

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 CofE Primary School |
| Number of pupils in school | 193 |
| Proportion (%) of pupil premium eligible pupils | 14.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 2022/23 2023/24 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Clare Quinn (Deputy Headteacher) |
| Governor / Trustee lead | Sam Walsh |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 33,905 |
| Recovery premium funding allocation this academic year | £ 3,335 |
| 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 | £ 37,240 |

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Primary School, we are committed to ensuring that each pupil receives the very best education allowing them to reach their full potential both academically and socially. Our 'learning to learn' culture ensures that we have the highest expectations of the children and all staff are accountable for them. We continually strive to ensure that progress accelerates, attainment gaps are diminished and no pupil is left behind.

When deciding how to spend the PPG we look at the inequalities faced by disadvantaged pupils in the context of our school. We believe that children do best when:

- they attend school punctually and regularly;
- they are engaged in a broad and rich curriculum including access to wider opportunities both in and out of school;
- they are supported to develop socially and emotionally;
- their families are supported and actively involved in their learning.

Our overall aim in using PPG is to extend opportunity and to narrow the attainment and achievement gap between those entitled to PPG and those not. Our key objectives for 2022-23 are:

1. To narrow the gap between PPG pupils and non-PPG pupils through a comprehensive level of support and targeted intervention to improve outcomes and progress of PPG pupils
2. To improve participation in a wide range of learning and enrichment activities leading to a more positive view of learning and improved attainment and progress for PPG pupils
3. To increase parental engagement and support for learning; to improve access to learning by increasing attendance and improving punctuality of PPG pupils
4. To provide an enhanced level of support for pupils experiencing challenges in learning or who are hard to reach so they can access their learning more effectively

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our assessments and observations indicate that the education and wellbeing of our disadvantaged pupils has been impacted by school closures and the ongoing effects of the COVID19 pandemic to a greater extent than for other pupils. These observations are also supported by national findings. |
| 2 | Our assessments and observations indicate that oral language skills and vocabulary development are lower for many of our disadvantaged pupils in comparison to our most advantaged pupils. |
| 3 | 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, which in turn impacts negatively on their ability to access learning in other curriculum areas. |

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| 4 | Observations by staff and discussions with pupils and families have highlighted social and emotional issues for many of our pupils, notably due to a lack of positive social interactions and opportunities for enrichment activities during school closures and national restrictions. |
| 5 | Many of our most disadvantaged pupils have complex needs with 75% having at least one additional need such as SEN or CP. These pupils will need specific support to improve attendance and punctuality as well as support to engage in the curriculum and boost wellbeing. |

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 |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | Half-termly RWI assessment demonstrate that pupils in EYFS & KS1 are making progress. Phonics Screening scores and end of KS1 assessments show that disadvantaged pupils have made progress from their starting points. KS2 assessments indicate that 50% of PPG pupils are at the expected level of attainment. |
| PPG pupils have a good level of school attendance | PPG attendance is in line with the National Average. Persistent absence shows a reduction from 2021-2024 |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • student voice, student and parent surveys and teacher observations • a significant reduction in reports of bullying and behaviour incidents a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes improve for all pupils and in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard. |

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: £ 6250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Maintain delivery of RWI phonics scheme, ensuring TA's have time to prepare for teaching, reading leader has time to carry out regular assessments and staff have access to online support & resources.</p> | <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>2 & 3</p> |
| <p>Developing Quality First Teaching across all areas of the curriculum. Activities include staff training from borough curriculum specialists, time for staff to develop planning, assessment & lesson sequences, subject leader</p> | <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching.</p> <p>Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom, which means that adaptations to the curriculum may be necessary. Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> | <p>1,2 & 3</p> |

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| monitoring time. | | |
| Prioritise the development of communication & language and self regulation in Early Years by using the ShREC approach to quality interactions and working with parents through a series of workshops to develop understanding of self regulation | <p>Communication and language provide the foundations for learning and thinking and underpin the development of later literacy skills. The evidence suggests that the quality of these approaches is more important than the quantity. All children are likely to benefit from a focus on communication and language, but some studies show even larger effects for children from disadvantaged backgrounds.</p> <p>Children's self-regulation skills affect their ability to manage their own behaviour and aspects of their learning. There is evidence that children with well-developed self-regulation skills are more likely to succeed. Further, there are indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation than their peers. A focus on self-regulation is therefore particularly likely to benefit children from disadvantaged backgrounds.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1666699641</p> | 1 & 2 |

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

Budgeted cost: £ 19,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Teaching Assistants planned to provide targeted support for disadvantaged pupils. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 & 5 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | <p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 3 |

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

Budgeted cost: £ 11, 750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Fund one term of an extra curricular club subsidise one residential trip per school year.</p> <p>Signpost & support in applying for FUEL Holiday Activity Scheme</p> | <p>School holidays can be particular pressure points for some families because of increased costs (such as food and childcare) and reduced incomes. For some children that can lead to a holiday experience gap, with children from disadvantaged families:</p> <ul style="list-style-type: none"> ● less likely to access organised out-of-school activities ● more likely to experience ‘unhealthy holidays’ in terms of nutrition and physical health ● more likely to experience social isolation <p>Free holiday clubs are a response to this issue and evidence suggests that they can have a positive impact on children and young people</p> <p>https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021</p> | <p>1 & 4</p> |
| <p>Provide financial support for KS2 residential trips</p> | <p>Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. The application of non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> | <p>1, 2 & 4</p> |
| <p>Increase parental engagement and understanding of how to support children’s learning through regular & varied parent information sessions, workshops & ‘Learning Together’ opportunities.</p> | <p>1 Actively involving parents in supporting their children’s learning and development and focusing on developing parents own skills can have a positive impact on learning. In general, more intensive approaches, which target particular families or outcomes, are associated with higher learning gains.</p> <p>2 https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> | <p>1, 4</p> |
| <p>Attendance monitoring and providing access to EWO support in order to improve attendance and/or use ERSA material as needed.</p> | <p>Parental engagement work and support for attendance are both effective strategies in ensuring the best opportunities for learning. Parental engagement has been shown to have moderate impact for a low cost (EEF toolkit)</p> | <p>3</p> |

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|---|---|----------|
| Participation in whole school Attachment Aware School Award programme | Relationship behaviour approaches enable access to academic learning. | 1, 4 & 5 |
| Contingency for unforeseen additional support | | 5 |

Total budgeted cost: £ 37, 250

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.

Review of PPG spending 2021-22

During the previous academic year, there was significant disruption to teaching due to the pandemic. Attendance of PPG pupils was% (All pupils' attendance was %). Staff absence also reduced the school's capacity to deliver small group tuition,

Intended Outcomes

Improved oral language skills

EYFSP 2022 - 100% PPG pupils achieved ELG's in Speaking & Comprehension
NELI (Nuffield Early Language Intervention) - Some impact seen, but the programme is very time intensive and the impact does not match the time commitment required. Developing vocabulary across the curriculum is a whole school focus and will continue to be for the next academic year.

Improved reading attainment

RWI assessments

EYFSP 2022 - 100% PPG pupils achieved Reading ELG

PSC 2022 - 50% PPG pupils achieved expected standard

End of KS1 2022 - 12.5% PPG pupils achieved expected standard in reading

End of KS2 2022 - 66.7% PPG pupils achieved expected standard in reading

Improved maths attainment

End of KS2 2022 - 100% PPG pupils achieved expected standard in maths

Sustained improved wellbeing

Pupil voice indicates that pupils feel safe at school.

ELSA has supported pupils to develop strategies to support their emotional health

50% PPG pupils have additional complicating factors (SEND &/ or safeguarding) and additional support has been given to these pupils to give them time to talk about their feelings & anxieties and spaces & adults identified for pupils to regulate.

Wellbeing sessions for parents & children offered in YR & Y2. YR was well attended but Y2 had only 1 family sign up. The feedback from all who attended was positive, but alternative approaches may need to be considered going forward

Pupil voice & feedback from staff, visitors, SIP & governors indicate that pupils are developing awareness of rights and rights respecting language.

New PSHE scheme supports RR language and staff feedback is that it supports conversations with pupils around emotional & physical health and wellbeing.

Extra Curricular Clubs

14 (of 23) pupils accessed extra curricular clubs 2021-22

All PPG pupils were offered support to attend residential trips and 4 out of 7 took up this offer.

All PPG pupils attended the residential trips.

Parental Engagement

Many sessions had to be moved online due to impact of COVID, however, we were still able to run sessions introducing parents to RWI and our PSHE curriculum based on the Jigsaw scheme. Parent and child sessions focussing on Growth Mindset were also held for children in YR and Y2 as part of transition into KS1/ KS2 support.
Additional parent & child workshops are being planned for 2022-23.

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 |
|------------------------|----------|
| Jigsaw PSHE | |
| Read-Write-Inc phonics | |