

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 C of E Primary
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	EYFS - 6
Date this statement was published	
Date on which it will be reviewed	After 3 years or whenever there is a significant change in PP funding.
Statement authorised by	
Pupil premium lead	Laura Widdowson
Governor / Trustee lead	Kate Jacques

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63525
Recovery premium funding allocation this academic year	£7685
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	£71210

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
2	A language deficit inhibits curriculum access
3	Social & emotional issues limit curriculum access
4	Lack of cultural capital affects curriculum access

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
Consistent implementation of the SSP (Bug Club Phonics) across all year groups including high quality first teaching, assessments and interventions. Consistent implementation across all year groups of the NTA Assessments, use of Mark Analysis and the Shine Interventions in order to accelerate progress and ensure	All year groups are teaching phonics using the Bug Club SSP. All year groups are accurately tracking phonics progress.

<p>that no children are at risk of reading failure.</p>	<p>All year groups are using NTA Assessments correctly and identifying children who require interventions.</p> <p>All teaching staff are confident with the teaching approaches and interventions.</p> <p>Children who are not making progress are identified early and given targeted interventions to help them catch up.</p> <p>All DVA children make good progress in reading based on their own starting points.</p> <p>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.</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. The school ensures that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate. This in turn gives them the foundations for future learning.</p> <p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>	<p>All year groups will be teaching vocabulary starters consistently. Scores in National Assessments in reading and writing will show that all children make good progress. Progress review meetings will show that children in other year groups are making good progress in reading and writing. Children will be able to talk confidently about the subject-specific language they can use across the curriculum. Monitoring from subject leaders will show an improved acquisition of language skills across the curriculum.</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.</p> <p>They consistently have highly positive attitudes and commitment to their education, demonstrate high levels of self-control and are responsible and respectful.</p>	<p>Monitoring of ELSA support shows that children make good progress towards the targets that they are set to help with their social, emotional and spiritual wellbeing. Lunchtime club friendships groups are established. Children can speak positively about the pastoral support they receive in school and how it helps them. School and class council members have played an important part in the promotion of valuing and nurturing</p>

<p>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>difference through Anti-Bullying week, Black History month and Disability Awareness month. Monitoring by the senior leaders and the governors show that children behave well and display the school values. PSHE monitoring shows that children are developing their resilience to keep themselves mentally healthy. Attendance is high and incidents of bullying and harrassment are low.</p>
<p>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. The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. 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 diversity.</p>	<p>Children will have taken part in a range of different activities to develop their cultural capital as detailed on the year group Cultural Capital Passports. Pupil voice monitoring by staff and governors will show that children can talk confidently about the benefits of these activities. Staff will be able to share with parents the activities that the children have done and both will have an understanding of how this has contributed to their education and the development of the whole child. Monitoring will show that the activities are having a positive impact on children's attainment - particularly in terms of their writing across the curriculum. Monitoring will also show that these experiences are having a positive impact on children's wellbeing.</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: £23694

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent use of specific reading programmes,	Guidance from the Reading Framework shows the importance of consistently implementing a SSP.	1

assessments and interventions (Shine Interventions, Bug Club phonics, NTA Assessments) and additional TA and teacher support to deliver these	The EEF Toolkit shows that phonics teaching using an SSP is a low cost and high impact strategy. The Bug Club is a DfE validated SSP. EEF Toolkit shows that phonics teaching can have a high impact (+5) of pupil attainment. The Ofsted Framework shows the importance of accurate assessments and feedback that allows children to move forward.	
Additional Teachers	As with additional teaching assistants, additional teachers allows for more small group and one-to-one tuition which has been shown to be an effective strategy by the EEF Toolkit.	
Leadership and monitoring time	If leaders are able to assess the impact of the initiatives then they will be able to drive forward further improvement and help support staff to overcome any problems. Enhancing teacher quality and enhancing teaching and learning have been shown to be important in the study of successful leadership by the Education Development Trust.	

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

Budgeted cost: £12350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistants	The EEF Toolkit shows that TA led interventions have moderate impact for moderate cost (+4). Monitoring within school of TA support within class shows that it helps children, especially those that are most vulnerable to access learning, remain focussed and fulfill their potential. It also allows a level of small group focussed work to be led by the teacher. The EEF toolkit shows that small group tuition has moderate impact for low cost (+4). This allows for more personalised support and learning.	2
Vocabulary	The size of a child's vocabulary is the best predictor of success on future tests and earnings. • Early language	

interventions	develops at home. The home learning environment is a key predictor of a children's language development. By the age of two, children from low-income families show a six-month gap in language proficiency. (Early language development and children's primary school attainment in English and maths: New research findings. Save the Children https://www.savethechildren.org.uk/content/dam/gb/reports/policy/early-languagedevelopment-and-childrens-primary-school-attainment.pdf)
Reading, writing and SLT monitoring	As above for monitoring and evaluation of targeted reading interventions. Also, research by the National College of Teaching and Leadership signposts schools to the importance of effective, systematic evaluation of schools in order to drive forward improvements.

Budgeted cost: £40908

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and ELSA	Ofsted research states that pupils' motivation and positive attitudes to learning are important predictors of attainment and can also have a longer-term impact on how pupils approach learning tasks in later stages of education. Research into Attachment shows that children are more able to access learning when they are happy and settled in school rather than being in a heightened, highly-sensitive state.	3
Support for Anti-Bullying and increased SEND and diversity awareness	From the Ofsted Inspection framework it is evident that research shows that it is important for leaders, teachers and learners to create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated	
Breakfast and afterschool club	It is important for children to be punctual at school so that they can have a settled start to the day and disruption can be minimised. The EEF toolkit has also shown that extending the school time can have a moderate impact (+3).	

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

Budgeted cost: £18835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to a full curriculum	<p>From the Ofsted Inspection Framework it is highlighted as being important that leaders take on or construct 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.</p> <p>In order to be a good (or better) school the provider's curriculum must be coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Ofsted research has shown that any narrowing of the curriculum disproportionately negatively affects the disadvantaged pupils.</p>	4
Residential trip cost support and financial support for other school trips and enrichment activities	<p>The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. The cost of these activities may put them out of the reach of low income families.</p>	
Music lessons	<p>The EEF Toolkit shows that Arts participations has a moderate impact of improving attainment. They also have an important educational value in themselves. It states that, 'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils</p>	

	<p>access a rich and stimulating arts education.' It is also part of the National Curriculum to ensure that schools are developing the cultural capital of all pupils. As something that is paid for separately, these activities may be too expensive for families who qualify for Pupil Premium payments to afford.</p>	
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Total budgeted cost: £95787

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 quality of teaching through additional TA support, small group and one to one teaching and additional monitoring time senior leaders to monitor progress and attainment

It was not possible for all the small group tuition to happen as planned due to the Covid restrictions. Varying numbers of DVA children were in school during lockdown. All children received support (whether face to face or remotely) during this time. Bookings for supply were still honoured. We are planning on building on the effectiveness of the additional TA support by introducing targetted reading interventions that will be run by TAs. Small group teaching from teachers will also build on what we have put in place this year. Progress achievement meetings showed that disadvantaged children were achieving well. It was more difficult to measure progress due to the uncertain impact of school closures and the varying amounts of children accessing in-school provision.

Improve Aspiration

Covid restrictions meant that planned trips and external activities could not take place. Activities were altered (where possible) to allow children to experience events and learning virtually. Children were also more limited in the additional clubs that they could access. Extra laptops and technology was provided where needed and increased phone calls home were used to help support disadvantaged and SEN children. Children were still able to access a full curriculum and took part in extra activities to raise awareness of wellbeing and support children's social and emotional health. Year 6 were also able to experience a range of activities to help them look forward to and celebrate their transition to secondary school. The school Values Ambassadors and School Council were still able to provide opportunities for children to participate in aspiration raising initiatives which had a positive effect. The school's commitment to support children to become courageous advocates was also successful and will be built on further with the commitment to achieving Modeshift Stars Awards and the Global Neighbours Silver Accreditation.

Targetted support through interventions including Lexia, parental and pastoral support, extended provision and additional TA support.

Extended provision was provided for children who were in school during the Lockdown periods and when school was fully open, breakfast club and afterschool club were still

provided for disadvantaged children. It was not possible to include any enrichment activities or enhanced learning opportunities for children during these times as the extra staff were needed to provide supervision and ensure the safety of children during these times. There was additional support put in certain year groups which helped accelerate progress. In particular, in year 5 an additional teacher was utilised to give extra support and more small group teaching. This is a strategy backed by EEF research which will then continue through the next academic year. Targetted maths support through the use of an additional teacher to develop one to one and small group tutoring will also continue.

Externally provided programmes

Programme	Provider
Lexia	Lexia Learning
Nessy reading and spelling	Nessy Learning
Individual and group tuition	Trained teacher employed by the school

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had 3 service children and we had funding for 2 of them but they left part way through the year. They were offered places at school during lockdown but they did not choose to take the place up. They were provided with home learning and benefitted from the strategies above.
What was the impact of that spending on service pupil premium eligible pupils?	It was not possible to measure the impact

Further information (optional)

Reading interventions that target the bottom 20% may include some of the disadvantaged children. Additional meetings between parents of disadvantaged children and class teachers take place three times a year. If there is any further areas of support that are identified in these meetings then more individual support can be put in place for the families. In previous years this has included additional support for parents to support their children with their phonics learning.