

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 Church of England VA Primary School
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Jo Woolley
Pupil premium lead	Dave Walters
Governor / Trustee lead	Rosemary Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,665
Recovery premium funding allocation this academic year	£10,440
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	£108,105

Part A: Pupil premium strategy plan

Statement of intent

We believe that high quality teaching and careful planning can have a huge impact on outcomes for disadvantaged pupils. We have taken an evidence-informed approach when planning our PP strategy by listening to how other schools have faced the challenges of closing the gap and as a result of training from the EEF. When making decisions on spending, we use the EEF's Teaching and Learning Toolkit to analyse the cost, evidence strength and the overall impact of every intervention. We set high expectations, understanding pupils' starting points, providing the right level of challenge and providing effective feedback.

We understand that often pupils from disadvantaged families can be less supported at home where often children are seeking consistency in daily routines and structure. Some of our children are lacking in communication and language skills and find it difficult to manage the pace of a typical school day. Often these challenges can result in a child displaying challenging behaviour within school. We acknowledge that all circumstances will be different and each family situation will be unique.

Our ultimate Objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantage pupils by addressing barriers to learning.
- To ensure our disadvantaged pupils receive high quality teaching on a daily basis.
- To build emotional resilience to ensure pupils can access daily learning.

We aim to achieve these objectives by:

- Removing barriers to learning through consistently good or better teaching across the school.
- Enabling children to be taught in single age and smaller teaching groups.
- Regular assessment and monitoring of children's reading addressing weaknesses.
- Developing a lesson structure to ensure all pupils are building on prior knowledge.
- Providing Continual Professional Development for staff to ensure lessons are consistently good or better. Online resources such as the National College to further develop pedagogy.
- Deploying the Pastoral and Inclusion Lead to work with specific families where children are reluctant to engage with school.

- Using ELSA trained staff to work with small groups of pupils who have a range of emotional and social needs.

Challenges

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

Challenge number	Detail of challenge
1	Poor learning behaviours – listening and attention, cognitive overload, fixed mindset, low self-esteem and lack of resilience.
2	Lack of fluency and comprehension in reading.
3	Number sense and basic arithmetic and reasoning skills.
4	Poor cultural capital in disadvantaged pupils.
5	Poor SEMH amongst some 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
Disadvantaged pupils are making good progress.	<p>Pupils are engaged in their learning in lessons.</p> <p>Evidence from books demonstrates that disadvantaged pupils are progressing as well as non-disadvantaged.</p> <p>Disadvantaged pupils know what they need to do in order to improve their work.</p> <p>Evidence from pupils books show children are producing work to a high standard across the curriculum.</p>
Reduce the attainment gap between disadvantaged and non-disadvantaged pupils in reading.	<p>% of disadvantaged children passing Y1 phonics test, KS1 reading and KS2 SATS increases.</p> <p>% of disadvantaged children achieving 100+ on STAR reading test increasing across the year.</p>
Develop the deeper mathematical thinking and reasoning skills of all pupils, particularly those who are disadvantaged	<p>Disadvantaged pupils are accessing the Deepen It questions within the maths lessons.</p> <p>% of disadvantaged children achieving 100+ in STAR maths increases across the year.</p>

<p>Disadvantaged pupils will have increased opportunities through the curriculum to improve their knowledge and experience of the world.</p>	<p>Disadvantaged pupils can talk about extra curricular activities that have enhanced their knowledge of the world and broadened their experiences.</p>
<p>Disadvantaged pupils can manage the expectations and structure of the school day.</p>	<p>Disadvantaged pupils and parents are actively engaging positively with the school. Number of suspensions is reducing and below the national average. Pastoral support staff are supporting pupils to attend school and manage stress and anxiety on a daily basis.</p>

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: £ 70,247

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Main Pay Scale teachers to work within KS1 and KS2 to ensure pupils are taught within smaller, single aged groups. £67,313</p>	<p>The EEF suggests that reducing class sized can have a positive impact on pupil outcomes. It is suggesting that having a reduction of numbers within the class will allow teachers to teach differently for example, having higher quality interactions with pupils or minimising disruption.</p> <p>There are a greater proportion of disadvantaged pupils who would greatly benefit from higher quality interactions and feedback from adults.</p> <p>The alternative approach would result in streaming year groups, however the EEF guidance clearly indicates that streaming or setting children has no positive impact on pupil performance.</p>	<p>1, 2 and 3</p>
<p>Accelerated Reader used to accurately assess pupil's reading. Whole class guided reading sessions. £ 1814</p>	<p>We are aware that our disadvantaged pupils may not read or be read to at home by an adult and often pupils are not exposed to high quality texts.</p> <p>The Accelerated Reader scheme allows staff to accurately monitor the level a child is reading and provides an opportunity for further their comprehension questioning and extended reading skills. Each pupil within the school from year 2-6 can be tracked using an electronic system.</p> <p>Within the reading comprehension strategies report, it does state that it is important to identify the appropriate level of text difficulty. Using the Accelerated Reader ZPD codes we can ensure that pupils are reading at the appropriate level. The report also stated that pupils should be taught specific reading comprehension strategies. The whole class guided reading sessions focuses on key elements of</p>	<p>1 and 2</p>

	comprehension including Vocabulary, Inference, Prediction, Explanation, retrieval and summary skills.	
CPD training for all staff to develop teaching and learning including National college membership. £1,120	We understand that disadvantaged pupils will close the gap in attainment through good, consistent, quality first teaching. Through the in house CPD and the National College Online training membership, staff will have an opportunity to develop specific areas of their daily teaching. Within the school's 5 part lesson teaching and learning policy, areas such as retrieval practice, New information (metacognitive approach) and feedback are key areas of development. All areas are supported by the EEF, with a specific focus on high quality feedback.	1, 2 and 3

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

Budgeted cost: £ 5,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring (KS1) £500 (top up to Covid Catch up grant)	Targeted phonics has long been supported by the EEF. Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. The evidence base suggests phonics has high impact. There is extensive evidence to support small group phonics intervention.	1 and 2
25% of costs for school led tutoring £2,932	The school led tutoring programme was introduced by the government following the disruptions caused by the Covid-19 pandemic. As a school, we have decided that route 3 (school led-tutoring) will have the biggest impact on lost learning.	1, 2 and 3
Maths assessment materials to track progress and attainment.	The EEF report on feedback suggest that pupils who have a regular range of feedback are likely to make greater progress. Formative assessments ensue staff have a clear understanding	3

£2,041	of the attainment levels of pupils. Renaissance group meets the evidence base requirements for the (ESSA) Every Student Succeeds Act	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Inclusion lead (PAIL) to support disadvantaged children and families across the school. £22,699	The EEF's guidance report on Improving behaviour in schools clearly identifies that knowing and understanding the pupil's individual needs will have a positive influence of their outcomes. The Pastoral and Inclusion Lead works closely with vulnerable families and outside agencies to ensure pupils are supported effectively.	5
Emotional Literacy Support Assistant (ELSA) trained staff delivering interventions to vulnerable pupils. £8,276	EEF's Social and Emotional Learning in Primary Schools guidance report states that carefully implemented, SEL approaches can increase positive pupil behaviour, mental health and well-being and academic performance. The case study from Woodhall Primary was used as the school's demographic is similar to St. Mary's.	5
Breakfast intervention. Pastoral staff working with small groups of children with poor SEMH. £1,410	The Magic Breakfast project was introduced by the EEF. It concluded that there were benefits for both children's physical and emotional wellbeing. Pupils are able to regulate their emotions at the beginning of the school day.	5

Total budgeted cost: £108,105

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil premium children are more engaged in their lessons and evidence from children's books show that on the whole, pupil premium children are making good progress however some disadvantaged children are not making as much progress as non-disadvantaged pupils. When we talk to disadvantaged pupils about their work most of them know what they need to do in order to improve, The percentage of disadvantaged pupils achieving 100+ on STAR reading test has increased over the year.

Disadvantaged pupils are able to better manage their anxiety and stress as a result of the pastoral support provided by staff trained in Emotion Coaching and Trauma Informed approaches. Children accessing the breakfast intervention are better equipped to deal with the day.

Disadvantaged pupils who have had 1:1 ELSA support speak very positively about how it has helped them to manage their feelings better.

Families who have accessed pastoral support from the Pastoral and Inclusion Lead speak very positively about how the school has supported them in managing their children's behaviour at home and accessing additional support through external agencies such as Families First.

Externally provided programmes

Programme	Provider
n/a	