkit – Maths Mastery</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	<p>1, 2</p>

training and peer working.	A high level of mastery of about 80% is associated with more successful approaches.	
Staff to receive training on how to embed metacognition strategies for pupils within the classroom and across the school.	<p>EEF Toolkit - Metacognition and self-regulation</p> <p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p>	1, 3

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

Budgeted cost: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted tutoring on gaps within the core curriculum (including through the National Tutoring Programme) using School Led Tutors.</p> <p>Interventions to include:</p> <ul style="list-style-type: none"> • Reading • Writing • Maths • Phonics 	<p>EEF Toolkit- Small group tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	1, 2
<p>Teachers to deliver quality-first teaching intervention to support disadvantaged pupils in addressing individualised targets in learning as part of morning session initiative.</p>	<p>EEF Toolkit -One to One Tuition</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	1, 2

Additional teaching and learning opportunities provided through trained Learning Support Assistants or external agencies to be used flexibly when need arises.		1, 2, 3
Use of targeted interventions for individual pupils, including both Speech and Language sessions and vocabulary pre-teaching.	<p>EEF Toolkit - Oral Language Interventions.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	2

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

Budgeted cost: £9,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Close monitoring of attendance of pupils eligible for Pupil Premium and action taken to support families and increase attendance in school.</p>	<p>Improving school attendance: support for schools and local authorities (Department for Education, Dec 2021)</p> <p>The principles underpinning an effective whole school strategy for attendance include: clear, open communication with families; consistent implementation of approaches; processes to improve, reward and incentivise attendance and address absences; monitor and analyse attendance data regularly.</p>	5
Support for pupils' mental health and emotional wellbeing (MHEW) through use of intervention groups, the Rainbows programme and therapy input from YMCA Counselling.	<p>'Social and emotional skills' are essential for children's development—they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p>	3

<p>Enhancing the cultural capital and enrichment activities of PPG children through access to ukulele lessons, access to educational trips, experience of enrichment days and subscription for 'Now Press Play'.</p>	<p>EEF toolkit – Physical Activity and Arts Participation</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>3, 4</p>
<p>Engagement of parents of PPG eligible pupils through school-based workshops, with individual invitations.</p>	<p>EEF Toolkit – Parental Engagement</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>3, 6</p>

Total budgeted cost: £ 36,398

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was slightly below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated for this first year of our current plan, and have therefore adapted our approach for this coming academic year. The performance data of the previous academic year highlight emerging gaps in both reading and maths for our most recent Year 6 cohort, leading to an adaptation of the three-year strategy to focus more broadly on Writing, Reading and Maths and any necessary action required to support all three areas.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was higher than their peers in 2021/22, including persistent absence, recognising the importance of addressing this and this is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

In order to establish the impact of the previous strategy on our disadvantaged pupils, we carried out assessment which revealed the following:

- 60% of disadvantaged pupils reached age-related expectations in their Reading.
- 80% of disadvantaged pupils reached age-related expectations in their Writing.
- 40% of disadvantaged pupils reached age-related expectations in their Maths.
- All tutoring groups receiving targeted academic support throughout the academic year 2021-22 included a minimum of one Pupil Premium eligible pupil.
- All children eligible for Pupil Premium were supported in attending enrichment activities such as the Year 5/6 Residential and Young Voices performance.

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
Nessy (Reading and Spelling)	Nessy Online
Voice 21 Oracy School	Voice 21 (https://voice21.org)