

# 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, Bodmin
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Alison McDonald
Pupil premium lead	Cathy Breslin
Governor / Trustee lead	Kevin Butlin

## Funding overview

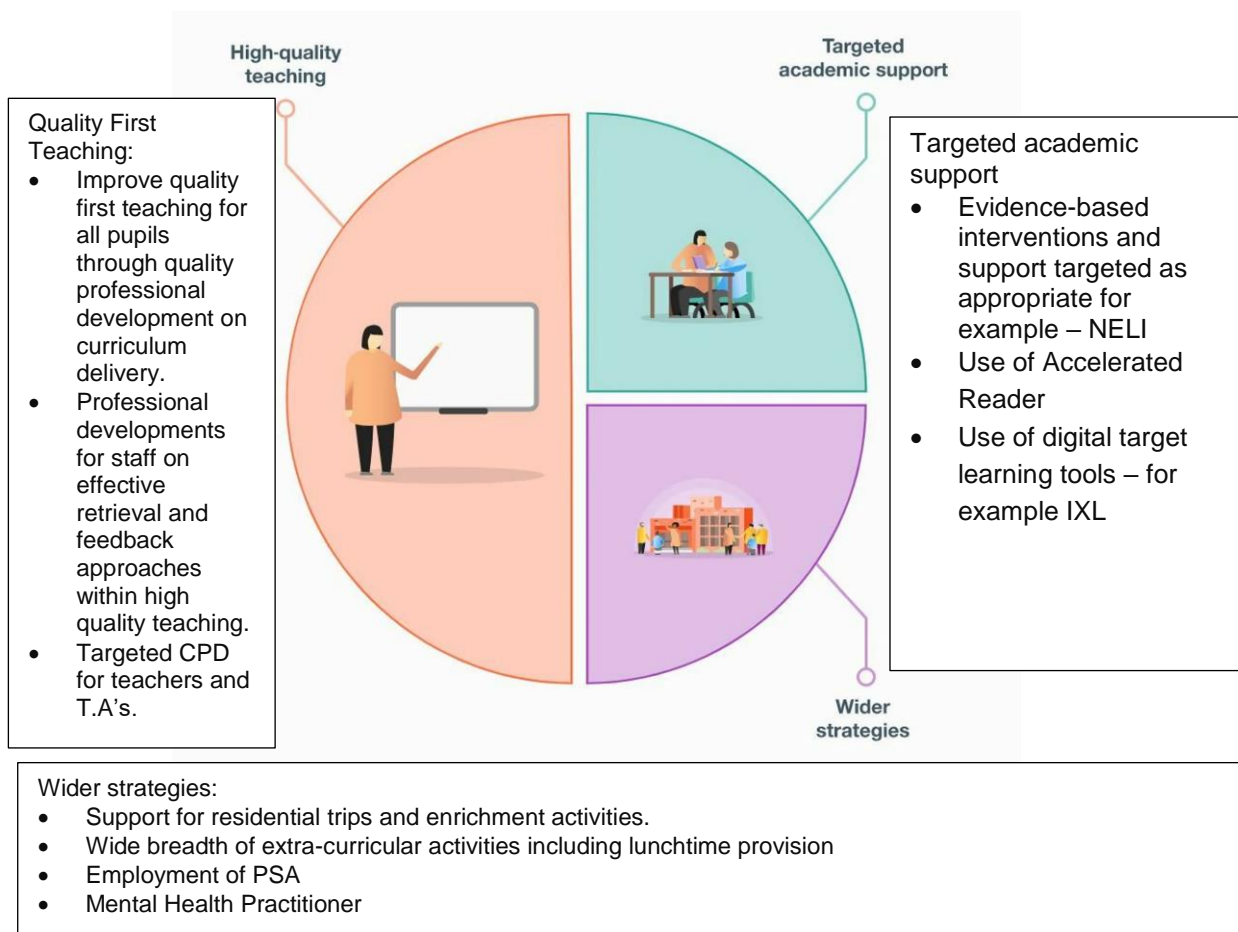
Detail	Amount
Pupil premium funding allocation this academic year	£ 59,625
Recovery premium funding allocation this academic year	£ 6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 66,150

# 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:



## Challenges

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

Challenge number	Detail of challenge
1	Lack of a wide vocabulary and correct sentence structure of sentences as well as basic concepts such as positional language. Children in EYFS, Nursery and KS1
2	Limited awareness of themselves as learners and ways they can manage their own learning to improve outcomes.
3	Poor questioning from some teachers and teaching assistants which limits challenge and deepening of learning for pupils.
4	Continue to increase pupil attendance 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 vocabulary usage in nursery, EYFS and Year 1 leading to improvement in speaking and listening, early reading and writing outcomes at the end of Key Stage 1.	<ul style="list-style-type: none"> <li>• Increase of pupils achieving % of exceeding for GLD.</li> <li>• Increase % of pupils exceeding in writing and reading at the end of KS1.</li> </ul>
Increased understanding of themselves as learners; embedding meta-cognition as standard practice to improve learner's outcomes.	<ul style="list-style-type: none"> <li>• Use of meta-cognition strategies as standard practice for teaching and learning- to be seen in all learning sessions.</li> <li>• Increased book and photographic evidence of pupils leading their own learning using meta-cognitive strategies.</li> </ul>
Eradicate poor questioning from teachers and teaching assistants to ensure all pupils deepen their learning.	<ul style="list-style-type: none"> <li>• Challenge learners and deepen the learning for all pupils seen across the school.</li> <li>• Consistently good or better teaching and learning across the school ensuring that questioning drives the learning forwards alongside deepening understanding.</li> <li>• Increased evidence of pupil's feedback to peers and increased evidence of pupil/ teacher feedback.</li> </ul>

<p>Continue to increase 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.</p>	<ul style="list-style-type: none"> <li>• Good quality questioning from all teachers and teaching assistants seen as expected practice in all T and L sessions leading to increased challenge and deepening of learning.</li> <li>• Pupils learn at every opportunity with good to outstanding attendance across the school.</li> </ul>
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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: £ £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental Coaching - Challenge and deepen pupils learning through questioning.	<ul style="list-style-type: none"> <li>• EEF Metacognition and self-regulation +7</li> <li>• EEF Collaborative learning approaches +5</li> <li>• EEF Mentoring +2</li> <li>• Cognitive Science approaches in the classroom: A review of the evidence EEF July 2021</li> </ul>	2 3
Meta-Cognition & Rosenshine	<ul style="list-style-type: none"> <li>• EEF Metacognition and self-regulation +7</li> <li>• EEF Mastery learning +5</li> <li>• Cognitive Science approaches in the classroom: A review of the evidence EEF July 2021</li> <li>• Rosenshine's Principles of instruction 2010</li> </ul>	1 2 3
Support for early career teachers	<ul style="list-style-type: none"> <li>• EEF Behaviour interventions +4</li> <li>• EEF Collaborative learning approaches + 5</li> <li>• Cognitive Science approaches in the classroom: A review of the evidence EEF July 2021</li> <li>• EEF Feedback +6</li> <li>• EEF Metacognition and self-regulation +7</li> </ul>	1 2 3
Supporting teachers with improved scaffolding, such as modelling or worked examples, particularly where pupils may lack background knowledge.	<ul style="list-style-type: none"> <li>• EEF individualised instruction +4</li> <li>• Cognitive Science approaches in the classroom: A review of the evidence EEF July 2021</li> </ul>	1 2 3
Forest School Training for member of staff	<ul style="list-style-type: none"> <li>• EEF Physical activity +1</li> <li>• EEF small group tuition +4</li> </ul>	2 4
RWInc update training For EYFS and KS1, year 3 staff	<ul style="list-style-type: none"> <li>• EEF Phonics +5</li> <li>• EEF Teaching Assistant Interventions +4</li> <li>• Recovery premium</li> </ul>	1 2 3

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention.  Use of specialist speech and language professional to support SEN SALT TA in provision at the school.	<ul style="list-style-type: none"> <li>• EEF Early Years Communication and Language Approaches Intervention +6</li> <li>• EEF Oral Language interventions +6</li> <li>• EEF Small group tuition +4</li> </ul>	1
Accelerated Reader Across KS2	<ul style="list-style-type: none"> <li>• EEF Reading comprehension strategies +6</li> <li>• Ofsted Reading Framework July 2021</li> </ul>	1 2
IXL year 1 to year 6	<ul style="list-style-type: none"> <li>• EEF Feedback +6</li> <li>• EEF Homework +5</li> </ul>	2 4

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of PSA to monitor attendance and behaviour	<ul style="list-style-type: none"> <li>• EEF Behaviour interventions +4</li> <li>• EEF Parental engagement +4</li> </ul>	2 4
Access to a Mental Health Practitioner (NHS) wellbeing	<ul style="list-style-type: none"> <li>• EEF Metacognition and self-regulation +7</li> <li>• EEF Social and emotional learning +4</li> </ul>	2 4

**Total budgeted cost: £ 56, 000**

£10,000 contingency for further intervention: uniforms, trips, school dinners, interventions with TIS practitioner, tutoring.

## 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.

- Access to remote education through provision of digital equipment to all.
- High overall attendance at onsite school education during the lockdown periods.
- Attendance for disadvantaged group improved during lockdown.
- Families and children supported through the global pandemic through Pastoral lead support and daily contact from school team.
- Overall whole school attendance for 2020-2021 was 97.9%
- 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.

Subject	Full cohort	Boys	Girls	PP	Non-PP
Reading	82%	87%	80%	76%	86%
Writing	75%	66%	73%	65%	81%
Maths	82%	89%	76%	70%	84%

### 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
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 our one child with AR reader and Forest school. 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 feel part of the sport team.



## 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*
  - *Forest School*
  - *Narrow the gap in learning*
  - *Mental health and wellbeing*