

Pupil premium strategy statement – St Mary's Church of England Primary School

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
School name	St Mary's CE Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Primary 2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Laura Wallis
Pupil premium lead	Chris Frankish
Governor / Trustee lead	Kate Jacques

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71604
Recovery premium funding allocation this academic year	£7105
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	£78709

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 or better progress and achieve high attainment across all subject areas. We want to nurture success in all children and help them to be the best that they can, developing them spiritually, emotionally, culturally and socially. This will be through a range of experiences which build their cultural capital, language skills and ability to operate as global citizens and courageous advocates

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining well. 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. We believe our pupils should 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.

High-quality 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 and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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
- adopt 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	<p>Consistency in provision of high-quality teaching:</p> <p>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.</p> <p>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. Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
2	<p>A language deficit inhibits curriculum access:</p> <p>Children's understanding and use of vocabulary is more limited and can inhibit their access to a broad and varied curriculum.</p>
3	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Children require small groups and/or 1:1 interventions. The school's SEND register has increased over the past 2 years with a marked increase in social, emotional and mental health issues.</p>
4	<p>Lack of cultural capital affects curriculum access:</p> <p>Children do not have the cultural experiences and knowledge to enable them to have a broad understanding of the world.</p>
5	<p>Our most recent data indicates that attendance among disadvantaged pupils has been between 1 and 2% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism can negatively impact disadvantaged pupils' progress.</p>

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
<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</p>	<p>Leaders, staff and pupils create a positive environment in which bullying is not</p>

<p>commonalities are identified and celebrated, difference is valued and nurtured, and bullying is never tolerated. The 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>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 artistic, musical, sporting and cultural opportunities and are respectful of social, cultural and religious differences and</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 appositive 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>

diversity.	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers to reduce over time and compare favourably with national figures. • The percentage of disadvantaged pupils who are persistently absent is in line with non-disadvantaged and compares favourably with national figures.

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: £21,667

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 £8550</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 targetted interventions £400</p> <p>TA support to provide these reading interventions (1/3 of 1 hour per day per class) £5700</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 targetted 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 £2122</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>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by specially trained Teaching Assistants. £2850</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>

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

Budgeted cost: £10,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Shine reading interventions (vocabulary based) £5700</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</p>	2

	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.	
Speech and language TA support both on an individual and small group basis £2280	The EEF finds that oral literacy and language interventions could have as 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: £26,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/pastoral TA support and Assistant Headteacher time £11,628	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	3

	<p>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.</p> <p>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.</p>	
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 club £14,202	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: £19,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT - Curriculum and Assessment £5,925	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 £10000	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 £945	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.	
Dedicated, named members of staff assigned to manage	The Education Endowment Foundation (EEF) provides evidence that attendance intervention at whole	5

attendance including the day to day management of the attendance tracker. £1755	school level can have a positive impact on attendance levels.	All
Contingency fund for acute issues. £862	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.	

Total budgeted cost: £78,709

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.

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.

KS2 attainment data from 2023 demonstrates that the reading, maths and writing attainment of disadvantaged pupils at St Mary's is higher than local authority and national averages.

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. 78.6% 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 74% 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.

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.

Externally provided programmes

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