

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

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	54
Proportion (%) of pupil premium eligible pupils	7.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 24
Date on which it will be reviewed	September 25
Statement authorised by	Clare Hill
Pupil premium lead	Clare Hill
Governor / Trustee lead	Ruth Hawkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,820
Recovery premium funding allocation this academic year	£2,000
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	£7,820

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged children. Whilst socio-economic disadvantage is not always the primary challenge our children face, we do see a variance in outcomes for disadvantaged children across the school when compared to their peers (and those who join us at similar starting points). High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Lower core subject attainment levels due to insecure phonic knowledge, lack of academic stamina and gaps in writing skills and mathematical foundation skills.
2	Mental health and wellbeing of children. Children struggling with challenges in and outside of school affects behaviour. Difficulties in solving disagreements, concentration and ability to regulate, impact negatively on learning.
3	Limited access to a wider curriculum. Including experiencing life outside the locality and limited financial support.
4	Targeted intervention is necessary due to individual needs. Quality intervention, feedback and regulation strategies, to enable success leading to accelerated progress rates.
5	Unpredictable and challenging behaviours and responses.

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
<p>Improve attainment levels in English and Maths among the disadvantaged pupils. To increase progress rates in line with peers.</p>	<p>Teacher assessment, phonic milestone checks and NFER testing indicate significantly improved outcomes with children increasingly meeting the expected standard and beyond.</p> <p>Improvement in oral language and range of vocabulary.</p> <p>Outcomes are evident when triangulated with other sources of evidence, including monitoring lessons, learning walks, book scrutiny, pupil interviews and review of a well-sequenced curriculum.</p>
<p>To achieve and sustain improved wellbeing for all pupils at St Mary's school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by: qualitative data from pupil voice, parent surveys and teacher and governor observations.</p> <p>A reduction in challenging responses and dysregulation impacting on own and others learning.</p> <p>Happy and engaged children who develop strong friendship groups with others and socialise well.</p>
<p>An increase in participation in enrichment and wider school activities, particularly among disadvantaged pupils.</p>	<p>Pupils enjoy enrichment activities and engage regularly. Gain confidence and increased self-esteem as they master new skills and have an opportunity to demonstrate these during competitive and community events.</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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and teaching assistants in quality first teaching and raising barriers to learning.	High quality CPD brings positive changes in the classroom for all pupils. Research based, effective methods and pedagogy raise attainment and progress. Staff will receive training to improve access to the curriculum for our PP children. In providing targeted teaching and adapting the curriculum to meet individual needs and raise internal and external barriers to learning. This will improve outcomes for our learners and raise levels of attainment.	1,4
Training for all in Relational Restorative Practice.	Restorative Practice is a 'way of being' where the focus is on building strong, meaningful, trusting and respectful 'relationships', and repairing relationships when difficulties or harm arises. Strong meaningful relationships are formed when we work alongside people. Assist children in being able to manage their own conflict and build positive relationships with others, inside and outside of the classroom.	1,2,3,4,5

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

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precise and targeted intervention	Education Endowment Foundation (EEF) research suggests TAs are the most valuable (and expensive) resource in the classroom. EEF research on individualised instruction shows that it	1,2,4

	<p>can have an impact of +4 months learning progress on pupils.</p> <p>Teaching Assistants to work alongside the teaching staff to support disadvantaged pupils. Focus work on child friendly targets for SEND pupils. Encourage access within the classroom through pre and over- learning techniques. Test question analysis also informing next steps in teaching. This will bring about the most significant outcomes in pupils.</p> <p>Teaching Walkthru techniques used by all staff to model, explain and scaffold learning. Using cognitive load theory.</p> <p>Focus work on retention and retrieval practice to ensure information is stored in long term memory. Teaching Walkthrus are researched based principles of effective teaching that when sustained over time and practised with children improve learning outcomes for all.</p>	
Maths on the Move Led by Time4Sport.	<p>To improve attainment in Maths and combine this with physical activity – enjoyed by pupils.</p> <p>Maths on the Move is a programme that covers the learning outcomes of the Maths curriculum for KS1 and KS2 pupils. It is a unique and innovative programme that uses physical, active learning to improve confidence and attainment in maths. Led by Time4Sport coach.</p>	1,2,3,4,5

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music tuition	<p>Playing an instrument improves memory and this assists in overall learning. It also makes the parts of the brain involved in storing information more active. Playing an instrument may be one of the best ways to help keep the brain healthy. It engages every major part of the central nervous system it is also practices gross motor skills that encourage cross body</p>	1,2,3,5

	movement, engaging both sides of the brain. It also improves hand eye co-ordination and concentration. The skill of playing an instrument increases confidence and is good for mental health and wellbeing.	
Educational and enrichment visits and competitive sport.	<p>Increases in physical activity are good for the body and mind. Children enjoy physical activity and participation in sport and competitive sport. They socialise and develop skills outside the classroom.</p> <p>Wider curriculum experiences broaden learning opportunities and assist children in making links and connections. Educational visits and enrichment opportunities are alternative ways of learning and making memorable experiences.</p>	2,3

Total budgeted cost: £ 7,500

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 2024 to 25 academic year.

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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	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?	N/A No SPP children.
What was the impact of that spending on service pupil premium eligible pupils?	N/A