

# Pupil premium strategy statement St Mary's C of E.

*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's Church of England Primary School. Mucklestone. |
| Number of pupils in school  | 3  |
| Proportion (%) of pupil premium eligible pupils   | 6%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024  |
| Date this statement was published   | October 2021   |
| Date on which it will be reviewed   | March 2022   |
| Statement authorised by   | Clare Hill   |
| Pupil premium lead  | Clare Hill   |
| Governor / Trustee lead   | Denise Keen  |

## Funding overview

| Detail   | Amount        |
|--|---------------|
| Pupil premium funding allocation this academic year                                    | £4,655        |
| Recovery premium funding allocation this academic year                                 | £2,000        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0            |
| <b>Total budget for this academic year</b>   | <b>£6,655</b> |

|  |  |
|--|--|
| <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> |  |
|--|--|

## Part A: Pupil premium strategy plan

### Statement of intent

- To support disadvantaged children to move from working towards to expected levels of attainment in Reading, Writing and Maths – to ensure progress continues from KS1 through to KS2
- To ensure greater depth children continue on their progress trajectory by the end of Year 6
- To provide music, sporting and enrichment opportunities for the child to acquire and develop new knowledge and skills to enhance their academic curriculum
- To provide extra curricular experiences that build confidence, promote higher self-esteem and allow the pupil to flourish in their primary phase

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Curriculum gaps and specific areas of knowledge not secure   |
| 2                | Access to a full curriculum impaired by barriers to learning – mainly writing and reading difficulties |
| 3                | Need for timely well-being support in response to situations that create further barriers to learning  |
| 4                | Withdrawal opportunities led by teachers and support staff for AMA pupils                              |
| 5                | Classroom intervention to support pupils with specific needs and difficulties                          |

### 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  |
|--|---|
| Pupils will achieve at least expected attainment in Reading, Writing and Maths | Pupils attain expected standard by the end of KS2 and score above 73% Reading, 78% Writing and 79% Maths 65% Combined (2019 – last National score due to Covid 19 pandemic) |

|  |   |
|--|---|
|  | <p>Pupils attain expected standard by the end of KS1 and score above 75% Reading, 70% Writing, 76% Maths.</p> <p><b>Review March 2022</b></p> <p>2 of the 3 PP pupils attained expected or above in Reading, Writing and Maths. 2 pupils made expected progress points but one pupil made excellent progress in 3 areas.</p>  |
| AMA pupils to achieve greater depth or beyond  | <p>Pupils attain a greater depth national percentage for a cohort that exceeds 27% Reading, 20% Writing, 27% Maths.</p> <p><b>1 pupil achieved GD in Reading. £368</b></p>  |
| For pupils to know and remember more of their broad curriculum at St Mary's  | <p>Children will be able to recall and demonstrate an understanding of the manageable chunks of knowledge taught in core and foundation subjects – through their books, learning conversations, classroom responses and test results.</p> <p><b>Impact in books of curriculum knowledge is evident through mind map output, assessment pieces and pupil voice. The most significant impact has been on stamina and access to activities for some pupils. £2,395</b></p> |
| To leave KS2 with additional talents in music and sport. To have confidence to further pursue and develop these skills into secondary school | <p>Pupils and their families will engage fully in experiences offered to them</p> <p>Gain music and sports awards</p> <p><b>PP pupils have received enrichment in the form of participation in a range of after school sports, eg, boxing, multi-skills, football and cricket.</b></p> <p><b>Music provision has included piano and guitar lessons, with additional theory lessons due to high grade child has achieved. £1,018</b></p>                                 |

**March 2022 Review total spend - £3,781**

## 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: £ 2,655

| Activity                 | Evidence that supports this approach   | Challenge number(s) addressed |
|--------------------------|--|-------------------------------|
| Metacognition training   | Improve staff understanding of thinking, a useful mechanism to enhance pupil learning for immediate outcomes and for helping children to understand their own learning processes   | 1                             |
| Additional hours support | Teaching Assistance or tutors work alongside the teaching staff to support pupil learning. Focus work on targets for SEND pupils, specific targeted intervention to support pupil need, encourage access within the classroom to the curriculum, use strategies to support pre-learning, over-learning and gap filling | 2,5                           |

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

Budgeted cost: £ 2,000

| Activity                | Evidence that supports this approach  | Challenge number(s) addressed |
|-------------------------|---|-------------------------------|
| Structured intervention | Teaching Assistance or tutors work alongside the teaching staff to support pupil learning. Focus work on targets for SEND pupils, specific targeted intervention to support pupil need, encourage access within the classroom to the curriculum, use strategies to support pre-learning, over-learning and gap filling. Work to lift barriers external and internal barriers to learning. | 2,5                           |
| One to one support      | As above. May take place in the classroom, within a small group or whole class situation in the classroom   | 5                             |

|  |   |  |
|--|---|--|
|  | environment. Focus may be academic, pastoral and well-being support also. |  |
|--|---|--|

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

Budgeted cost: £2,000

| <b>Activity</b>                  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|----------------------------------|--|--------------------------------------|
| TA support/class teacher support | AMA pupils accessing precision teaching to challenge and deepen learning. Classroom challenges and differentiation alone will not create a culture of independent responses in reflecting on learning, deeper understanding and opportunities to apply and utilise knowledge   | 2,4                                  |
| Well-being support for pupils    | Staff available to support and coach children in navigating through episodes of anxiety and being overwhelmed. Together with regulation stations, additional staff training, check in staff provide a necessary role currently supporting children's mental health. Children are then able to continue learning and concentrate within the learning environment. | 3                                    |

**Total budgeted cost: £ 6,655**

## 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.

*The pupil premium spend to support intervention sessions had significant impact on writing and reading. 75% of PP children (4 pupils in total) achieved expected in reading. 50% of PP children expected in writing and 50% in maths. The most significant impact was children building and mastering the ability to work independently in the classroom and use strategies to access their work, without adult support – building resilience and resourcefulness. Handwriting and presentation improved considerably over time.*

*After school booster classes and TA intervention provided a programme of targeted support .*

*The greater depth child showed this level of attainment in Reading and Writing in terms of teacher assessment but this was not reflected in their SATs results.*

*Music, sport provision and enrichment were provided for the PP children. Music financial support allowed pupils to take graded exams and study music theory as an additional skill. Sport was enjoyed from the significant range on offer – boxing, multi sports, tennis, football and cricket.*

*Enrichment workshops also enhanced their curriculum and provided them with experiences outside the classroom.*

### 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 |
|-----------|----------|
| N/A       |          |
|           |          |

## 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?    | To financially support pupil to attend before school club.  |
| What was the impact of that spending on service pupil premium eligible pupils? | Time to check into school and support for family when parent worked away was beneficial to the child's welfare. The additional time has a positive impact on behaviour too. |



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*