**St. Mary’s R C Primary School**

**Pupil Premium Strategy Statement 2021/2022 and 2022/23**

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| **Summary Information for PP Funding Sep 2021** |
| **School** | St. Mary’s R C Primary School |
| **Academic Year** | 2021/2022 | **Total budget**  | £37,315.00 | **Date of Review**  | October 2022 |
| **Total number of pupils in school** | **222** | **Number of pupils eligible for PP inc. LAC** | 40 children | **Date for internal review for this funding** | July 2023 |

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| **Current Attainment at the end of Key Stage 2** **(Not applicable 2021 and 2022 as no data available/published due to Covid)** |

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| **Barriers to attainment for Pupils eligible for PP Funding School year 2020-21** |
| In School Barriers |
| A | School attendance – following the past 18 months of lockdowns and disruptions to pupil learning/wellbeing – the majority of children but especially those most vulnerable are behind academically with even wider gaps |
| B | Children returning to school following difficult circumstances at home and struggling socially and emotionally to adjust to ‘normal’ life again |
| C | Children are less physically healthy and have missed so much of their normal expected life opportunities – friendships, trips, singing/school assemblies and school performances, sports, general enjoyment of the full school provision |
| External Barriers |
| D | Many Families have found it very difficult this past 18 months to support their children in home learning/academically and for many more importantly have struggled emotionally – some vulnerable families have endured financial hardships as well as family breakdowns with a small number needing support with DVA incidents  |
| E | Increasing number of pupils needing emotional support and guidance following the lockdowns – physical and mental health has suffered |
|  | Many of our youngest children have been impacted massively due to losing the majority of their early years education and losing the usual access to sharing socially with other children – this has impacted massively on their social and communication/language skills |

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| **Desired Outcomes** |
| A | To support PP and all pupils to settle back to school following the disruptions of the past two academic school years and to start to catch up on lost learning  |
| B | Supporting all children to improve physical and mental health following spending much of the past 18 months without access to regular school, friends/family contact and access to the usual ‘whole child’ development they have missed including our ‘cultural capital’ offer |
| C | To continue to improve spelling for children throughout school, both PP and non PP children and ensure the gap is reduced by measuring attainment.  |
| D | Our youngest children to be supported to develop basic social and language skills they have not acquired during the disrupted two years of education – gaps closed through quality interventions  |

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| **Planned Expenditure**  |
| **Academic Year** | **2021/2022 and 2022/23** |
| **Desired Outcome** | **Chosen Action / Approach** | **Rationale for this choice** | **How we will ensure it is implemented well** | **Staff Lead** | **Budget Given** |
| To provide support as and where needed for those pupils struggling to readjust back to normal school life with a focus on those most needy (PP or non PP) | Headteacher and Deputy Headteacher to continue take lead on major pastoral roleSchool Based Family Support Worker to support HT/DHT hereA very skilled Teaching Assistant to spend approx. half her time doing social interventions with an identified vulnerable group  | Staff will support every child in their class emotionally to settle back to ‘normal’ school life and HT/DHT will support those pupils needing additional social interventions/supportThe identified group will potentially have a negative impact on others if not well supported in developing social skills lost and needed following the pandemic | HT and DHT are both very experienced teachers with a vast experience of working with children with SEND and vulnerabilitiesRegular reviews between HT/DHT and with staff to discuss ways forward for each child | HT and DHTSchool Family Worker – to support our vulnerable familiesTA taking a pastoral rather than academic role | TA Lunchtime Provision – £2276TAs rather than LO at lunch - £902.50Family Worker (2 days per week) - £9837Contribution towards cost of Pastoral TA – 4958.50 |
| To support all children to improve physical and mental health following the impact of the ongoing pandemic | Provision of as much as we can possibly do to provide experiences children have missed during the pandemicTo get our ‘cultural capital’ whole school plan in place and provide a wide range of trips and experiences for our children eg trips to enhance the classroom learning, trips to develop physically (sports events and competitions, emotionally eg Crucial Crew, Linking projects, Changes to provision of creative subjects (Art/music/DT) through a highly skilled/experienced teacher in school providing a high quality and enjoyable curriculum to promote a love of learning and enjoyment. | Our children have missed so much of what is usually taken for granted - after spending much of the past 18 months without access to regular school, friends/family contact and access to the usual ‘whole child’ development they have missed so much including our ‘cultural capital’ offer |  | SLT to plan and costTeachers to plan and provideL. Killoran (Art/music and DT teacher in Key stage 2) to plan and deliver  | Cultural capital - £4000Contribution towards cost of this part time teacher - £14,641 |
| To support families struggling with attendance (especially those previous persistent poor attendance) | HT is Attendance Lead – School Based Family Worker to also support on a 1-1 basis with vulnerable families | HT knows all our families and is Attendance Lead with A. Willis (Admin Worker) to support) | HT is experienced and knows our families well Will report attendance regularly to Governing BoardRegular phone support meetings with our EWO | HT/Admin Support Worker and new Family Worker | HT and EWO time  |
| To support all pupils, PP and non PP, where the gaps are largest to catch up academically | HT/DHT to lead – target setting meetings in Sep then Assessment week in November then progress/review meetings to further plan personalised catch up/intervention programmes in place for January for every pupil then regular reviews | Again at the start of this academic year, to provide time for all children’s mental and physical wellbeing initially to ease pupils back to normal school life – the aim is to get back to the ‘pre-pandemic’ full curriculum as soon as possible for the vast majority of children. TA initially to support pastorally with a move to academic interventions/catch up. recovery curriculum in place.  | HT/DHT pastoral support provided to ensure all children settle back in and all social emotional need initially met before doing assessments – HT/DHT to monitor – monitor delivery and attainment data at the end of each term | HT/DHT – then teachers and cost of TA’s – academic and social interventions | TA Intervention time £7, 846Mental health training £150 |
| To improve spelling for children throughout school, both PP and non PP children and ensure the gap is reduced by measuring attainment. | Research then purchase suitable additional resources for practising their spellings.  | Still no statutory data but our internal data show there has been a further dip last academic year in spellings for most children. This is a whole school improvement plan but we will also focus on those most vulnerable children including PP children. | Pupil Progress MeetingsMAAC Committee Interventions monitored termly. | SLTClass Teachers | Spelling resources purchased through Catch up fundingTA Intervention time as above.DHT time |
| Our youngest children to be supported to develop basic social and language skills they have not acquired during the disrupted two years of education – gaps closed through quality interventions | Additional adult provision in EYFS to lead a range of targeted interventions | We have identified large gaps for many of these children especially those who did not attend our Nursery or who did not attend during lockdown. We are prioritising their needs to plug basic gaps they need before they can fully access the curriculum. We also prioritise here and put our highly experienced and skilled support staff. | A very experienced and competent EYFS LeadAppropriate training provided and time where needed for staff developmentObservations and feedbackFeedback and reports to Governors | SLT and EYFS LeadEYFS staff | Included in TA intervention costing |

£37,551