

St Mary's Church of England Primary School



'Dream, Believe, Achieve!'

'With God, all things are possible.' Matthew 19:26

Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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
Number of pupils in school	270 274 249
Proportion (%) of pupil premium eligible pupils	24.4% 25.2% 23.3%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rachel Ayres
Pupil premium lead	Victoria Palmer
Governor lead	Elaine Stock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ tbc
Recovery premium funding allocation this academic year	£ tbc
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ tbc



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, less well developed language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision made for this group include and would not be inclusive of:

- Ensuring all teaching is good or better to guarantee that the quality of teaching experienced by all children is excellent
- To allocate additional learning support to provide small group work focussed on overcoming gaps in learning
- Providing 1-1 support
- Additional teaching and learning opportunities provided through trained ELSA or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations



- Support payment for activities, educational visits and residential.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Support for equipment and resources to ensure equality of opportunity for all children

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that our pupil premium children are not making as rapid progress in reading, writing and maths as non-pupil premium children.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are most evident from EYFS through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
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.
4	General knowledge, vocabulary acquisition and therefore educational equity may be affected if the family are unable to afford extra-curricular activities and outdoor visits.
5	The child may not have access to high quality literature. <i>'We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.'</i> Education Endowment Foundation
6	Many families are experiencing financial barriers which are unprecedented. This is not only impacted the ability of parents to ensure their child is appropriately prepared for school, i.e. through the provision of uniform etc., but it is also having a significant impact on the stress experienced by parents, which in turn impacts children's well-being.
7	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
8	Our 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.



9	The attendance and punctuality of disadvantaged pupils is below that of their non-disadvantaged peers.
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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 reading attainment among disadvantaged pupils.	KS2 reading outcomes show that the majority of disadvantaged pupils make at least expected progress.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes show that the majority of disadvantaged pupils make at least expected progress.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes show that the majority of disadvantaged pupils make at least expected progress.
Improved attendance and punctuality of disadvantaged pupils.	Attendance of disadvantaged pupils is at least in line with the attendance of non-disadvantaged pupils by the end of the current plan.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, that is particularly evident in EYFS. This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment in the rest of the school.
Improved behaviour and focus in class for disadvantaged pupils with SEMH needs, leading to improved attainment.	Children with SEMH needs will be well supported and have the right provision in place, with a key focus on early identification.



	Intervention groups will be successful and improve educational outcomes for disadvantaged pupils.
Improved enrichment experiences, so that our disadvantaged pupils are more prepared for the next stage of their education.	Children will have been exposed to rich learning experiences thread into the curriculum that supports in levelling the playing field and improving outcomes. Children will be closer to the level of their peers when it comes to talking about experiences and applying this to written outcomes.
Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.	Pupils will show improved self- esteem, self-worth and sense of belonging and be ready to learn alongside their non-disadvantaged peers.
Engender a love of reading in all pupils. Our disadvantaged children enjoy reading and have developed a reading habit. They are reading at an age-appropriate level and their access to quality literature is enhanced. Improvements in reading impact on other areas of the curriculum.	Reading culture will be evident around school. All children will have access to a range of books. Parents will be more involved in their child's reading. This will be evidenced in home/school reading records. Children will talk confidently about literature and be able to articulate their love of reading

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: **£ 51,380**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching for all pupils by providing CPD to further improve teaching and learning with	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1,2,3,4,5,8 £12,000



particular emphasis on current pedagogy All staff too access high quality CPD from Gateway Alliance	Sutton Trust – quality first teaching has direct impact on student outcomes.	
Fund teacher release time to embed key elements of training in school and to access resources and external CPD	We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff	1,2,3,4,5,8 £1500
1-1 and small group support for disadvantaged pupils in the classroom.	Support staff should be used to support children of all abilities and they should support pupils to develop independent learning skills and to manage their own learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4,5,8 £21935
Establish and maintain the fidelity of a synthetic approach to phonics throughout school enabling strong phonic results and staff up-skilled in enabling pupils to catch up.	Phonics and reading comprehension approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and comprehension particularly for disadvantaged pupils:	1,3 £2585-Training plus access to resources
Peer coaching-DHT/LSA intervention with small groups	Phonics Toolkit Strand Education Endowment Foundation EEF	
Librarian to promote reading for pleasure with hard-to-reach pupils.	Ofsted strongly believe that unless we have a love of reading our reading progress and life changes will be limited.	2,5 £1000
Purchase books for Snuggle Bags and Suitcases for KS1.		2,5 £750
Additional Teaching Assistant support in EYFS to increase ratios and support with the acquisition of early language and phonics	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3 £11986



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

Budgeted cost: **£ 25500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group interventions for disadvantaged pupils falling behind age related expectations in R/W/M.	Support staff should be used to support children of all abilities and they should support pupils to develop independent learning skills and to manage their own learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3 Costed above
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	1,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3 £1500



Access to speech and language intervention through Mable. Staffing allocated to support the provision of S and L for children identified as having a need for improved communication and language.	One to one tuition EEF (educationendowmentfoundation.org.uk)	2 £6500
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 21920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO and FSW to deliver ELSA to help children and young people learn to understand their emotions and respect the feelings of those around them</p> <p>Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunch club.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>7,8 £8000- Proportion of FSW Salary £10,000 - ELSA for 15 hours per week plus cost of supervision £500-Training for second ELSA</p>
<p>Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events. Provision of school uniform/PE kits.</p>	<p>Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations. Evidence shows they also have less oral language skills as a result of having less opportunities.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>7 £5000-Trips £2720-Uniform</p>



Improving readiness to learn for the most disadvantaged pupils- include purchasing of resources to support class based learning.		6 £500
Support PP children in accessing enrichment activities including Music. Deliver high quality music provision through County & Music and Rock Steady.	Arts participation approaches have a positive impact on academic achievement in other areas of the curriculum. EEF/Teaching and Learning Toolkit/Arts Participation	7 £3500
Counselling services through Mable	One to one tuition EEF (educationendowmentfoundation.org.uk)	7,8 £5000
FSW/SENDSCO working with vulnerable disadvantaged families and offering a range of support from school.	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)	7,8 £7000
Paid attendance at Breakfast Club for identified disadvantaged pupils.		
Clear strategies in place to improve attendance and punctuality including access to the Attendance Team for advice and support.	The Headteacher involves all members of the school community - leadership and management, relationships and communication, systems and data, and intervention. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	9 £500
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	£3000

Total budgeted cost: £98,800

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.

Actions	Impact
<p>Ensure quality first teaching for all pupils by providing CPD to further improve teaching and learning with particular emphasis on current pedagogy</p> <p>Fund teacher release time to embed key elements of training in school and to access resources and external CPD</p>	<p>Teaching continues to improve. Staff are well trained and best placed to support children as acknowledged by Ofsted in September 2023. CPD needs identified in line with LIP making sure that teaching and learning is high quality for all pupils.</p> <p>High quality CPD from Emma Turner with regards to providing an appropriate curriculum offer for all.</p>
<p>1-1 and small group support for disadvantaged pupils in the classroom.</p>	<p>Children received 1:1 or small group work working on specific targets identified by the class teacher. Learning has moved on with most children making good progress from their starting points. Standards achieved by pupils eligible for PP continues to at least match that of other pupils to narrow the gap. Progress for Years 1/2-Reading +0.3, Writing +0.4 and Maths +0.2. Progress for Years 3/4-Reading +0.2, Writing +0.3 and Maths +0.3. Progress for Years 5/6-Reading +0.2, Writing +0.4, Maths +0.1. This is from Autumn 2023-Autumn 2024.</p>
<p>Establish and maintain the fidelity of a synthetic approach to phonics throughout school enabling strong phonic results and staff up-skilled in enabling pupils to catch up.</p>	<p>All Key stage 1, F and seven Key Stage 2 staff completed Phonics Training in December 2021. Bug Club Phonics is being used in Foundation and Key Stage 1 to ensure fidelity across school. This was acknowledged by Ofsted in September 2023. Year 3/4 daily practice of phonics where needed. Results for disadvantaged pupils below:</p> <p>85.7% of pupils at St Mary's Disadvantaged cohort achieved the expected standard in Phonics, 6 pupils out of 7 at the end of Key Stage 1.</p> <p>This is 5.4% lower than the national Non-Disadvantaged cohort at 91.1%.</p>



	<p>St Mary's gap to Non-Disadvantaged pupils nationally has improved by 2.7% from -8.1% in 2021/22, to -5.4% in 2022/23.</p> <p>St Mary's end of Key Stage 1 Disadvantaged cohort's Phonics Expected Standard has increased by 3.9% from 81.8% in 2021/22, to 85.7% in 2022/23.</p> <p>The Disadvantaged End of Key Stage 1 pupil(s) at St Mary's are in percentile 49 for Phonics Expected Standard when compared to other schools.</p> <p>These are good gains considering the recent pandemic.</p>
Additional Teaching Assistant support in EYFS to increase ratios and support with the acquisition of early language and phonics	Children received additional 1:1 or small group work due to extra adults. The progress from their entry point in EYFS to the start of Year 1 was Reading +0.3, Writing -0.3 and Maths +0.7. The lower writing progress is impacted by one child with poor attendance.
Staff training on positive behaviour management and wellbeing approaches with the aim of developing our behaviour policy and supporting children with SEMH difficulties. Sourced through React UK	Whole staff trained on positive behaviour handling has ensured a support network and culture which permeates across the school to support pupils with SEMH issues which are much more paramount since the pandemic.
Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunch club.	<p>Improved emotional literacy-children able to deal with conflict, more resilient. Children becoming more self-confident.</p> <p>As a result of the pandemic, there is an increased need for ELSA support. 3 staff members trained by July 2023. Currently,</p>
Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events	We have increased the number of trips/visits this year and aimed to make them affordable for all. However, the pandemic and cost of living crisis has impacted the ability to pay.
Additional PE kits bought to allow full participation in sport to raise self-esteem.	Development of perseverance, resilience, self-confidence and the opportunity to attend a wide range of sporting events.
School uniform vouchers available to PP families so that children don't feel disadvantaged.	Children feel a sense of belonging and pride-raising their self-esteem and confidence. In turn this filters through their academic work allowing them to make good progress.



Support PP children in accessing enrichment activities including Music. Deliver high quality music provision through County & Music and Rock Steady.	Improvement in self-confidence, patience and perseverance-developing characteristics essential for life-long learning.
Counselling through Mable	<p>This has been extremely impactful for some children as it can be tailored to individual needs building up self-confidence, lessening anxiety and enabling child voice at times of need.</p> <p>Mable has been used where a high level of counselling has been needed at short notice. The pupils involved have accessed 10 sessions.</p>
Clear strategies in place to improve attendance and punctuality including access to the Attendance Team for advice and support.	<p>Persistent Absence for disadvantaged and vulnerable pupils remains an issue. Robust systems are in place and the current FSW works tirelessly to identify reasons and strategies to improve this. We rigorously challenge persistent absence, and whilst supporting families with genuine difficulties, challenge and fine families who consistently abuse official regulations. We are part of a new national attendance network in order to develop a Whole School approach to attendance- 5 Foundations of Effective Attendance Practice.</p> <p>St Mary's Disadvantaged cohort of 66 enrolments have an Overall Absence of 8.0%. This is 2.5% higher than the national Non-Disadvantaged cohort at 5.5%. St Mary's gap to Non-Disadvantaged pupils nationally has increased by 1.8% from +0.7% in 2021/22, to +2.5% in 2022/23. St Mary's Disadvantaged cohort's Overall Absence has increased by 2.2% from 5.8% in 2021/22, to 8.0% in 2022/23. The Disadvantaged pupil(s) at St Mary's are in percentile 46 for Overall Absence when compared to other schools.</p> <p>Persistent Absence</p> <p>30.3% of St Mary's Disadvantaged cohort are persistently absent, 20 pupils out of 66. This is 13.2% higher than the national Non-Disadvantaged cohort at 17.1%. St Mary's gap to Non-Disadvantaged pupils nationally has increased by 7.7% from +5.5% in 2021/22, to +13.2% in 2022/23. St Mary's Disadvantaged cohort's persistent absence has increased by 7.9% from 22.4% in 2021/22,</p>



	to 30.3% in 2022/23. The Disadvantaged pupil(s) at St Mary's are in percentile 49 for persistent absence when compared to other schools.
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