

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021/2022 to 2024/2025 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 CE Primary
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	30.7%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025 Current year 2022- 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Trust AIO
Pupil premium lead	Abbie Price
Trustee lead	Margaret Holman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,255
Recovery premium funding allocation this academic year	£12,325
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	

Part A: Pupil premium strategy plan

Statement of intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our wider school improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge	Links to Tiers
1	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.	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school. On entry to Reception class in the previous 2 years, between 100% of our disadvantaged pupils arrived below age-related expectations at 22-36 months	1, 2

	compared to 7% of other pupils at 22-36 months. This gap remains steady to the end of KS2	
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in readiness for secondary school. These challenges are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry to Reception class in the previous 2 years, between 100% of our disadvantaged pupils arrived below age-related expectations at 22-36 months compared to 24-7% of other pupils at 22-36 months. This gap remains steady to the end of KS2</p>	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the previous 2 years, between 100% of our disadvantaged pupils arrived below age-related expectations at 22-36 months compared to 7-14% of other pupils at 22-36 months. This gap remains steady to the end of KS2</p>	1, 2
6	Our internal observations and discussions with pupils and families have identified social and emotional issues for these pupils, partially self-regulation, resilience and underdeveloped work behaviours. Teacher referrals for support have increased during the pandemic. 59 pupils (66% of whom are disadvantaged) required support with emotional and social needs receiving small group and/or 1:1 interventions.	3
7	Our internal data and discussions shows that 48% PP families require family support in order to support their children to access school and learning more effectively.	3
8	<p>Our attendance data from previous years indicates that the attendance among disadvantaged families shows that a number of our disadvantaged families need additional support to secure and sustain better punctuality and attendance. Attendance among disadvantaged pupils is between 3.53% - 2.73% lower than non-disadvantaged.</p> <p>16.05%-15.79% of disadvantaged pupils are persistently absent compared to 4.66%-4.33% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	3

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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2023/24 show that more than 71% of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2023/24 show that more than 67% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2023/24 show that more than 67% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly 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 maths attainment for disadvantaged pupils at the end of KS2.	5	KS2 maths outcomes in 2023/24 show that more than 67% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved parental engagement, particularly our disadvantaged pupils.	7	Parents feel they can discuss with school their family needs and wants. Parents are signposted to Early Help accurately by school. Parents attend all meetings including parents evenings, events, workshops in school
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Sustained high attendance from 2024/25 demonstrated by: <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 reduced by 2.5%. the percentage of all pupils who are persistently absent being below 96% and the figure among disadvantaged pupils being no more than 1% 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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £59,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,5,
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> ● access Trust CPD ● commission the external teaching and learning consultant to work with staff throughout the year ● maintain a strong focus on QFT in our internal CPD programme. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)	1, 2, 3, 4, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will continue to: <ul style="list-style-type: none"> ● access ?? training by ???. ● commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year ● Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants. 	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
To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to: <ul style="list-style-type: none"> ● access Trust CPD on reading and the teaching sequence. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)	2

<ul style="list-style-type: none"> ● Maximise support from the Trusts' Literacy consultant. ● Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 		
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> ● access Trust CPD on reading and the teaching sequence. ● Maximise support from the Trusts' Literacy consultant. ● Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	3
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> ● access Trust CPD on maths ● Maximise support from the Trusts' Maths consultant. ● Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	5

Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase annual subscriptions for reading and maths interventions.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. (<i>Teaching & Learning Toolkit: EEF</i>).	2, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u>	4
Additional maths sessions targeted at disadvantaged	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:	5

<p>pupils who require further maths support.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor employed</p> <p>Range of pastoral workshop 1:1 or group interventions to support metacognition and readiness for learning</p> <p>Focussed nurture interventions 1:1 or group for identified pupils (learning behaviours, social skills, friendship skills, anger management, protective behaviours)</p> <p>Meet and greet for identified vulnerable pupils every morning</p> <p>CPD for FW (ELSA training/attachment disorder)</p> <p>Training for using Edukey as a tool to measure the impact of interventions for supporting pupils with emotional and social needs.</p>	<p>Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social & Emotional Learning' as moderate impact (+4 months).</p> <p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact.</p>	<p>6</p>
<p>Family Support workers employed</p> <p>Pastoral team created within school including Head teacher, SENDCO,</p>	<p>EEF Parental engagement has an impact of 4+ months. External factors need to be addressed to ensure 'Readiness for Learning' Factors include finance, housing, deprivation, high mobility, migration, safeguarding or attendance.</p>	<p>7</p>

<p>Learning Mentor and Family Support workers and meet fortnightly to review identified pupils/family's needs</p> <p>Identified training and support put in place for FSW and LM, where identified (eg. Attachment disorder/ protective behaviours, DSL)</p> <p>Increased support for families through Early Help including signposting, Early Help assessments, CIN and Child Protection work</p> <p>Parent workshops – targeted parent workshops to support families</p>	<p>Due to the expense of outside agencies, we have chosen to develop a pastoral team of a Learning Mentor and Family Support Worker. Early Help Assessments are a recognised means of pulling agencies together to support families to provide early interventions.</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 appointing attendance/support officers to improve attendance.</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>

Total budgeted cost: £134,580

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 the year 2021-2022:

Aim	Challenge Number	Outcome (2021 – 2022)
Improved phonics outcomes for disadvantaged pupils.	1	Yr 1 PP – 55% passed the Phonics Screening Check. National average PP 2019 – 70% Yr 1 Non PP – 74% passed the Phonics Screening Check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes PP – 46% (of this, ___% were SEND) Non-PP – 91% KS1 reading outcomes PP – 50% Non-PP – 95% EYFS ELG– Literacy Comprehension PP – 62% Non-PP – 62%
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes PP – 32% (of this, ___% were SEND) Non-PP - 69% KS1 writing outcomes PP – 17% Non-PP - 79% EYFS ELG– Literacy Writing PP – 25% Non-PP – 48%
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Each class has a working wall which include subject vocabulary (tier 3) – English, Maths, Science and History/Geography. Subject specific vocabulary explored in every class through Knowledge Organisers. Vocabulary explicitly taught at the beginning of every new English unit.

		PIRA tests show vocabulary average performance is national average or above in 50% of year groups (yr 2, yr 3, yr 4).
Improved maths attainment for disadvantaged pupils at the end of KS2.	5	<p>KS2 maths outcomes PP – 46% (of this, ____% were SEND) Non-PP - 84%</p> <p>KS1 maths outcomes PP – 58% Non-PP - 100%</p> <p>EYFS ELG– Maths PP – 38% Non-PP – 61%</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6	<p>ELSA (Emotional Literacy Support Assistant) accreditation renewed. Wellbeing workshops run for children at lunchtime, facilitated by Yr 6 PP chn and ELSA. Mind Up programme continued – focusing on children’s wellbeing and strategies/tools to navigate situations. Kindness/Wellbeing ambassadors utilised across school to run Collective Worships, lunch clubs, events, etc to promote wellbeing.</p> <p>40 chn who received ongoing interventions PP - 50% Non-PP - 50%</p> <p>87 chn who received one-off interventions PP - 56% Non-PP - 44 %</p> <p>25 children participating in groups PP - 64 % Non-PP - 36 %</p>
To achieve and sustain improved parental engagement, particularly our disadvantaged pupils.	7	<p>New Family Support Worker in position with the support of the school SENCO, DSLs and DDSLs providing pastoral care. Emphasis on supporting parents through EHA process – EHA information sheet formulated and populated by SENDCo and FSW. Coffee mornings held with FSW and occasionally outside professionals. Termly class newsletters which link with learning from the curriculum, as well as designated pages for SEND.</p> <p>EHAs Open – 7 PP - 86% Non-PP - 14%</p>

		Offered (but declined) – 5 PP - 100% Non-PP - 0%
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Average Attendance PP – 91.77% Non-PP – 95.01% Persistently Absent PP – 28.3% Non-PP – 9.64% Attendance targets set through EHA meetings. School nurse invited to EHA meetings of those persistently absent. Home visits for children identified as persistently absent.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service children received additional support in class.
What was the impact of that spending on service pupil premium eligible pupils?	Key Stage 1 pupil achieved Expected in Reading, Writing and Maths in teacher assessments in July 2021.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.