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St Mary's C of E Primary School



Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Clare Quinn (DHT)
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,465
Recovery premium funding allocation this academic year	£ 3,625

<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£ 37,090

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
- 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. Levels of resilience and independence for some pupils are not as strong as they could be; this can lead to an over reliance on adults and a detrimental effect on academic progress. Learning behaviours may need strengthening due to long periods of self-isolation and disrupted learning during the pandemic.
2	Our assessments and observations indicate that social skills, oral language 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. Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies due to low self-esteem, anxiety, anger management issues.
5	Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.
6	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
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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 (2023-24)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6450.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure delivery of RWI phonics scheme is closely monitored across EYFS & KS1.</p> <p>Ensure staff have time to prepare for teaching, access to online resources and regular feedback from assessments.</p> <p>Ensure reading leader has time to carry out regular assessments.</p>	<p><i>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.</i></p> <p><i>Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</i></p> <p><i>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.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2 & 3
<p>Develop Quality First Teaching (QFT) to enable staff to teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.</p>	<p><i>Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. The EEF Guide to Pupil Premium also states that 'High quality teaching is the most effective lever for improving outcomes'</i></p> <p><i>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</i></p>	1,2 & 3

Whole school QFT project led by SPARK-Ed	<p><i>curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go.</i></p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	
<p>Prioritise the development of communication & language and self regulation & social interaction in Early Years.</p> <p>Use the ShREC approach to quality interactions.</p> <p>Work with parents through a series of workshops to develop understanding of self regulation and social interaction strategies.</p>	<p><i>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.</i></p> <p><i>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.</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1666699641</p>	1, 2 & 4

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

Budgeted cost: £ 17,709.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.</p> <p>Staff plan to provide targeted support for disadvantaged pupils.</p>	<p><i>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:</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>And in small groups:</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Evidence to support the impact of quality first teaching and targeted support:</i></p>	1,3,4,& 6

	<i>The EEF Guide to the Pupil Premium Evidence to support closing the gap: Mark Rowland – Addressing Educational Disadvantage EEF The Attainment Gap</i>	
Additional phonics sessions targeted at pupils who require further phonics support. (Small group phonics intervention across KS1 & lower KS2 in addition to QFT class).	<i>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</i>	1,3,4 & 6

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

Budgeted cost: £ 12,304.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance pupils' cultural capital by providing a breadth of experiences and minimising the impact of financial barriers to taking part.</p> <ul style="list-style-type: none"> • Ensure the curriculum is balanced and carefully sequenced to allow opportunities for cultural development • Whole School celebrations & festivals craft sessions - free of charge for pupils & parents to attend together • One term of an extra curricular club fully funded for each PP pupil • Subsidise offsite trips and activities • Financial support provided for residential trips • Signpost to FuEL holiday activities & support with applications where necessary. 	<p><i>Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</i></p> <p><i>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.</i></p> <p><i>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:</i></p> <ul style="list-style-type: none"> • <i>less likely to access organised out-of-school activities</i> • <i>more likely to experience 'unhealthy holidays' in terms of nutrition and physical health</i> • <i>more likely to experience social isolation</i> <p><i>Free holiday clubs are a response to this issue and evidence suggests that they can have a positive impact on children and young people</i></p> <p>https://www.gov.uk/government/publications/holiday-activities-and-food-</p>	1,4,5,6

	programme/holiday-activities-and-food-programme-2021	
<p>Improve attendance of disadvantaged pupils to bring them in line with national expectations</p> <ul style="list-style-type: none"> • Identify pupils who are falling behind national expectations for attendance. • Embed principles of good practice set out in the DfE's Improving School Attendance advice. • Provide support for families with low attendance, working with the school's attendance team and key members of staff. (Early Intervention approach). • EWO support and use of AfC ERSA resources as needed. 	<p><i>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)</i></p> <p>Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising." (Working Together to Safeguard Children 2018)</p>	1,4,5,6
<p>Increase parental engagement and understanding of how to support children's learning through regular & varied parent information sessions, workshops & 'Learning Together' opportunities.</p> <ul style="list-style-type: none"> • Building Resilience parent project • Parental workshops in partnership with MHST • Zones of Regulation parental workshops • Whole School celebrations & festivals craft sessions 	<p><i>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.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	1,4,5,6
<p>To work alongside vulnerable families to provide support for SEMH issues</p> <ul style="list-style-type: none"> • Whole school attachment aware award – Silver • Parental Transition Project working alongside emotional health service • Signposting & referrals to MHST for 1:1 support, group work or workshops 	<p><i>EEF research states that parental engagement has a +3 month impact on disadvantaged pupils.</i></p> <p><i>EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils</i></p> <p>Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising." (Working Together to Safeguard Children 2018)</p>	1,4,5,6
Contingency for unforeseen additional support		

Total budgeted cost: £ 36,464.50

Part B: Review of the previous academic year (2022-23)

Outcomes for disadvantaged pupils

Improved oral language skills and vocabulary among disadvantaged pupils.

Improved reading attainment among disadvantaged pupils.

100% Y1 PPG pupils achieved standard for PSC

50% Y2 PPG pupils achieved standard for PSC. 100% made progress from Y1 PSC

29% PPG pupils at expected standard in Reading at the end of KS1

50% PPG pupils achieved expected standard in Reading at end of KS2

Our internal school performance data shows that across the school, 60% of PPG pupils made at least expected progress across the academic year.

Those pupils who have made less than expected progress are being targeted to identify additional support that may be put in place in the next academic year.

PPG pupils have a good level of school attendance

At the start of the academic year 2022-23, 29% of PPG pupils (8 children) had an attendance of less than 90% which is classed as persistently absent (PA) At the end of the academic year 2022-23, 21% (6 children) were still classed as persistently absent. Of these 6 children, 3 children had an improving attendance trend (although still PA) and 3 had a stable attendance trend (i.e. attendance had not deteriorated). We are seeing the impact of consistent, regular and personalised communications with home making a positive impact on attendance for PPG pupils.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

43% of PPG pupils (12 pupils) accessed ELSA support within the school year. 14% of PPG pupils (4 children) have been referred for further emotional wellbeing support. Of these children, 11 have complex contributory factors to their emotional wellbeing and further levels of support will be explored for these children.

Parent workshops run in partnership with the Mental Health Support Team (MHST) were well received and further workshops are planned for the next academic year.

Improved maths attainment for disadvantaged pupils at the end of KS2.

25% PPG pupils achieved expected standard in Mathematics at end of KS2

Our internal school performance data shows that across the school, 70% of PPG pupils made at least expected progress in maths across the academic year.

Those pupils who have made less than expected progress are being targeted to identify additional support that may be put in place in the next academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics	RWI
PSHE	Jigsaw

