



# Maryport Church of England Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 (2024-25) and the outcomes for disadvantaged pupils last academic year (2023-24).

### School overview

Detail	Data
Number of pupils in school	232 (+15 2 year olds and 16 Nursery)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Joanne Ormond
Pupil premium lead	Joanne Ormond
Governor	Mike Kidd

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-2024	£53, 835
Recovery Premium 2023-24	£ 5, 546
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£59, 381</b>



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## Pupil Premium Strategy Statement

### Part A: Pupil premium strategy plan

#### Statement of intent

At Maryport Church of England Primary School we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

Through our strategy we are aiming to ensure that all pupils in our school have equity of opportunity. No pupils should be excluded from an activity, learning opportunity or personal development activity due to their socio-economic circumstances.

Our strategy gives a clear platform to ensure that there is a shared understanding and responsibility to support our pupils who are at risk of educational disadvantage(not just those pupils who receive Pupil Premium funding)

Pupil Premium funding is allocated to ensure all pupils receive high-quality teaching in all subjects, with a specific focus on maths, reading and phonics.

Embedded into our practice is the importance of wider learning opportunities, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum.

Pupil Premium funding is also used to ensure children's emotional needs across school are well met enabling them to reach their learning potential through quality, targeted and bespoke pastoral care for children and families.

All strategies employed at Maryport Church of England Primary School are evidence-informed using recommendations outlined by Education Endowment Foundation and The Sutton Trust.



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### Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge.
2	Assessments, observations, and discussions with pupils indicate poor oral language skills and vocabulary gaps among many disadvantaged pupils from 2-year-olds through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.
3	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
4	Not all families are able to access the vast opportunities on offer in the county of Cumbria for outdoor education. Therefore, some children's physical development, behaviour and attitudes towards movement to stay healthy requires explicit development through a diverse PE curriculum which takes in not only the fundamental gross motor development skills but also allows all children to experience a variety of Outdoor Education activities.
5	Some children's SEMH (Social, Emotional, Mental Health) needs prevent them from behaving in a socially acceptable and safe manner in school and prevents them from purposeful engagement in learning activities.
6	Some families are not able to provide a healthy breakfast for children, impacting on their ability to engage in academic activities.



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### 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
To ensure PP outcomes are in line with National expectations in reading, writing and maths	Outcomes at the end of Reception, in the PSC, MTC and at the end of KS2 are in line with national outcomes
Address social, emotional and attachment issues	Pupil surveys show that Pupils are happy in school. Boxhall profiles demonstrate identified pupils are more able to engage with their learning and have increased self-esteem
Robust SEMH support is in place to support pupil needs	Adverse circumstances will be mitigated, with children having a secure and stable outlet in school which allows for their emotional growth- measured via Boxhall profiles
Improved oral language skills and vocabulary amongst PP pupils	Assessment and observations will demonstrate that disadvantaged pupils have increasingly improved speaking and listening skills. This will transfer through to the use of tier 2 and 3 vocabulary choices within written work.
Disadvantaged pupils will gain cultural capital experiences which will prepare them for success in their next phase of education and for life outside and beyond school.	Pupil and parent surveys show that children are happy in school and have positive attitudes to learning. Social skills, confidence, independence, perseverance and team work are developed.
All pupils in school will be able to access breakfast to set them up for the day	No child in school starts the day hungry.



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### Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1
Rigorous monitoring of pupil progress	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>NFER assessments identify pupils who are falling behind the standard and allow staff to analyse where those gaps are in order to plan for timely interventions.</p> <p><a href="#">Education Endowment Foundation   EEF</a></p>	1
<ul style="list-style-type: none"> <li>Maintain a strong, consistent Phonics programme across EY, KS1 &amp; LKS2</li> <li>Success for All Phonics</li> </ul>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>Mastery Learning (+ 5 Months)</li> <li>Phonics (+5 months)</li> <li>Reading Comprehension Strategies (+5 months)</li> </ul> <p>Further embedding of a DfE validated Systematic Synthetic Phonics programme</p>	1



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<ul style="list-style-type: none"> <li>• To establish a love of reading throughout school</li> <li>• Incentives for reading</li> <li>• Focus on basic skills of writing</li> <li>• White Rose Maths embedded across school</li> </ul>	<p>to secure stronger phonics teaching for all pupils.</p> <p><a href="#">Success for All   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Using Drawing Club in EYFS</p> <p>Improving Literacy in Key Stage 1&amp;2 - EEF Recommendation 4 'Teach writing composition strategies through modelling and supported practice' and Recommendation 5 'Develop pupils' transcription and sentence construction skills through extensive practice' via use of Literacy Tree</p>	
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### Targeted academic support (for example, one-to-one support, structured interventions)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• To strengthen language and vocabulary development</li> <li>• High quality interactions with adults</li> <li>• Communication interventions, Early Talk Boost, Talk Boost</li> <li>• Up skilling staff to be more effective language role models</li> </ul>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-high-quality-interactions-with-young-children</a>  <a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom</p>	2



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<ul style="list-style-type: none"> <li>• Speech and language therapist supports staff to plan and deliver speech interventions</li> <li>• Development of Oracy Progression Map</li> </ul>	<p>discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF – oral language interventions consistently show positive impact on learning.</p> <p>Evidence from Education Endowment Foundation, ‘Early Years Toolkit’:</p> <p>Early Literacy Approaches = +4 months</p> <p>Communication and Language Approaches = +6 months</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Early Excellence – ‘Navigating a sea of Talk’  <a href="https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/">https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</a></p>	
<p>Targeted English and Maths teaching for pupils who are below age related expectations.</p> <p>Creating additional teaching and learning opportunities</p> <p>Extra support and intervention groups for targeted pupils, including, but not restricted to-</p> <p><i>One million maths</i>  <i>Precision Teaching</i>  <i>Toe by Toe</i></p>	<p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’:</p> <p>Individualised instruction = + 4 months</p> <p>One-to-one tuition = +5 months</p> <p>Small group tuition = +4 months</p> <p>Teaching assistant Interventions = +4 month</p>	1

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

Budgeted cost: £43381



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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of learning mentor to support vulnerable and disadvantaged pupils and families</p>	<p>British Psychological Society: ELSA evaluation report.</p> <p>WELL Project evaluation of ELSA support in schools in West Cumbria 2021-22and2022-23.</p> <p>EEF 'Social and Emotional Learning' Guidance Report: self-awareness and expressing emotion</p>	<p>5</p>
<p>Wider remit of learning mentor to provide nurture/ELSA sessions with targeted pupils to support SEMH</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Flexible of use of ESM to support mental health across school and at play and lunchtimes - OPAL.</p> <p>To offer free breakfast club for those in need of sustenance or homework support due to lack of support at home.</p> <p>Use of ELSA trained member of staff to work with identified children</p>	<p>EEF Teaching &amp; Learning Toolkit showing positive impact on outcomes (+4 months) for behaviour interventions and social and emotional learning.</p>	<p>5</p>
<p>Ensure all pupils have equal opportunities to access activities that will enrich cultural capital eg. Trips and visits,</p>		





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residential, music tuition		
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**Total budgeted cost: £59381**



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### Part B: Review of the previous academic year

#### Outcomes for disadvantaged pupils

##### **End of KS2 Results comparing disadvantages to non-disadvantaged in school**

2023

Combined reading and maths:

-3.9 difference in attainment and +1.4 difference in progress

Writing:

-6.3 difference in attainment and -0.8 difference in progress

2024

Combined reading and maths:

-2.6 difference in attainment and +1 difference in progress

Writing:

-5.6 difference in attainment and -3.5 difference in progress

All PP pupils in Y2-6 attended residential visits and were able to access breakfast club free of charge.

All pupils receiving learning mentor/ELSA support have their well-being measured via Boxhall profiling – all children's scores were positively impacted.

#### Externally provided programmes

Programme
Draw and Talk
White Rose Maths
Kidsafe
One Billion Maths



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Reading Plus (Y5-6)