

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 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 Horsforth CVA
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	7%
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	28.9.21
Date on which it will be reviewed	7.9.22
Statement authorised by	Sarah Hurley
Pupil premium lead	Sarah Hurley/Clare Beirne
Governor / Trustee lead	Jessica Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,830
Recovery premium funding allocation this academic year	£2,000
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	£20,830 plus recovery premium.

Part A: Pupil premium strategy plan

Statement of intent

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 disadvantaged children

- 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.

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

- The pupil premium strategy covers a three-year period with annual reviews and necessary adjustments.
- School leaders focus identify a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- The pupil premium strategy is embedded within a broader strategic implementation cycle using the plan, do, review strategy.

- The approaches adopted are selected on the basis of strong educational evidence.
- Pupil premium is also spent on non-academic interventions, such as improving pupils' attendance and wellbeing as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid 19.

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 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 specific gaps in child's knowledge or lack of skills.</p> <ul style="list-style-type: none"> • Use of B squared, SENIT maths assessment, reading assessments to ensure all staff have clear understanding of children's needs. • Identify clear targets for children for each term linked to gaps in knowledge. • Monitor through pupil progress meetings, marking, progress in books, 	<ul style="list-style-type: none"> • Clear understanding of child's needs/gaps in knowledge. • 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.

pre and post assessments, pupil interviews, data.	
<p>Use assistive technology to ensure children can access work regardless of their reading or writing difficulties.</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.
<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. • Identify gaps in skills using B squared. 	<ul style="list-style-type: none"> • Child is able to communicate in line with peers. • Improvements in oral language impact written work.
<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. 	<ul style="list-style-type: none"> • Children have opportunities to take part in 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.
<p>Improve communication with parents/carers of disadvantaged children.</p> <ul style="list-style-type: none"> • Termly meetings to review progress. • Open door policy with parents/carers. • Sign posting to support/resources. 	<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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff through NCTL	<p>In 2020-2021 – 40% of disadvantaged children met national expectations in reading and maths and 30% met national expectations in writing.</p> <p>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)</p> <p>CPD will ensure high quality teaching for all children.</p>	1
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 and 2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring through NTP.	<p>EEF – Tiered approach to Pupil Premium Spending.</p> <p>In 2020-2021, 100% of disadvantaged children who accessed support through NTP made progress and achieved the specific targets set for them. It also had a significant impact on their mental health and they experienced success so were enthused for learning.</p>	2
Small group interventions by teacher or TA.	In 2020-2021, 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	2 and 3

	<p>feedback regarding children's behaviour for learning as they had had pre 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 2020-2021, 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform purchased		4
Trips, out of school clubs and residential paid for to allow access to		4 and 5
Monitoring of attendance		4 and 5
Working with HCS to support wellbeing of children and parents/carers.		4 and 5
Nurture/friendship groups with learning mentor.		4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

School internal data

Reading ARE or above	Writing ARE or above	Maths ARE or above	SPaG ARE or above	GLD	PSC	MTC
45% (5/11)	27% (3/11)	45% (5/11)	40% (4/10)	0% (0/1)	100% (1/1)	60% (3/5)

Teaching priorities for academic year 2020 - 2021

Aim	Target	Target date
Progress in Reading	That all pupils who access this funding will achieve or exceed their target by the end of the academic year in reading.	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.
Progress in Writing	That all pupils who access this funding will achieve or exceed their target by the end of the academic year in writing.	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.
Progress in Mathematics	That all pupils who access this funding will achieve or exceed their target by the end of the academic year in writing.	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.
Multiplication check	That all pupils who access this funding will pass the MTC.	Not achieved – 60% of children passed MTC. 1 child was new to school.

Targeted academic support for current academic year

Measure	Activity	Impact
Priority 1	That all PP children make progress in reading, writing and maths in line with their targets through QFT and additional timely supporting lessons, intervention groups.	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.
Priority 2	All PP children have access to National Tutoring Programme (NTP.)	All children accessed NTP and made progress on specific targets set.

Wider strategies for current academic year

Measure	Activity	Impact
Priority 1	That all pupils receiving PP funding will access iPads, visits and visitors, sporting trips, clubs and school uniform as their peers (without need to pay).	100% pupils in receipt of PP funding had access to extra curricular activities and uniform.
Priority 2	That pupils with additional SEMH needs will have access to appropriate therapies within school hours.	100% pupils had access to appropriate therapy through Horsforth Children Services and progress could be evidenced through SDQs.