

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 CE Primary School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 through to 2023-24
Date this statement was published	15 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Aaron Morrissey Head Teacher
Pupil premium lead	Aaron Morrissey Head Teacher
Governor / Trustee lead	Jeanette Marks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,795
Recovery premium funding allocation this academic year	£ 2610
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	£ 20,405

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.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

To ensure that the approaches we have adopted are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility 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
1	High percentage of our PP children are also identified as SEND. <i>(7/18 (39 %) of our PP pupils are SEND, compared to 13% across whole school)</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. <i>(8/18 are below ARE in phonics and reading)</i>

3	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
4	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 1.87% lower than for non-disadvantaged pupils.</p>
5	<p>Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</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
Improved reading attainment among disadvantaged pupils. This includes Phonics attainment in Early years and KS1.	<p>KS2 reading outcomes in 2023/24 show that more than 60 % of disadvantaged pupils meet the expected standard.</p> <p>End of year 1 phonics assessments demonstrate improved progress from baseline.</p>
Improved vocabulary and written skills among disadvantaged pupils.	<p>Assessments indicate significantly improved written language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and those with SEN.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities/clubs, particularly among disadvantaged pupils
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2023/24 show that more than 60% of disadvantaged pupils meet the expected standard.</p>
To achieve and sustain improved attendance for our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p>

	<ul style="list-style-type: none">• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>
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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: £ 2550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training in Early Phonics for staff new to school.</p> <p>Refresher training for all staff who teach phonics to ensure high level phonic teaching.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. (part funded by NCETM)</p> <p>We will pay for release of Maths leads to attend NCTEM maths hub training and filter training through to rest of staff.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1, 3

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

Budgeted cost: £ 15,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Phonic interventions – following our DfE accredited Phonic programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the</p>	1,2

	accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Targeted maths interventions using Dynamo maths. This benefits PP/disadvantaged and those SEN pupils particularly.	Evidence – Dynamo Maths	1, 3
Releasing class teacher to target individuals and groups for phonics/writing	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

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

Budgeted cost: £ 1881

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and for staff to develop and implement new procedures.	Following the published outcomes from: An evidence informed approach to... Durrington Research School	4

<p>Offer of Breakfast Club and financial support with afterschool club/enrichment activities</p>	<p>Supporting disadvantaged children to engage with enrichment activities to improve and sustain wellbeing. Following the published outcomes from: An evidence informed approach to... Durrington Research School</p>	<p>4, 5</p>
<p>Improve the quality of social and emotional learning. This will be also see focused delivery through ELSA support – targeting those disadvantaged with highest need in this area. (£1636)</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 5</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	

Total budgeted cost: £ 20, 405

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.

Using our own internal assessments, outcomes for Pupil Premium children at the end of the academic year 2020-21 were below previous years outcomes in terms of % attaining ARE and progress made. We determined that this was predominately due to the disruption of the Spring term partial closures, and the disruption to the planned levels of intervention and support. This has been taken into account for the current strategy.

We did have success with establishing our ELSA programme – with the initial wave of children who engaged with the programme showing positive changes in their behaviour (eg reduced number of outbursts)

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
Dynamo Maths	Jelly James

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a