

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 & All Saints CE Primary School
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Simon Cowley
Pupil premium lead	Chris Neal
Governor / Trustee lead	Kathryn Twine & Sam Yarnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,120
Recovery premium funding allocation this academic year	£13,920
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	£143,040

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and attain well across all subjects. Quality First teaching is central to our approach, with a specific focus on areas in which disadvantaged pupils require the most support. This approach has been chosen as it has been proven to have the largest impact on closing the disadvantaged attainment gap.

Our strategy is central to wider school development plans, specifically those for education recovery. We support education recovery through the National Tutoring Programme for pupils whose education has been worst affected.

Our approach will be informed by individual needs. Robust assessment will be integral to informing our judgement rather than generalisations about the impact of disadvantage.

In our classrooms:

- Challenge will be prevalent for all disadvantaged children
- Interventions will be expedient and effective
- Quality first teaching will ensure a consistent whole school approach for improving outcomes and aspirations for all disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations indicate less developed levels of oral language skills and vocabulary amongst many of our disadvantaged children.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Our assessment data indicates that attainment in phonics among disadvantaged pupils is significantly below that of non-disadvantaged children.
3	Internal Assessments indicate that reading, writing and maths (RWM) attainment for disadvantaged children is significantly below that of non-disadvantaged pupils.

	By Nov 2021 between 15% to 18% of our disadvantaged children KS1 are on track to attain the expected standard by the end of KS1. This is compared to 44% to 46% of non-disadvantaged children. The gap remains steady to the end of KS2.
4	Our assessments indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading for our KS1 pupils.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils

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 raise the attainment of pupil premium children in writing through a range of strategies including a 3-phase writing approach.	An increase in pupil premium children who are on track in writing by the end of KS1 and KS2, so this is broadly in line with national expectations.
To raise the attainment of pupil premium children in reading.	An increase in pupil premium children who are on track in reading. One barrier to this is fluency and stamina. Teachers will be able to identify an improvement in our disadvantaged children's fluency and oracy, especially in relation to answering questions based on a text.
To raise the attainment of pupil premium children in maths.	An increase in pupil premium children who are on track in maths. As of 1.12.21 40% of disadvantaged children are on track to attain the required standard in maths at the end of KS2. This compares to 67% of their non-disadvantaged peers.
To continue to develop an inclusive wellbeing curriculum to support pupil premium children and their families with mental and physical health concerns.	Disadvantaged pupils can explain how they are supported to achieve at school.

	Parents of disadvantaged children give positive feedback on how their children's emotional and physical needs are met.
To ensure that all pupil premium children have access to an exciting and enriching curriculum which will result in increased cultural capital and improved life opportunities.	Positive pupil voice on the curriculum offer they receive. Children speak highly of their experiences in school

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency for reading CPD for early years and KS1 and KS2 reading lead.	EEF – teaching & learning toolkit. Reading comprehension strategies – very high impact for very low-cost base.	1 & 6
Mastery approach to the teaching of mathematics.	EEF – teaching & learning toolkit. Mastery Learning – high impact for very low cost.	6
Retention of an experienced SENDCO to support the complex and differing needs of our SEND pp children. Also ensures SEND pupil inclusion within a collaborative learning approach.	EEF – teaching & learning toolkit. Collaborative learning approaches	1, 5 and 6

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

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate and expedient identification of SEND and appropriate support. Use of Educational Psychologist to support this. (18 sessions)	EEF_SEND Special Educational Needs in Mainstream Schools. Evidence Review March 2020	1, 5 & 6

Improved Speech and language communication for pupil premium children. Speech and Language Therapist (SALT)	EEF_SEND Special Educational Needs in Mainstream Schools. Evidence Review March 2020	1, 5 & 6
A full-time Emotional Literacy Support Assistant (ELSA)	EEF – teaching & learning toolkit. Social and emotional learning Moderate impact for very low cost.	1, 2, 3, 5 & 6
Targeted interventions to support the catch-up of pupil premium children in reading, writing and mathematics.	EEF – teaching & learning toolkit. Teaching assistant interventions – moderate impact for moderate cost	1 & 6
Small group tuition to support the catch-up of pupil premium children in reading, writing and mathematics.	EEF – teaching & learning toolkit Small group tuition Moderate impact for low cost	1 & 6

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A full-time family support worker supports pupil premium children (and their families) to make appropriate decisions (in relation to educational, well-being and behaviour).	EEF – Identifying effective, evidence-based social and emotional learning strategies for teachers and schools. Evidence Review: January 2020.	1, 2 & 4
A range of free extra-curricular clubs to support academic, physical and social & emotional development.	EEF – teaching & learning toolkit Social and emotional learning – moderate impact for very low cost. Extending school time – Moderate impact for moderate cost.	1, 2 & 6

Music tuition and access to a Berkshire wide music festival to improve cultural capital and life experiences	EEF – teaching & learning toolkit Arts Participation – Moderate impact for very low cost.	4 & 6
Residential and day trips to improve cultural capital and life experiences.	EEF – teaching & learning toolkit	4 & 6

Total budgeted cost: £144,000

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.

Our internal assessment data for 2020/21 suggests that the performance of disadvantaged pupils was lower than the previous two years in key areas of the curriculum.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write, Inc Phonics	Oxford University Press/Ruth Miskin
CanDo Maths	Buzzard Publishing

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- From Nov 2021 to April 2022, the school has secured funding to allow 35 pupil premium children take part in an extended outdoor learning project. The scheme (ran by Ufton Court Educational Trust [Home - Welcome to Ufton Court Educational Trust](#)) is aimed at improving attainment and increasing the ambition of the most disadvantaged children.
- offering a wide range of high-quality extracurricular sports activities to boost wellbeing, behaviour, attendance, aspiration, and physical health. Disadvantaged pupils will be encouraged and supported to participate.