

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	13.4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Primary
Date this statement was published	
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Laura Widdowson
Governor / Trustee lead	Kate Jacques

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69446
Recovery premium funding allocation this academic year	£6525
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	£75971

Part A: Pupil premium strategy plan

Statement of intent

To enable them to make good or better progress to achieve at the expected level and above. To nurture success in all children and help them to be the best that they can, developing as whole people (spiritually, emotionally, culturally and socially). To experience a rich and balanced curriculum and develop as happy, articulate and confident individuals who love learning and have good levels of emotional and physical wellbeing. To provide children with a range of experiences which build their cultural capital, language skills and ability to operate as global citizens and courageous advocates.

Challenges

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

Challenge number	Detail of challenge
1	Consistency in provision of high-quality teaching Children are at risk of reading failure or making slow progress due to not passing their phonics screening and developing sound phonics knowledge, not being able to read fluently and not developing their comprehension skills sufficiently.
2	A language deficit inhibits curriculum access Children's understanding and use of vocabulary is more limited and can inhibit their access to a broad and varied curriculum.
3	Social & emotional issues limit curriculum access Lack of resilience limits engagement. Children's social and emotional wellbeing can impact on their ability to access learning, develop socially and interact with their peers successfully.
4	Lack of cultural capital affects curriculum access Children do not have the cultural experiences and knowledge to enable them to have a broad understanding of the world.

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
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<p>Reading is prioritised. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read. All children (with a particular emphasis on children with SEND, those that are vulnerable and those that are disadvantaged) achieve well in reading across the school. This is due to high-quality first teaching, consistent implementation of the SSP (Bug Club Phonics) across all year groups, accurate assessments and well-planned, targeted interventions. The school ensures that no children are at risk of reading failure. Observations of teaching, monitoring of pupil's work and also pupil and parental voice shows that the school has developed sufficient expertise in the teaching of phonics and reading.</p>	<p>The strategies used in year 1 are embedded fully and all DVA children are making good or better progress in reading.</p> <p>Parents are confident in their own understanding of how to support their child to develop their reading skills.</p> <p>Building on the success of year 1, staff are fully confident in using the SSP and intervention schemes. Any staff who have found it difficult are identified and supported to develop their teaching and use of resources.</p> <p>Ongoing use of the assessment schemes and resources.</p> <p>Examples of good practice are shared and celebrated in order to help others develop.</p> <p>Younger children are assessed to have gained the skills they need to read and communicate well and the benefits of this can be seen as they move up the school. Learning is personalised for children with SEND and they achieve their best possible outcomes.</p>
<p>Children will understand and use a variety of ambitious vocabulary correctly when speaking and writing. Pupils' work across the curriculum is of a consistently high standard and shows the correct use of the taught Tier 2 and Tier 3 vocabulary. Discussions with children will show that they can talk about the vocabulary that they have developed and the ways that it has been taught to them. They will be able to articulate confidently the subject specific vocabulary they have learnt and be able to demonstrate an understanding of the meaning of the words. Developing their understanding of vocabulary will allow children to make progress, in that they know more, remember more and are able to do more. Children who are EAL have additional small group support</p>	<p>The impact of the vocabulary starters and teaching of Tier 2 and Tier 3 vocabulary across the curriculum will be evidenced by children making good or better progress in reading and writing. Their written work will show that they are confident when using a range of ambitious vocabulary. Monitoring will show that children's language acquisition is developed through focussed teaching in EYFS and is then built upon in all year groups. Children will be able to talk about strategies that they can use to help them understand more difficult vocabulary. For children with SEND support is sought from external agencies such as speech and language and their progress is tracked through the termly support plans. Monitoring shows that their progress is strong.</p>

<p>Pupils play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying is never tolerated. They play a leading role in preventing bullying and developing a community of kindness.</p> <p>Children consistently have highly positive attitudes and commitment to their education, demonstrate high levels of self-control and are responsible and respectful. They are highly motivated and persistent in the face of difficulties. The pastoral support and curriculum allows pupils to develop their confidence and resilience to keep themselves mentally healthy. Pupils actively support the well-being of other pupils.</p> <p>Pupils show the qualities they need to flourish in our society</p>	<p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. Pupils have high attendance. They come to school on time and are punctual to lessons. The pastoral support in school provides nurturing support for children through friendship groups at lunchtime and individual sessions. Leaders will look to put in place systems to measure children's wellbeing and they will show that children's wellbeing is high. AHT – Inclusion will work with the Education Welfare Service to support children who have low attendance.</p>
<p>The ambitious curriculum enables all pupils, particularly disadvantaged pupils and those pupils with SEND, to develop the knowledge and cultural capital they need to succeed in life. It also allows them to develop and discover their interests and talents. Additional activities are planned in year groups to support children to develop and prepare them for future success in life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Pupils have an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. They have a willingness to participate in and respond positively to</p>	<p>Children will be able to talk confidently about how the experiences they had last year have equipped them to take a full part in school life. They will be able to articulate that the experiences planned for in their Cultural Capital Passports are having a positive impact on their school life. The wider curriculum options (including cookery and nutrition, STEM, Life Skills and Environment Explorers) have a positive impact on children's well-being, knowledge and understanding. Results in writing will show that children make good progress and are able to draw on their life experiences to write with an authoritative tone.</p>

<p>artistic, musical, sporting and cultural opportunities and are respectful of social, cultural and religious differences and diversity.</p> <p>the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</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: £22140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent use of SSP (Bug Club phonics) including the costs of resources and TA delivery £2045.</p> <p>Specialist TA employed to deliver phonics interventions each morning to children in Key Stage 2 who do not have secure phonics knowledge £3000</p>	<p>It is a DfE validated scheme. The Government states that using a validated scheme will give all children a solid base from which to make progress. Improving reading standards is thought to improve child's future academic achievement, wellbeing and success in life (taken from Nick Gibb in The Reading Framework). Pupil voice monitoring showed that some children who had participated in extra phonics sessions last year felt that they had made good progress and were better readers. Children have made advancements in their phonics stage and are more confident readers because of this. Evidence of this can be seen on teacher's evaluations of the children's Ternly Support Plans and also their assessments.</p>	1

<p>Use of NTA Mark Assessment and Shine Interventions in order to identify gaps in learning and intervene through targeted interventions £2005</p> <p>TA support to provide these reading interventions (1/3 of 1 hour per day per class) £13260</p>	<p>The Reading Framework states that proficient language development, is the key to unlocking the rest of the academic curriculum. The EEF report states that when teaching assistants deliver targeted interventions they can have a moderate positive benefit of between 4 and 6 months accelerated progress.</p>
<p>Nessy Reading Intervention (cost of programme and costs of TA support for children to access it £1830</p>	<p>This has been used by children in school and class teachers have assessed them as having made progress. It assesses what children know already and then builds lessons based on this. This practice is supported by EEF research. Case studies on the Nessy website report accelerated learning.</p>

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

Budgeted cost: ££6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Shine reading interventions (vocabulary based) 1500</p>	<p>The Reading Framework states that language acquisition is vital not just for comprehension but also for wider learning and progress. It also states that by the time children start school, some children may have heard millions more words than others which would set them at an advantage. The aim in school is to close this language gap between children because the EEF evidence suggests that children from lower socio-economic backgrounds are more likely to be further behind than their more advantaged counterparts.</p>	<p>2</p>
<p>Speech and language TA support both on an</p>	<p>The EEF finds that oral literacy and language interventions could have as</p>	

individual and small group basis £1500	much as 6 month accelerated progress for children. There is additional evidence that they could also lead to a decrease in classroom based behavioural difficulties.
Staff training (reading subject leader) and monitoring by SLT and subject leaders £3000	Oral-based literacy interventions are shown to be effective if delivered frequently (3 times a week or more) over a sustained period. The importance of ensuring that staff are trained to deliver these is also highlighted by the EEF. The evidence also points to the importance of linking the vocabulary development to different subjects in the wider curriculum. This is why staff are ensuring that the subject specific (Tier 3) vocabulary is being taught and the monitoring is ensuring consistency and that children are retaining this new vocabulary.

Budgeted cost: ££27895

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/pastoral TA support and Assistant Headteacher time £12500	Evidence from the EEF Teaching and Learning Toolkit suggests that effective SEL can lead to +4 months learning gains over the course of a year. It also highlights the needs to be mindful that being able to effectively manage emotions will be beneficial to children even if it does not translate in to improved reading, writing and maths scores. Evidence suggests that children from disadvantaged backgrounds may have weaker SEL skills than their more advantaged peers. These lower SEL skills are linked with poorer mental health and lower academic attainment.	3

	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
Anti-Bullying Award £745	As above, helping children to develop and maintain positive interactions between each other will be beneficial to all children. Giving them an opportunity to lead will also help to increase self-confidence. The latest evidence from the Eif suggests that a whole-school approach to intervention is particularly effective in reducing bullying behaviour and can have a long-term positive effect on traditional face-to-face bullying perpetration. It also found that these approaches could improve outcomes for both the person carrying out the bullying behaviour and the person being bullied.	
Breakfast and After-school club	The EEF evidence reports are based on areas that are socially and economically different to ours but they share the school's perception that there are important benefits from having a breakfast club. As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. Additional positive impacts on pupils' social development and the way in which they helped some pupils make wider friendship groups and become more confident were also highlighted by schools.	

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

Budgeted cost: ££21986

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT - Curriculum and Assessment £3250	The EEF states that schools should focus on curriculum development and the purposeful use of assessment in order to drive improvement. The role overlaps with the importance of high quality teaching and facilitating the development of this within schools.	4
Enhanced provision £14900	Ofsted highlights the importance of constructing a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Evaluations of the curriculum in previous years have shown how much enjoyment and additional learning children feel that they gain from accessing the different subjects across the curriculum.	
School trips, Youth Trust, music lessons, pedestrian and cycle training £3836	The Ofsted outstanding judgement states that the school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. School looks to provide these opportunities for children who are more likely not to be able to have access to them outside of school. The EEF research highlights that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	

Total budgeted cost: £78021

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.

Improve consistency of high-quality teaching of reading through implementation of the Bug Club phonics scheme, NTA Assessments, Mark Analysis and Shine interventions in order to accelerate reading progress and ensure that no children are at risk of reading failure.

All year groups are teaching phonics using the Bug Club SSP.

All year groups are accurately tracking phonics progress.

All year groups are using NTA Assessments correctly and identifying children who require interventions.

All teaching staff are confident with the teaching approaches and interventions.

Children who are not making progress are identified early and given targeted interventions to help them catch up.

All DVA children make good progress in reading based on their own starting points.

Parents/carers are aware of how the school is supporting their child to develop their reading fluency, comprehension and enjoyment and what they can do to help at home. Particular attention is paid to those children who are both disadvantaged and have SEND and they achieve well.

All year groups are using the Bug Club SSP.

All year groups are tracking phonics progress.

All year groups are using NTA Assessments and identifying children who need interventions.

Most teaching staff are confident with teaching approaches and interventions.

Most children who are not making progress are identified and given interventions.

The resources invested in have been well-received as has the training. We can build on this further by ensuring that all TAs delivering the interventions feel supported and have adequate training to deliver the Shine interventions. We need to ensure that all children (including those with SEND) are having access to well-planned, personalised

interventions that are enabling them to make progress from their individual starting points.

We need to continue to find ways to engage those parents that are harder to reach.

Reading monitoring has been largely positive and the Reading Subject leader has stepped in to provide further support for teachers where needed. Reading monitoring has been shared with the next teachers so that they can plan support accordingly. The intervention tracking shows that children have benefitted from the phonics interventions and have made progress. Other children with SEND are benefitting from alternative resources being used such as Beat Dyslexia and Nessy. Year 6 SATs results in reading were very positive and above national for the percentage of children achieving the expected level. 79% of DVA children achieved at the expected level or above. Additional phonics training has been planned for all staff for the September training day. The effects of the pandemic can still be seen in the phonics results in year 1 where 72% of children passed their phonics screening. This shows that the strategies for support had helped some children but that other children continue to need further support.

To develop the teaching of vocabulary so that children will understand and use a variety of ambitious vocabulary correctly when speaking and writing. Pupils' work across the curriculum will be of a consistently high standard.

Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

The work subject leaders have done in ensuring that the vocabulary on the medium-term plans is being taught to children and is being retained has been very positive. This is developing children's understanding of the Tier 3 vocabulary (academic, subject specific vocabulary). Monitoring of the foundation subjects have shown that children are using and retaining the key vocabulary. Vocabulary starters can be seen on individual year group planning across a range of subjects. In pupil voice monitoring children were able to talk about the different times that they learnt new vocabulary - for example in starters, in reading interventions, in the different subjects and in the reading of their school reading book. Global Citizenship monitoring showed that children were able to talk confidently about a range of issues using the correct vocabulary. Geography monitoring showed that children could confidently use the technical vocabulary that they had been taught and the vocabulary from the Long-Term Plan was evident in their written work. Plans for next year to further embed vocabulary development have already begun to be put in place. Next steps are being able to evidence this vocabulary in written pieces of work across the curriculum. We will also look to develop the children's understanding of the Tier 2 vocabulary (high frequency vocabulary in written texts).

To support pupils to develop their social and emotional wellbeing and positive mental health. To help pupils play a highly positive role in creating a school environment in

which commonalities are identified and celebrated, difference is valued and nurtured, and bullying is never tolerated.

To ensure pupils consistently have highly positive attitudes and commitment to their education, demonstrate high levels of self-control and are responsible and respectful. They are highly motivated and persistent in the face of difficulties. Pupils actively support the well-being of other pupils.

Pupils show the qualities they need to flourish in our society.

Children took an active role in many of the opportunities to develop the school environment as one that values diversity and difference. This can continue to be developed over the next year. The role that the children play in preventing bullying can be developed too. The children have displayed positive attitudes across the school and have shown lots of examples of our school values that will help them to flourish in our society. The role of children in developing support for the well-being of others and the role of different staff in providing emotional support can be developed further.

Lunchtime club groups are established to provide support for those children who need it. The school council contributed to Anti-bullying week. School and class council have contributed to the awareness raising weeks; planning and leading workshops and holding meetings. The school has signed up to be part of the Diana Award's Ambassador Training. Attendance is mostly high and the school are supporting those families where attendance is not high. All classes took part in Racial Equality Awareness week and examples of performance poems, literacy and other work have been collated and shared. The Pupil Values Ambassadors have carried out two pupil voice interviews to check the intent, implementation and impact of equality and diversity circle times. Pupil voice monitoring showed that children were able to articulate what they had learnt and talk about being treated equally and fairly. Behavioural Incidents have been recorded on cpoms and are followed up appropriately by the Head and a member of the SLT.

Pupil voice monitoring shows that children feel that the pastoral support sessions help them feel more settled in school and more able to get along with other children. One child spoke about how it helps them be able to talk about her feelings. Parents have commented in SEND meetings how their children enjoy going and feel that it benefits them.

Staff interviews, planning scrutiny and work produced showed that the messages of nurturing difference were being lived out.

Monitoring of disability awareness week showed that it was well received by children and parents. There were comments in Home-School diaries from parents to say that their child had found it helpful. Children were able to talk confidently and enthusiastically about what they had learnt and the benefit it had had. They were able to talk about how it had developed their understanding. Examples of work produced were shared in the school newsletter. Year 6 children led the workshops for both KS1

and KS2. In the Summer Term, individual year groups took over the pastoral support due to a change in staff. This meant there was different support but children coped well and enjoyed enrichment activities. Some lunch time support continued to be provided which children were very positive about.

The curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. Additional activities are planned in year groups to support children to develop their cultural capital and access the full curriculum.

All year groups took part in most of the cultural capital passport activities and the impact of these could be seen in written work in some of the year groups. In future, the way that this can be measured can be developed further and can be improved upon by having more examples of work in children's books that are related to their experiences. The links with the Tier 3 vocabulary could also be explored further.

SLT monitoring shows that all classes have the Cultural Capital Passports displayed and have started doing activities from them. There have been positive comments in diaries from parents about the activities that they have been completing.

Children could talk about the activities they had done for their Cultural Capital Passports. Some particular highlights were the year 6 performance and fire building which children were very enthusiastic about and also the year 4 living history day. There were also aspects that were included in the Global Citizenship work.

As part of the meeting with the pupil premium governor, samples of writing that children have done (for example the year 5 trip to Dalby Forrest and the year 2 Mexican Food tasting) based on their experiences through the Cultural Capital Passports were shared. These showed a good level of enjoyment in the activities and a wide range of subject-specific vocabulary being used.

Children spoke about how they had enjoyed the different activities. There were examples to support high standards of writing across the curriculum and photographs showing children enjoying themselves.

Some Covid restrictions on visits earlier on in the year impacted on the ability of all year groups to complete all activities. Next steps for these would be to check that all activities are still appropriate for the year groups and update those that are not. It will also be important to consider the way that these are feeding in to producing more detailed and vocabulary rich pieces of written work.

Externally provided programmes

Programme	Provider
Nessy Reading and Spelling	Nessy
Small group tuition	School staff

Service pupil premium funding (optional)

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)

