

St Mary's CE Primary 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 |
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| School name | St Mary's CE Primary |
| Number of pupils in school | 207 (Recep – Year 6) |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was first published | September 2021 |
| Date this current statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | S.Riley, Headteacher H Brown Headteacher from September 2023 |
| Pupil premium lead | S. Riley Headteacher H Brown Headteacher from September 2023 |
| Governor / Trustee lead | Mrs E Green, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £ 48,895 |
| Recovery premium funding allocation this academic year | £4,930 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.0 |

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| <p>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</p> | <p>£ 53,825</p> |
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Part A: Pupil premium strategy plan

Statement of intent

At St Mary's CE Primary School our use of the Pupil Premium Grant is underpinned by our school vision 'Learning to live life in all its fullness' (John 10.10). Our ultimate objectives for our disadvantaged pupils are for them to achieve as highly as their non-disadvantaged peers, and for them to feel an integral part of our school, participating in all aspects of school life. We want them all to experience a broad, balanced and enriched curriculum no matter their background or prior experience.

Our current strategy plan works towards achieving this by ensuring that all staff have a good understanding of the impact of poverty on learning, how to tackle learned helplessness and maintaining high expectations of all pupils regardless of background. Staff take pride in gathering information about the whole-child and use this information to build and repair relationships and ensure equal opportunities for all.

Our key principle of our strategy plan is to make it an integral part of our whole school improvement plan, and therefore the heart of all we do in our school. The school improvement plan is written with golden thread holding it together in how each priority targets disadvantaged pupils. Disadvantaged pupils are not targeted as a separate cohort or a bolt on compared to other pupils, but are targeted as a focus group that is included within all areas.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure sustained high quality teaching for all pupils
- Ensure an enriching and varied, high quality curriculum is in place and accessible to all pupils

- Ensure targeted interventions are delivered by skilled and knowledgeable staff for children identified as needing additional support to access the curriculum successfully
- All children are able to access visits, residential visits, after school activities, and wider opportunities that exist throughout the school
- Disadvantaged children are supported to access opportunities beyond their school experience in the wider community

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Evidence suggests (from monitoring/pupil voice/teacher feedback/assessment results) that children enjoy their learning and engage well, but as they progress through the school, they have sometimes forgotten learning from previous years that is an essential building block that allows them to access the age-appropriate learning that year. <i>This is due to a range of factors, likely to include learned helplessness, limited adult support at home and limited access to educational resources at home.</i> |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Higher ability pupils, who are eligible for pupil premium, make less progress than non-disadvantaged high ability pupils across the school and this prevents sustained high achievement in Key Stage 2. |
| 4 | For some disadvantaged children across the school, attainment is below that of their peers in reading, writing and maths and they need quality first teaching and additional small group intervention to make rapid and sustained rates of progress in order to at least achieve ARE by the time they leave |
| 5 | Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. Barriers include lack of access to digital devices and difficulties studying autonomously at home. |

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| 6 | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Many pupils need significant support to manage emotions and behavior.</p> <p>Teacher referrals for support have markedly increased since the pandemic.</p> |
| 7 | <p>Lack of enrichment opportunities that develop cultural capital and knowledge of the world, especially during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> |
| 8 | <p>Punctuality and attendance issues –Attendance rates for pupils eligible for PP are below the target for all children nationally of 96%.This reduces their school hours and causes them to not make the rapid and sustained progress they need to as they move through our school.</p> |

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 |
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| Higher rates of progress across KS2 for high attaining disadvantaged pupils. | Pupils who are disadvantaged achieve GDS in line with those who are non-disadvantaged in reading, writing and mathematics. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show positive progress scores, above national, for disadvantaged pupils. Attainment is at least in line with national. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show positive progress scores, above national, for disadvantaged pupils. Attainment is at least in line with national. |
| Improved outcomes at the end of EYFS for disadvantaged pupils | EYFS outcomes show disadvantaged pupils have strong foundations for learning, barriers for pupils and families have been tackled and pupils are ready to learn. |
| Improved attainment for disadvantaged pupils in the year 1 phonics check. | Year 1 phonics check results show disadvantaged pupils have a secure phonic understanding and use of decoding and blending effectively at the start of their reading journey. |
| To achieve and sustain improved wellbeing for all pupils in our school, | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations |

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| <p>particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none"> • a significant reduction in behaviour incidents impacting negatively on mental health and wellbeing. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more lower than their peers. |

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: **£32,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Continuous professional development and supervision will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice. This will support pupils to make accelerated progress</p> | <p>EEF Effective Professional Development</p> <p>Quality First Teaching using EEF principles including metacognition and the research into the benefits of formative assessment in supporting accelerated progress.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf</p> <p>“Action Research and Systematic, Intentional Change in Teaching Practice”</p> <p>https://journals.sagepub.com/doi/epub/10.3102/0091732X18821132</p> <p>(Review of Research in Education, 43 (1), March 2019, Pages 163-196) is just one example of research that identifies the importance of situating teachers as learners in order to bring about systematic and intentional approaches to changing teaching.</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> | <p>1</p> |

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| | Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | |
| Extra Teaching Assistant support in KS1 | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 1 |
| Continued Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Release time for AHT/Maths Lead and Class teacher to attend CPD and implement changes in school. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 5 |
| Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 2, 6 |
| Subscriptions to online apps and sites: Big Maths, Century, TTRockstars, Purple Mash, Mastery Maths | EEF: studies consistently find that digital technology is associated with moderate learning gains, on average additional four months progress | 4, 5 |

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

Budgeted cost: **£17,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 3 |
| Structured interventions for Reading Writing and Maths across school | EEF – Pupils may require targeted academic support to assist language development, Literacy or Numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst no inhibiting pupils’ access to the curriculum | 4, 5 |

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

Budgeted cost: **£3,020**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/behaviour-inschools--2 | 6 |
| Enable disadvantaged pupils to access a wider attendance at extracurricular activities and residential Provide additional opportunities within extra curricular clubs to disadvantaged pupils to allow them to | EEF suggests that enriching education has intrinsic benefits. EEF reports on a link between physical activity and academic | 7,2 |

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| <p>develop their skills, gain wider experiences promote wellbeing and engagement with school.</p> | <p>performance. Evidence also suggests that involvement in extra- curricular activities may increase pupil attendance and retention.</p> | |
| <p>Increase opportunities to develop parental engagement.</p> <p>Parent workshops</p> <p>Tapestry app in Reception</p> | <p>EEF-Levels of parental engagement are consistently associated with improved outcomes.</p> | |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and working with attendance/support officers to improve attendance.</p> <p>Office Admin assistant employed to monitor pupils and follow up quickly on absences. First day response provision. Headteacher to overview attendance of pupil groups and work to tackle attendance issues and persistent absence. Provide attendance reward system for whole school to raise aspirations. Develop and promote good attendance across the school</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance of disadvantaged children improves overtime and is at least in line with national figures</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>8</p> |
| <p>Senior mental health lead and inclusion lead and school counsellor to liaise and work with targeted pupils and families</p> | <p>EEF: the association between parental involvement and a child's academic success is well established.</p> | <p>6, 8</p> |

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| Increased funding of Library books to support reading for pleasure | There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment – Research evidence on reading for pleasure- DfE | |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £53,825

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 2022 to 2023 academic year.

Early Years- GLD

A focus on quality first teaching and interventions in EYFS was successful in supporting disadvantaged learners. PP children were inline with Non PP, both were at 60% achieving GLD.

KS1 Year 1 Phonics Scores

PP children have benefitted from Phonics interventions. Phonics outcomes for PP children improved, with PP children performing better than Non PP.

2021-22 PP achieving Phonics score- 66% Non PP achieving Phonics score- 61.5%

2022-23 PP achieving Phonics score- 80% Non PP achieving Phonics score- 61.5%

KS1 Data

Quality First teaching and interventions had a positive impact on Reading, with the gap closing between PP and non PP. Greater focus on the attainment gap for Maths and Writing will continue through the 2023-24 PP strategy.

Expected standard in Maths PP – 33.3% Non PP – 69.2%

Expected standard in Reading PP –66.7% Non PP – 76.9%

Expected standard in Writing PP –33.3% Non PP - 57.7%

KS2 Data

Quality First teaching and interventions had a positive impact on Reading, with PP children’s outcomes the same as Non PP children. Greater focus on closing the attainment gap for Maths and Writing will continue through the 2023-24 PP strategy.

Expected standard in Maths PP – 36.4% Non PP - 81.8%

Expected standard in Reading PP – 72.7% Non PP - 81.8%

Expected standard in Writing PP – 45.5% Non PP - 86.4%

Attendance

Attendance in 2022/23 – PP children were inline with Non PP, both were at 93.8%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continues to be a concern across school. An increasing number of children require support/interventions to improve SEMH. We used pupil premium funding to provide wellbeing support for PP pupils, and targeted interventions where required.

Externally provided programmes

| Programme | Provider |
|-------------|----------------|
| TTRockstars | TTRockstars |
| Purple Mash | 2Simple |
| Phonics | Read Write Inc |