

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, Swanage
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	2 nd November 2021
Date on which it will be reviewed	July 2022 (and a mid-year review)
Statement authorised by	Alan Frame
Pupil premium lead	Alan Frame
Governor / Trustee lead	Tom Norman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,571
Recovery premium funding allocation this academic year	£4,495
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	£52,066

Part A: Pupil premium strategy plan

Statement of intent

St Mary's, Swanage has a commitment to provide an environment that nurtures all towards the fullness of life. As a school we have a reputation of going above and beyond to support our families. This is irrespective of their background and the challenges they face. Our Pupil Premium Strategy is designed to support this. The school uses a multi-faceted approach to ensure that no matter how hard the challenge we make an impact.

We use our pupil premium, not just to support children who meet the criteria but also any child the school considers to be vulnerable to we feel needs supported. At the heart of our approach is providing a nurturing environment where children and families are supported.

We also recognise the importance of high-quality teaching has to play in the support of disadvantaged children. We strive to have high expectations of A large proportion of the grant aims to develop this, support areas where they can struggle eg. Vocabulary and Early Reading and target these areas. The progress of PP children is tracked carefully to ensure children are making progress and attainment gaps are narrowing. Robust monitoring from subject leaders will always have a focus on PP children.

Our strategy links with the Recovery funding and the National Tutoring funding to enable a comprehensive approach. The school works to a single year plan but many aspects are themes that continue each year.

Our current strategy showed impact towards this through engagement levels during COVID-19, providing a variety of engaging outdoor opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Despite the positive progress Pupil Premium children currently demonstrate across the school in Reading, Writing and Maths they currently perform less well than their peers. Particular areas to focus on are attainment of writing and progress of maths (to a lesser extent).

2	Attendance of PP (96.6%) was lower than the rest of the children (97.6%), a difference of 1%. The figures do compare favourably with national averages. This year the gap of attendance for PP (93%) has widened and dropped to below national averages. It is early in the year but this should continue to be a focus.
3	There has been a rising number of disadvantaged children and need within the school over the past few years. Part of this can be put down to COVID-19 and part reflects a changing demographic. Support needed has increased among children and parents.

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
Improved attainment in Reading, Writing and Maths for PP children across the school.	Proportion of PP children attaining at age related expectations
Improved attainment in Reading, Writing and Maths at the end of Key Stage 2 for PP children.	Outcomes for Yr 6 at least in line with national in Reading, Writing and Maths for PP children.
Improved progress in Maths for PP children across the school.	Ensure that the proportion of PP children making progress in line with expectations is above 90%.
Further Development of Early Reading for all children and a focus on vocabulary and oral language.	Assessments and observations indicate significantly improved oral language. Strong phonic outcomes for PP children.
To achieve and sustain improved wellbeing for all pupils particularly PP children.	Sustain high levels of well being across the school with a focus on PP children.

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: £7,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on phonics and vocabulary development. CPD provided by experienced consultants and relevant resources purchased.	EEF recognises that phonics have a strong impact on helping children learn to read. There is extensive evidence to support this.	1
Continue whole school focus on vocabulary development and communication.	EEF research confirms the importance of vocabulary development in improving communication.	1
Enhancement of maths scheme. We will use teacher release to attend training to help the implementation of our Power Maths Scheme and review the effectiveness of it.	The school is following a mastery approach which has been show to give children a solid understanding of the concepts they are covering.	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for phonics targeted at disadvantaged children who require	Phonics approaches have a strong evidence base particularly children from disadvantaged backgrounds.	1

further phonics support.		
Additional support targeted at disadvantaged in year 5 and 6 to ensure that they are secondary ready.	Targeting specific needs and knowledge gaps can be an effective method to support low attaining children both one to one and in small groups.	1, 3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased Pastoral Leader hours to provide ELSA support for children and support families at the school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	3
Outdoor adventure sessions for small groups.	Research shows the benefits of active learning.	3
Minibus travel, subsidised trips/residentials.	The school has evidence that this has helped attendance.	3

Total budgeted cost: £ 52,066

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.

The unforeseen impact of COVID-19 has disrupted the education of pupils at the school, particularly disadvantaged pupils. This was a challenge for the school. The impact was mitigated by inviting disadvantaged children into the school during lockdown, maintaining a high quality curriculum.

The school has concentrated on developing speaking and listening skills across the curriculum and on phonics. There has been targeted intervention to improve reading. Outcomes across KS1 were in line with national outcome sin 2019. Pupil Premium Outcomes at the end of KS1 were below this (4/6 67%).

Pupils who are eligible for Pupil Premium were encouraged to attend school during closure to try to avoid some of the detrimental effects on progression. The figures show that 80% of pupils who are eligible for Pupil Premium attended school during both lockdowns and this had a positive impact on engagement, attendance, self-confidence and communication.

The performance of PP at the end of KS2 was low from an attainment point of view but all made at least expected progress. Writing was particularly strong with 3/5 children making progress beyond expectations.

Children who are still struggling continue to be supported by Emotional Literacy Support Assistants (ELSA). The outdoor learning work had a positive impact on engagement, attendance, self confidence and communication.

The school continue to use applications such as TT Rockstars and Doodle to improve home learning.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

