

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	279
Proportion (%) of pupil premium eligible pupils	38.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	Oct 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Simon Cowley
Pupil premium lead	Mia Stanbrook
Governor / Trustee lead	Kathryn Twine & Sam Yarnold

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,580
Recovery premium funding allocation this academic year	£15,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£165,240</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# 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 progress and attain well across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal.

In addition, we have considered the challenges faced by vulnerable pupils (young carers, children on CIN or CP plans and those who are facing homelessness) and intend that the activities outlined in this strategy also support their needs, regardless of whether they are pupil premium or not.

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 attainment gap for disadvantaged pupils and at the same time, will benefit all pupils in school.

Our strategy is integral to wider school improvement plans, specifically those for education recovery. We support education recovery through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be informed by individual needs. Robust assessment and forensic analysis of data will be integral to informing our judgement rather than generalisations about the impact of disadvantage. The activities and approaches we have adopted complement each other to help children achieve their potential. To ensure they are effective, we will:

- Embed a culture in which everyone takes responsibility for disadvantaged pupils' outcomes and has high expectations of what they can achieve
- 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	<p>Assessment, observations and discussions with pupils indicate less developed levels of oral language skills and vocabulary amongst many of our disadvantaged children.</p> <p>These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>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 as 30.8% of pupil premium children are on track to pass the phonics screening compared to 59.3% of their non-pupil premium peers.</p>
3	<p>Internal assessments indicate that reading, writing and maths (RWM) combined attainment for disadvantaged children is significantly below that of non-disadvantaged pupils across KS1 and KS2.</p> <p>Assessment data for November 2022 shows that the gap between disadvantaged children and their peers widens across Key Stage 2 to a 33% difference by Year 6.</p>
4	<p>Wider triangulation of data, evidence in books and pupil voice indicate that the education and well being of many of our disadvantaged children has been and continues to be impacted to a greater extent by school closures due to the pandemic. These findings are supported by national studies.</p> <p>As a result, these children have significant gaps and have fallen further behind age-related expectations and their non-disadvantaged peers in all the individual subjects (reading, writing and maths) across KS1 &amp; KS2.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their progress and attainment.</p> <p>Teacher referrals for support markedly increased during the pandemic and requests from families for help from our Family Support Worker have notably increased this year in light of the ongoing national cost of living crisis.</p>
6.	<p>Internal data indicates that there is a higher proportion of disadvantaged pupils with SEN needs than non-disadvantaged children with SEN needs.</p> <p>As a result, these children have significantly higher needs and require additional support to close the gap to their peers.</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
To improve the oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To raise the attainment of pupil premium children in writing through a three-phase approach.	<p>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.</p> <p>Teachers will be able to identify an improvement in our disadvantaged children consistently using taught skills and non-negotiable expectations around presentation, punctuation and editing.</p>
To raise the attainment of pupil premium children in reading.	<p>An increase in pupil premium children who are on track in reading by the end of KS1 and KS2, so this is broadly in line with national expectations. One barrier to this is fluency and stamina.</p> <p>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.</p>
To raise the attainment of pupil premium children in maths.	<p>An increase in pupil premium children who are on track in maths by the end of KS1 and KS2, so this is broadly in line with national expectations. One barrier to this is fluency and recall of key facts and skills.</p> <p>Wider triangulation of summative and formative assessment will show an increase in recall and fluency of key facts and skills for disadvantaged children. Multiplication Check outcomes for disadvantaged children in year 4 will narrow the gap to their non-disadvantaged peers and will be broadly in line with national expectations.</p>
To continue to develop an inclusive wellbeing curriculum to support pupil premium children and their families with mental,	Disadvantaged pupils can explain how they are supported to achieve at school.

<p>emotional and physical health concerns.</p>	<p>Parents of disadvantaged children give positive feedback on how their children's emotional and physical needs are met.</p>
<p>To ensure that all pupil premium children have access to an enriching and experiential curriculum which will result in increased cultural capital and improved life opportunities.</p>	<p>Positive pupil voice on the curriculum offer they receive. Children speak highly of their experiences in school.</p> <p>Enrolment of pupil premium children onto extracurricular clubs increases.</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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce new intent and implementation approach to reading across the school with a focus on early reading and fluency. To include CPD for teachers & subject lead and the purchase of age appropriate texts.	EEF teaching & learning toolkit +6 Reading comprehension strategies – very high impact for very low-cost base.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 3 & 4
Embed mastery approach to the teaching of mathematics in line with DfE and EEF guidance. To include funding release time for CPP & planning clinics with subject lead and maths specialist.	EEF teaching & learning toolkit +5 Mastery Learning – high impact for very low cost.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	1, 3 & 4
Continued subscription to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	EEF teaching & learning toolkit +5 Phonics – high impact for very low cost.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Open and staff a SEN unit (Hive) for children with the highest level of need. To include the retention of staff, CPP and resourcing.	EEF_SEND Special Educational Needs in Mainstream Schools. Evidence Review March 2020	1 & 6
Purchase of standardised diagnostic assessments. To include the training for staff to ensure assessments are	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	1, 2, 3, 4 & 6

interpreted and administered correctly.	interventions or teacher instruction and feedback.	
Develop the use of collaborative learning opportunities across the curriculum.	EEF teaching & learning toolkit +5 Collaborative Learning – high impact for very low cost.	1, 2, 3, 4 & 6

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate and expedient identification of SEN needs and appropriate support. Use of Educational Psychologist to support this.	EEF_SEND Special Educational Needs in Mainstream Schools. Evidence Review March 2020	1, 4 & 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, 4 & 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, 4, 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 by a experienced, qualified teacher to support the catch-up of pupil premium children in reading, writing and mathematics across upper KS2.	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: £40,000

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: £165,000**

## 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 2021 to 2022 academic year.

Our internal assessment data for 2021/22 suggests that the performance of disadvantaged pupils is still significantly lower than their peers and below national expectations in key areas of the curriculum.

Our assessment of the reasons for these outcomes' points primarily to ongoing legacy of Covid-19. During the pandemic all subject areas were disrupted to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and we were unable to close gaps in learning created by these in this last academic year. Staff and pupil absence in the last academic year impacted the consistency and effectiveness of interventions than we outlined in our previous strategy. The impact was mitigated by our resolution to maintain a high- quality curriculum.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be 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
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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.