

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 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 School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021 Updated Autumn 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Adam Watson Executive Principal
Pupil premium lead	Hayley Cupit Head of School
Governor / Trustee lead	Keith Burnham Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£17,512
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,768
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,280

# 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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. It is also based on research conducted by EEF.

Quality first 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, whilst at the same time benefiting the non-disadvantaged pupils in our school too. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

This strategy is integral to support wider school plans for education recovery, National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adapt 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	Assessments, observations and discussions with pupils indicate that <b>oracy</b> is key and that there are vocabulary gaps which are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers which can negatively impact their development as readers.
3	Our assessments and observations indicate that the education and well being 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 a higher percentage of children in EYFS and KS1 struggling with self regulation/social, emotional challenges.
4	Partial school closures resulted in some gaps in mathematical knowledge and understanding and fluency, particularly in KS1 and lower KS2 at St Mary's. Assessment and question level analysis showed the gaps were marginally more prevalent for disadvantaged pupils.

## 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 oracy and language skills among disadvantaged pupils	Assessments and observations indicate significantly improved <b>oracy</b> among disadvantaged pupils. This is evident through learning walks, pupil interviews, book looks, engagement in lessons and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/2025 show more than 90% of disadvantaged pupils meet the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/2025 show more than 90% of disadvantaged pupils meet the expected standard.
Exemplary behaviour for learning and self regulation to accelerate academic progress.	Observations and behaviour data analysis show that Incidents of disruption to learning are very rare. Observations indicate a high level of engagement with learning.

Pupils eligible for pupil premium funding are regularly attending school and accessing the curriculum	Attendance of pupils eligible for pupil premium is at least 96%.
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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: £15,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching peer coaching Head of school released to provide coaching.	Quality first teaching has the largest impact on disadvantaged pupils. Through investment in tailored CPD we aim to improve the effectiveness of the staff who work with the pupils each day.	1, 2, 3, 4
Embedding Oracy across the school using techniques delivered during the teacher days. This can support children in articulating their ideas across all curriculum areas	There is a strong evidence base that suggests oral language interventions including dialogic activities such as high-quality classroom discussion are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> Also research based approach in school using: "Transform Teaching and Learning through Talk: The Oracy Imperative" Amy Gaunt & Alice Stott	1
Trust wide CPD to embed evidence based practice	Quality first teaching has the largest impact on disadvantaged pupils. Through investment in tailored CPD we aim to improve the effectiveness of the staff who work with the pupils each day.	All
Classroom support staff CPD to develop the effectiveness of support with a particular focus of vulnerable pupils	Quality first teaching has the largest impact on disadvantaged pupils. Through investment in tailored CPD we aim to improve the effectiveness of the staff who work with the pupils each day	All
HLTA training (£680)	This will provide training for a member of staff to lead a group/class which will mean children can be taught in smaller	All

	groups, teaching and learning will be impacted, levels of progress increased. Quality CPD will improve the effectiveness of staff.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support, particularly looking at those KS2 children who need the additional support	Systematic phonics approaches have a strong evidence base to support a positive impact on reading. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Targeted small group tuition for Year 1&2, Year 3&4 & 5/6.	Small group tuition has a moderate impact on progress. This can be enhanced through the use of diagnostic assessments to tightly align the intervention with the pupil's needs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 4
Delivering school led tutoring sessions in the afternoon for targeted pupils. The focus on the tutoring will be closely aligned with the gaps in knowledge and understanding	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2, 4

highlighted via QLA in termly assessments. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers.	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.  And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,953 contingency

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking Therapy (£300)	Training and resources for a member of staff to deliver the Drawing and Talking therapy once a week for children struggling with emotional/social challenges. School refusal and children on the waiting list to see CAMHS	3
Supporting pupils to take part in enrichment activities to enhance social and emotional development.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>	3
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.	3

**Total budgeted cost: £23,280**

## 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.

Pedagogical coaching provided by the Head of School supported the induction and development of a relatively new teaching staff team. This meant that quality first teaching was in place in every classroom across the school.

Quality first teaching and impactful interventions remained a priority throughout the school year for all children including those eligible for pupil premium. The impact of CPD around behaviour, expectations and evidence based practice is evidenced in lesson visits and pupil's work.

Ensuring we have well trained ELSA's and staff who are able to work with individual children has meant that well-being of all children including those who are disadvantaged is good, giving them the tools to want to attend school and ensuring they are able to access quality teaching and learning. Mental health remains a key area for all pupils.

Being able to offer a range of enrichment activities including music, trips and clubs has also meant children want to be in school ready to learn. All pupils eligible for pupil premium funding took part in at least one school production and attended all available trips.

**Attendance 2022/23** for those eligible for pupil premium: **91.6%**

### Statutory Assessment Data 2022/23

#### *Reading*

Student Group	Achieved expected standard	Average score	Progress
Year 2 2 pupils in receipt of PP	66.7% 0%		
Year 6 0 pupils in receipt of PP	100% N/A	109 N/A	3.1 N/A

#### *Writing*

Student Group	Achieved expected standard	Average score	Progress
Year 2 2 pupils in receipt of PP	53.3% 0%		
Year 6 0 pupils in receipt of PP	76.9% N/A		-0.4 N/A
<b>Maths</b>			
Student Group	Achieved expected standard	Average score	Progress
Year 2 2 pupils in receipt of PP	53.3% 0%		
Year 6 0 pupils in receipt of PP	76.9% N/A	105.1 N/A	0 N/A

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### **Planning, implementation and evaluation**

When making decisions about our pupil premium strategy, we reflected on previous years spendage, what has worked well and what not so well. Through internal data, observations and discussions with parents / carers, teachers and pupils we identified different barriers and challenges.

We used various reports and research to read about effective use of pupil premium. The EEF's implementation guidance was used to help us develop our strategy, especially in working out which approaches are likely to work in our school and we will continue to use this through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.