

Pupil Premium Strategy Statement

St Mary's CE Primary School

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 CE primary |
| Number of pupils in school | 79 |
| Proportion (%) of pupil premium eligible pupils | 6.33% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Jonathan Wynn |
| Pupil premium lead | Gemma Diffy |
| Governor / Trustee lead | Melanie Havelock-Crozier |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £8730 |
| Recovery premium funding allocation this academic year | £2000 |
| 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 | £10,730 |

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 achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not

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 for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Please see our Pupil Premium policy [here](#)

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attainment in Reading |
| 2 | Attainment in Mathematics |
| 3 | Attainment in Writing |
| 4 | Phonics |
| 5 | Spelling |
| 6 | Metacognition including Retrieval Practice |
| 7 | 1-2-1 and small group support |
| 8 | Outdoor learning |
| 9 | IT support and software |
| 10 | Other: Extra-Curricular |

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 |
|---|---|---|
| 1 | To ensure our PP children are working at the ARE for reading | All target children to be heard and read on a daily basis. Reading for pleasure is embedded. Guided reading sessions and targeted interventions accelerate progress from individual starting points. |
| 2 | To ensure our PP children are working at the ARE for mathematics | Ensure quality, mastery questions are embedded in whole class teaching. CPD for teachers and support staff throughout the year. High quality resources (WhiteRose) to be purchased and used effectively, including workbooks. Teacher/TA intervention throughout each day based on the needs of children to address misconceptions. To ensure the gap between PP children and non-PP children is narrowed through regular afternoon intervention support from Teaching Assistants and teachers. |
| 3 | To ensure our PP children are working at the ARE for writing | Regular writing intervention throughout the week including additional TA support in English lessons. Additional teacher intervention sessions for writing. Development of rich text resources to support our writing curriculum. Regular MAT and local school cluster moderation. Teachers |
| 4 | To embed synthetic phonics scheme (Monster Phonics) to ensure we achieve the national average expected standard. | Ensure all relevant staff (including new staff and TAs) have training to deliver the new phonics scheme completing Level 1 and Level 2 assessments. Additional CPD utilised throughout the academic year based on need. To develop a phonics champion to work with the phonics lead within the MAT. To ensure Monster phonics strategies and resources are used across the whole school including displays. To purchase additional Monster Phonics books to supplement the scheme purchased the previous year. To include interventions for children working below the standard. To include additional tutoring from NTP for children that failed the phonics test or at potential failure of the phonics test. |
| 5 | To ensure all children have quality teaching of spelling and spelling rules. | Ensure all teaching staff have training to deliver quality teaching of spelling. To develop spelling lessons in Years 3- 6. To develop the Spelling Bee to encourage children to practice spelling and retain spellings for application in writing. To purchase spelling books for all KS 1 children linked to Monster Phonics. To include interventions for children struggling with retaining spellings or rules for spelling |
| 6 | To ensure all our children understand the basic principle of metacognition and can plan, do review across all areas of the curriculum. They know what a good learner looks like and retrieve knowledge. | Ensure all teaching staff receive CPD in metacognition through INSETs and staff meetings. All children are taught what a good learner looks like. All children are exposed to retrieval practice to embed prior learning and ensure knowledge remains long term |

| | | |
|----|--|--|
| | | Displays reflect metacognition across the whole school. Resources enhance metacognition and retrieval |
| 7 | To improve standardised scores for disadvantaged pupils in all year groups across all subjects | Improved progress and attainment through the above priorities and the effective use of the additional support staff across school. Inclusion Support 1:1 and small group intervention support for looked after children PP+ and FSM children To ensure the gap between PP children and non-PP children is narrowed through regular afternoon intervention support from Teaching Assistants and/or teachers. |
| 8 | To ensure our children are taught outdoors for at least 2 lessons a week. | All children will have regular opportunities to learn outdoors, utilising our Forests school area and teacher. CPD opportunities for teaching staff to deliver quality lessons. |
| 9 | To ensure all children have access to technology in school. | All children in Key Stage 2 have access to technology for school learning. To ensure all children have equal opportunities and equipment to narrow the gap. |
| 10 | To ensure extra curricular activities are open to all children to encourage team building, relationships and confidence. | Raise self-esteem and confidence, through weekly 1:1 and group nurture sessions, additional sporting, music and performing arts tasks where possible. Increase extra curricular activities for all PP children and non pupil premium children. Effective and regular targeted use of our ELSA (Emotional Literacy Support Assistant) |

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: £ 1,730

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Metacognition whole school approach to teaching, retrieval and self regulated learning. | Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. Metacognition and Self-regulated Learning | 6 |

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

Budgeted cost: £ [6000]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Use of highly skilled and trained TA's to provide interventions. | Making Best Use of Teaching Assistants EEF | 1,2,3,4,5,6,7 |

| | | |
|---|---|--------------|
| <p>Reciprocal Reading WRM interventions Monster Phonics interventions FFT training - Reciprocal reading intervention WRM CPD for all TAs</p> | <p>If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</p> <p>Schools should use structured interventions with reliable evidence of effectiveness. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> | |
| <p>Phonic intervention and spelling strategy aligned to phonic teaching programme - Monster Phonics</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit EEF</p> | 1, 4, 5 |
| <p>Whole MAT IT strategy to support learning - purchase of Chromebooks for Pupil Premium Children</p> | <p>Technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people. New EEF guidance report published: 'Using Digital Technology to Improve Learning'</p> | 1,2, 3, 5, 8 |

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

Budgeted cost: £ [3000]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Develop outdoor learning and outdoor learning opportunities across the curriculum.</p> <p>Ensure all teaching staff are equipped to deliver quality teaching and experiences in the outdoors.</p> | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools</p> | 7,8,10,11 |

Total budgeted cost: £ 10,370

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.

**As the number of pupil premium pupils within school is so small, data analysis does not create a coherent picture. The number of children also lends itself to pupils being easily identified. Rigorous school data analysis on individual pupils is within our internal tracking system. Our end of key stage whole school results can be viewed on our [website](#)*

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that all pupil premium children in Year 6 worked at or above national.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts and the small numbers of pupil premium numbers within school) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that our pupil premium children all made positive progress in year 6. With some of them reaching the higher standard. Data will not be added as small numbers mean children can be easily identified.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that our disadvantaged children were not highlighted in behaviour registers, they were not treated differently to our other children and were supported at an individual needs basis. This took a range of strategies that were also accessed by all of our pupils as and when needed. Examples include nurture, trip and club enrichment alongside careful analysis of attendance.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present [on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our metacognitive approach alongside highly effective use of teaching assistants and our nurture approach to education were highly effective. Our curriculum work on phonics, writing and maths have again provided our children with a high quality education.

On analysis of our intended outcomes spellings remain an ongoing whole school target. Actions are in place to continue to support all of our children in this area.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | |

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.