

Pupil premium strategy statement

St Mary's C of E Primary School and Nursery



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 C of E Primary & Nursery School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emmeline Lawlor (Headteacher)
Pupil premium lead	Clare Quinn (Acting Deputy Headteacher)
Governor lead	Sara Carlton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865.00
Recovery premium funding allocation this academic year	£2755.00
School Led Tutoring grant	£2227.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27,847.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 2021-22 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.
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 69.6% 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: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonics scheme purchased & staff trained to deliver programme across EY & KS1	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel The Reading Framework (DfE July 2021) sets out the core principles of teaching reading for young children https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	2 3
PPG audit & QFT training delivered by KK	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.	3 5
Enhancement of our maths teaching and planning to embed high quality maths teaching across KS2 through purchase of Third Space Maths subscription and CPD from AfC Maths consultant.	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: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf EEF Guidance Report: Improving Mathematics at Key Stage Two and Three is based on the best available evidence. https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf	1

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

Budgeted cost: £ 11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery premium tutoring through National Tutoring Scheme & school led tutoring	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	3 5
TA's planned to provide targeted support for disadvantaged pupils. TA's	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	5
NELI programme used to develop oral language skills and vocabulary	A large-scale randomised controlled, independent trial of the programme by the Education Endowment Foundation (EEF) has provided strong evidence for the effectiveness of NELI: <ul style="list-style-type: none"> Children receiving the NELI programme made the equivalent of 3 additional months' progress in language. The trial involved 1,156 pupils in 193 schools. This result has a very high security rating: 5 out of 5 on the EEF padlock scale. The independent evaluation of the trial, by a team from RAND Europe, also found that NELI was an effective way of boosting language skills for children with English as an Additional Language (EAL). NELI Evaluation Report	2
Facilitate Good Start Great Start sessions to support children's transition into EYFS	Parental engagement in early years education is consistently associated with children's subsequent academic success. Actively involving parents in supporting their children's	1 2

and parental engagement with learning	<p>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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund extra curricular clubs (& residential trip)</p> <p>Signposting & 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>	1 4
<p>Additional ELSA support</p> <p>Early bird club & lunchtime wellbeing club</p>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1 2 4 6
<p>Whole staff INSET on developing our ethos and approach towards behaviour to include training on Rights Respecting Approach and implementing whole school PSHE scheme</p>	<p>Pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not (DfE) The most common reason for exclusion is persistent disruptive behaviour. Both targeted interventions and universal approaches have positive overall effects</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1 2
Contingency for unforeseen additional support		1 4 5

Total budgeted cost: £ 27,900

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.