

Pupil premium strategy statement – St Mary’s Horsforth Catholic Voluntary Academy

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 Horsforth CVA
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Hurley
Pupil premium lead	Sarah Hurley
Governor / Trustee lead	Jessica Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465
Recovery premium funding allocation this academic year	£2,030
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	£14,495 plus recovery premium.

Part A: Pupil premium strategy plan

Statement of intent

Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school, current challenges faced, individual knowledge of the child and their family and up to date research into supporting disadvantaged children.

Ultimate objectives for Pupil Premium Spending

- Curriculum is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.
- Pupils are ready for the next stage of education.
- Children are mentally and physically healthy.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- Children meet aspirational targets and progress is in line with that of other pupils.
- Attendance for disadvantaged pupils is in line with that of other pupils and above national.
- A strong uptake of opportunities provided by the school to ensure the most disadvantaged pupils consistently benefit from these.

The current pupil premium strategy plan works towards achieving these objectives through using a tiered approach to Pupil Premium spending as recommended by EEF.

Teaching - Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted Academic Support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium strategy.

Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support through support from the learning mentor and Horsforth Children Services.

Key principles of the strategy plan

Building belief – We will provide a culture where:

- Staff believe in ALL children.
- There are no excuses for underperformance.
- Staff adopt a solution focussed approach to overcoming barriers.
- Staff identify strengths of all children and use these in their learning.
- Staff support children to develop positive mindsets towards learning.
- We will use research (Such as the EEF) to support us in determining the strategies that will be most effective.

Identification of Pupils – We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils.
- All staff are aware of who disadvantaged children are and what they need.

Quality Teaching and Learning – We will ensure that:

- We employ teachers who are good or better.
- We provide teachers with high quality CPD to ensure their needs are met.
- All children across school receive at least good teaching, with an increasing percentage of outstanding teaching to share the best features of teaching from within school and between schools.

As a school we will;

- Diagnose our pupils' challenges and needs.
- Use strong evidence to support our strategy.
- Implement our strategy.
- Monitor and evaluate our strategy.

Challenges

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

Challenge number	Detail of challenge
1	CPD to ensure quality teaching for all children.
2	Identifying areas of strength to promote challenge and areas to develop focusing on specific gaps in knowledge or lack of skills.
3	Poor oral language and communication skills.
4	Wellbeing of children
5	Communication with 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
<p>All staff access high quality CPD to ensure teaching meets the needs of all children.</p> <ul style="list-style-type: none"> • Carefully identified CPD. • Time to access additional reading/research to improve outcomes for all children. • Use of implementation cycle to ensure there is time to plan, do and review. 	<ul style="list-style-type: none"> • Staff have a clear understanding of a child's needs. • Staff have a varied teacher's toolkit to be able to support the child so the child can at least reach their specified target.
<p>Teachers identify areas of strength to promote challenge and areas to develop focusing on specific gaps in knowledge or lack of skills.</p> <ul style="list-style-type: none"> • Use of B squared, SENIT maths assessment, writing assessment grids, reading assessments to ensure all staff have a clear understanding of children's needs and areas of strength. • Identify clear targets for children for each term linked to gaps in knowledge or next steps in learning. • Monitor through pupil progress meetings, marking, progress in books, pre and post assessments, pupil interviews, data. 	<ul style="list-style-type: none"> • Staff have a clear understanding of child's needs/gaps in knowledge to ensure specific support and challenge for those children achieving well. • Child meets termly targets. • Child meets at least their specified target. • Child can access the work set in class and achieve in line with peers.
<p>Use assistive technology to ensure children can access work regardless of their reading or writing ability.</p> <ul style="list-style-type: none"> • Research assistive technology. • Purchase of additional devices for children to use. • Training in use of assistive technology. • Support for families regarding the use of assistive technology. 	<ul style="list-style-type: none"> • Child can access the work set in class and achieve in line with peers. • Child meets at least their specified target. • Children can access the learning objective in an appropriate way.
<p>Improve oral language and communication skills.</p> <ul style="list-style-type: none"> • SALT referrals. • Speech and language programs used within school such as Black Sheep. • CPD for staff in use of SALT resources. • Implementation of support plans. 	<ul style="list-style-type: none"> • Child is able to communicate in line with peers. • Improvements in oral language impact written work. • Child meets SALT targets within the specific time frame.

<ul style="list-style-type: none"> • Identify gaps in skills using B squared. • Opportunities for language and communication within Year 1 and EYFS through areas of provision and well planned curriculum. • High expectations of teachers and teaching assistants of language and modelling. 	<ul style="list-style-type: none"> • Phonics program taught with fidelity to the scheme throughout EYFS and KS1.
<p>Ensure disadvantaged children are physically and mentally well.</p> <ul style="list-style-type: none"> • Opportunities to take part in clubs. • Trips/uniform paid for. • Referrals to HCS for counselling, drawing and talking therapy, parenting courses etc. • Referrals to school nursing service. • Early help plans. • Use of learning mentor. • ELSA course for learning mentor and implementation. 	<ul style="list-style-type: none"> • Children have opportunities to take part in all clubs. • Children have access to all trips. • Children receive the care they require for their wellbeing. • Families are supported to ensure their child is physically and mentally well. • Intervention measures show an improvement in SEMH.
<p>Improve communication with parents/carers of disadvantaged children.</p> <ul style="list-style-type: none"> • Open door policy with parents/carers. • Sign posting to support/resources. • School proactively support parents of disadvantaged children. 	<ul style="list-style-type: none"> • Parents feel supported. • Parents are able to support children with their academic needs. • Parents are signposted to support required. • Open and honest conversations re the needs of the child.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff through NCTL, BWCAT CLG group, Leeds for learning and other providers.	In 2021-2022 – 63% (increase from 40% in 2020-2021) of disadvantaged children met national expectations in reading, 45% (increase from 30%) in writing and 36% (decrease from 40%) in maths Evidence in EEF guide to pupil premium “Using the pupil premium to improve	1, 2 and 3

	<p>teaching benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (p4)</p> <p>CPD will ensure high quality teaching for all children.</p>	
High quality teaching	Sutton Trust’s 2011 report “the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.” (p10 EEF guide to pupil premium)	1, 2 and 3
Class teacher CPD for provision in Year 1 classroom.	Evidence in EEF guide to pupil premium “Using the pupil premium to improve teaching benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (p4)	1, 2 and 3

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

Budgeted cost: £ 10,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring through teacher appointed for tutoring rather than NTP.	<p>EEF – Tiered approach to Pupil Premium Spending.The EEF Guide to the Pupil Premium.</p> <p>EEF – Covid 19 Support Guide for Schools</p> <p>In 2021-2022, 100% of disadvantaged children who accessed support through NTP made progress and achieved the specific targets set for them evidenced through pre and post tests, achievement of learning objectives and increase in test scores and tutor feedback. It also had a significant impact on their mental health and they experienced success so were enthused for learning.</p>	2, 3 and 4
Small group interventions by teacher or TA.	In 2021-2022, all children who accessed small group interventions met their target due to very specific targets which linked to work within the classroom. Teachers reported positive feedback regarding children’s behaviour for learning as they had had pre	2, 3 and 4

	<p>teaching that allowed children to access lessons more easily.</p> <p>EEF – Tiered approach to Pupil Premium Spending. EEF guide to pupil premium – Aspire Educational Trust</p>	
Targets set for disadvantaged children and reviewed termly.	<p>In 2021-2022, 100% of disadvantaged children who accessed support through NTP made progress and achieved the specific targets set for them.</p> <p>EEF guide to pupil premium – Dixons King s Academy</p>	2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform purchased	Pupil Premium Guidance for Leaders DfE Uniform Guidance	4 and 5
Trips, out of school clubs and residential paid for to allow access for all.	EEF guide to pupil premium	4 and 5
Monitoring of attendance and lateness.	Maslow's hierarchy of needs Attendance monitoring in school DfE attendance	4 and 5
Working with HCS to support wellbeing of children and parents/carers.	Maslow's hierarchy of needs Attendance monitoring in school EEF guide to pupil premium	4 and 5
Nurture/friendship groups with learning mentor.	Pupil Premium Guidance for Leaders EEF guide to pupil premium	4 and 5

Total budgeted cost: £ 14,495

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.

School internal data						
Reading ARE or above	Writing ARE or above	Maths ARE or above	SPaG ARE or above	GLD	PSC	MTC
64% (7/11)	45% (5/11)	36% (4/11)	45% (5/11)	0% (0/3)	100% (1/1)	100% (1/1)

- Increase in children achieving ARE or above in reading and writing and SPaG across the school from previous year.
- Narrowing of the gap between pupil premium and non pupil premium.
- 100% of children achieved targets set for NTP program. All children met their individual target and made progress from their starting point. A number of children are also identified as SEND so progress can be measured through IEP targets and B squared.
- All children accessing support via learning mentor or Horsforth Cluster showed improvement in their SEMH needs via SDQ score.
- Clear progress measured for children identified as pupil premium across school via data analysis by all subject leaders and through pupil progress meetings, book looks, pupil interviews.
- High quality of teaching observed in a range of subjects evidencing high aspirations and challenge for pupil premium children. All children could explain what they were learning and showed high levels of engagement.
- Assessment ensured gaps in knowledge could be filled via NTP, intervention groups or quality first teaching for all children.
- Majority of children achieved SALT targets and were discharged from speech and language.
- 100% of children accessed all trips/residentials/activities.
- 93% High uptake of clubs by pupil premium children.
- Feedback from survey for pupil premium children – 100% felt the work they received was at the correct level, they knew who to ask if they needed help and felt the NTP helped them to improve in the areas they found challenging. (January 2022)
- Increase in parents requesting support financially for trips and uniform ensuring 100% of children accessed trips and had the correct uniform.
- Attendance and monitoring of lateness indicate an improvement throughout the year with attendance broadly in line for pupil premium and non pupil premium children.