



MARYPORT CHURCH OF ENGLAND PRIMARY SCHOOL

Pupil Premium Strategy Statement – October 2022

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
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Joanne Ormond
Pupil premium lead	Joanne Ormond
Governor	Steve Newton Lister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22-23)	£55 400
Post LAC	£ 4 820
Service child	£ 640
Recovery premium funding allocation this academic year	£ 6 090
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£66 950

Part A: Pupil premium strategy plan

Statement of intent

Our strategic decision making has taken account of the views of school staff and parents to inform our priorities in spending for the next three years. We have considered the demographics of the school context and the challenges presented to us. Our school data and an analysis of the strengths and weaknesses across the school have contributed to the choices we have made in this plan. We have also closely considered the research conducted by the EEF and the Pupil Premium Lead has undertaken five days training from the Shotton Hall Research School based on how spending is best utilised to have the most impact. We have recognised that following the EEF Implementation plan, a sustained approach to improvement is desirable.

Common barriers to learning for disadvantaged pupils can be: less support at home, weak language and communication skills, lack of self-confidence, behavioural difficulties and attendance and punctuality issues. In addition to this, there can be complex family issues that hinder children's progress both academically and socially-emotionally.

Principles

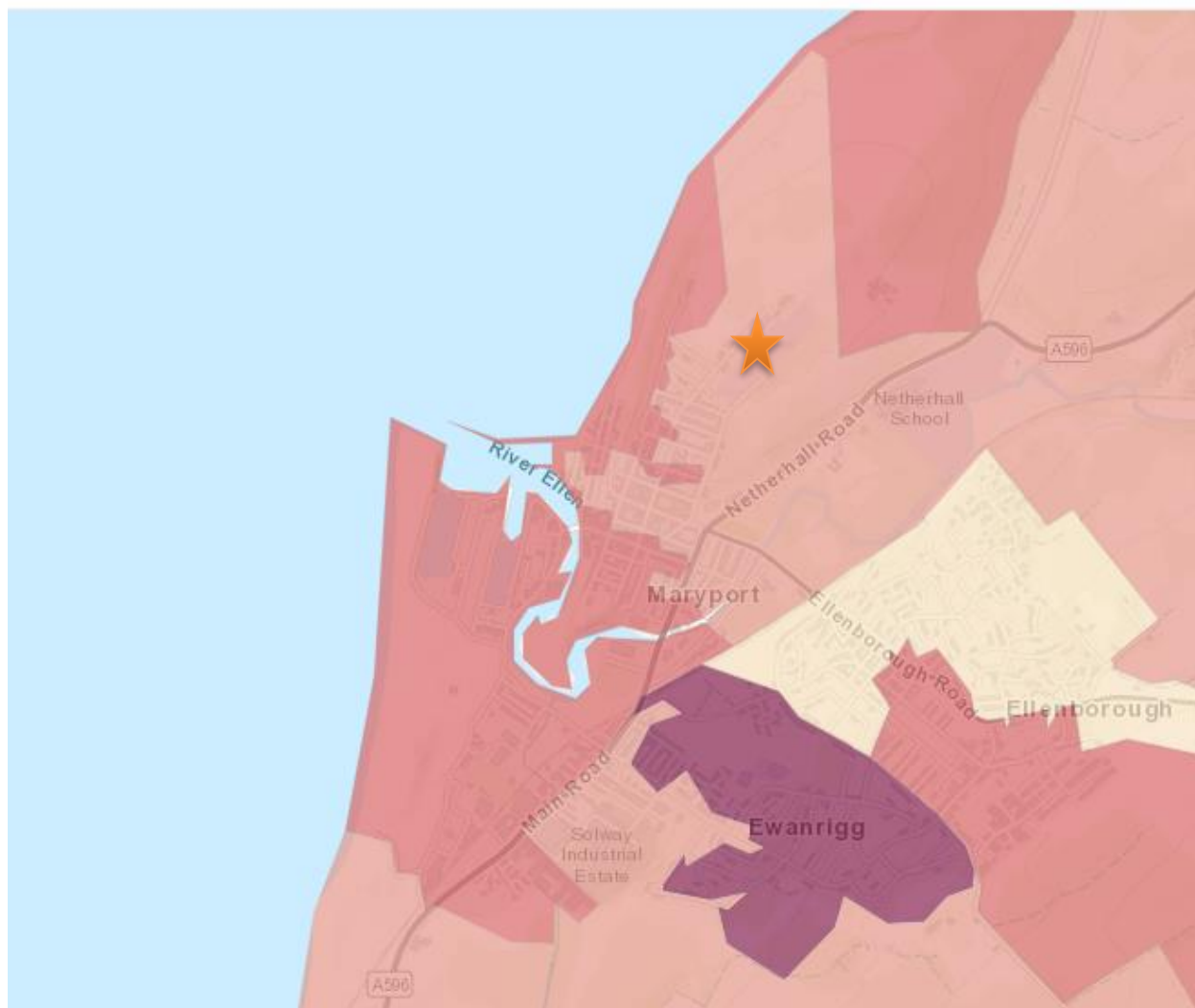
- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that vulnerable individuals and groups are well catered for, this has been a priority in our decision making process.
- We acknowledge that not all pupils in receipt of PP funding are socially disadvantaged. There are a number of our pupils who the school has identified as having a greater need than some of those on the allocated list.
- Pupil Premium funding will be tailored from the needs analysis taken from the data, understanding of family issues and discussions with school staff.

Demography and School Context

Maryport Church of England Primary School is located in West Cumbria. We have two year groups of two form entry (Y6 and Y3) and 4 year groups of 1.5 forms. This picture will continue due to demand for places.

The map below displays the Index of Deprivation Score for the area surrounding our school. Some areas around our school have lower than average areas of deprivation, however our school catchment covers a vast area which includes some of the deeper areas of red on the map.

Index of Multiple Deprivation (IMD) Score



Our ultimate objectives are:

- To close the attainment gap between disadvantaged and non-disadvantage pupils
- For all disadvantage pupils in school to meet or exceed the Nationally expected progress rates
- To support our children's health and well-being to enable them to access learning at an appropriate level.

Achieving these objectives

The range of provision for Governors to consider making for this group include and would not be limited to:

- Reducing class sizes, improving opportunities for effective teaching and accelerating progress

- Direct Catch Up funding, Recovery Premium funding and the School Led Tutoring Allowance to provide 1:1 or small group tuition for identified, targeted pupils through use of school staff
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- Pupil Premium funding will be used to accelerate progress and ensure children meet age related expectations.
- School enrichment activities, residential visits (50%), educational visits (100%) and music lessons (100%)
- Breakfast club and daily snack (KS2) fully funded
- Learning mentor to provide SEMH support providing small group activities to offer tailored support for pupils

This list provides a flavour of what we provide and may change according to needs that our disadvantage pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak communication and language skills on entry
2	Low attainment on entry to the EYFS across all areas
3	Complex family issues and involvement with external agencies
4	Attainment and progress of disadvantage pupils esp in reading and writing
5	Attendance of some particular families

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
<i>To ensure PP pupils achieve national expectations in reading, writing and maths.</i>	Outcomes at KS2 for PP pupils to be in line with national outcomes.
To ensure the effect of any lost learning due to lockdown is addressed and eliminated	Outcomes at KS2 for all pupils will be within 10% of pre-covid outcomes
To ensure phonics check outcomes are in line or above national outcomes	Phonics check outcomes for PP pupils match national figure

Support children with any SEMH issues	Pupils identified as struggling with SEMH have been identified and provided with support
Improve attendance and lateness of all pupils	PP pupils attendance figures are improved and the rate of lateness is reduced.

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: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language support and programmes - The speech and language therapist will screen children flagged up by staff and provide staff with a range of strategies to support the children in class and in small group interventions.	Our baseline data for Reception (Sept 21) has indicated that the children have struggled with basic naming vocabulary e.g. animals and 81% are working below age related expectations.	1, 2
Reduced class sizes in KS2	Following the whole school data analysis (July 2021) it was evident that the year groups that had been most heavily impacted by the Covid disruption was the Y4 pupils. The combined standard for this year group was 30% (July 2021) Achievement in writing is lower than in other subjects which has impacted on the number of pupils achieving the combined standard.	1, 2, 3, 4
Staff CPD- Read Write Inc	High quality staff CPD provided by Sarah Jones (RWI consultant) and	1, 2,3, 4

	followed up by the English Hub (1/2 termly support). Reading Teacher released for a day per half term.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 28000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to be proactive in preventing issues widening	With an increase in pastoral issues across the school (evidenced by CPOMS entries) we recognise that this role is essential to address the growing needs of our families.	1, 2, 3, 4, 5
Early Years resourcing to meet the needs of the pupils	<p>The proportion of children achieving a Good Level of Development by the end of the Foundation Stage was 56% last year which is well below the National (72% in 2019). Many of our children begin Nursery with very low starting points.</p> <p>We have invested in high quality resources to enhance our provision through Early Excellence to ensure that we are fulfilling the new EY curriculum</p> <ul style="list-style-type: none"> - New small world unit - Malleable materials - Brio construction <p>Puppets/ reading resources</p>	1, 2, 3, 4
EYFS and KS1 reading books investment to promote Reading for Pleasure	Our English Hub consultant has identified that our next school priority is to develop Reading for Pleasure at home. We are investing in a new EYFS/KS1 lending library to ensure that the children have access to high quality texts for sharing at home as well as their home reading books matched to their phonics ability.	1, 2, 3, 4

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

Budgeted cost: £ 18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding team extension	Following the issues that have arisen during the period of Covid disruption, we are training another member of staff to level 3 Safeguarding to deal with the increase in the volume of cases and external agency involvement.	3, 5
Breakfast club extension Free snack	Uptake for school breakfast club places has increased two fold this academic year which has resulted in another staff member being employed during this time and breakfast club being moved into the main school building to accommodate the extra children in attendance. Identified pupils are targeted for support by the school learning mentor who invites them to breakfast club. This has impacted on attendance and punctuality.	1, 2, 3, 4, 5
Residential costs	To increase our cultural capital opportunities, we subsidise our school residential visits by 50%. Y2 – Bassenfell Manor Y3- HawseEnd Y4- Keppleway Centre Y5- York Y6- London	4
Guitar tuition	Every child has the right to be able to play an instrument	

Total budgeted cost: £ 68000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in KS2 within 2021/22 were still below the non-disadvantaged pupils; When looking at average scaled scores in our school, there was a -1 difference in attainment and -1.1 difference in progress. National data also suggests that both attainment and progress of our disadvantaged pupils falls behind their peers across the country.

The KS1 phonics check results show that 100% of Y2 pupils passed the check in 2021-22 and 84% of Y1 pupils also passed. Of the 6 PP pupils in this cohort, only 1 did not pass.

Absence among disadvantaged pupils was 1.35% higher than their peers in 2021/22 and persistent absence 9.82% higher. We recognise this gap is too large which is why reducing the persistent attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that the behaviour of some children was more challenging last year, and further challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on

disadvantaged pupils has been particularly acute. The Learning mentor provides support through 1:1 or small group sessions and we also have a mental health practitioner who works with families half a day per week.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Plus	Reading Plus
Accelerated Reader	Accelerated Reader
Emotional Literacy support	ELSA support network
One Billion Maths	OneBillion Maths
'I Can' Talk Boost	