# Pupil premium strategy statement

## This statement details our school’s use of pupil 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

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| Detail | Data |
| School name | St Mary’s CE Primary |
| Number of pupils in school | 195 |
| Proportion (%) of pupil premium eligible pupils | 11.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-25 |
| Date this statement was published | 1.12.22 |
| Date on which it will be reviewed | 1.11.23 |
| Statement authorised by | Alison Daniel |
| Pupil premium lead | Alison Daniel |
| Governor lead | Andy Jarman |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £33,465.00 |
| Recovery premium funding allocation this academic year | £ 3,888 |
| 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 | £37,353 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *It is our intent that our disadvantaged pupils:*   * *Have every opportunity to achieve their potential, both academically and in terms of their personal development.* * *Will experience the same high expectations within a high quality, broad and balanced curriculum as all pupils, with support where necessary.*   *This will include:*   * *Provision to allow pupils to self-regulate their emotions and behaviour* * *Support for mental health and wellbeing* * *Additional adult support to allow them to access high quality teaching and learning experiences in class* * *Interventions, where appropriate, to support specific needs* * *Access to extra-curricular activities* * *Access to school trips/visits/experiences* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | A high proportion of our pupil premium children also have identified complex additional needs, either social and emotional or SEND. |
| 2 | Some of our pupil premium children have limited opportunity for support at home |
| 3 | Despite provision of IT, comprehensive remote learning package and invitations into the setting, some PP children had disrupted access to education during the Covid pandemic and are therefore presenting with gaps in knowledge. |
| 4 | School attainment at the end of all key stages is in line with or above national figures. The focus for school improvement now is to make greater levels of progress and enable more pupils to achieve at a higher standard, particularly in maths and writing. |

## 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.

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| Intended outcome | Success criteria |
| All disadvantaged pupils will experience equality of opportunity in terms of academic and personal development opportunities | All disadvantaged pupils will make good progress from their starting points  All disadvantaged pupils will have the opportunity to engage in extra-curricular activities |
| Disadvantaged pupils will have barriers to learning removed wherever possible. | Pupils will benefit from  daily reading in school  emotional/pastoral support where required  SEND interventions as required |
| Expectations of all pupils including disadvantaged pupils are high and children are supported to achieve high standards. | Provision for each individual meets their needs appropriately to enable them to make good progress form their starting points. |

## 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: *£1,200 online phonics teaching resources and support, £5,800 TA time for Early Bird sessions 8 hours per week. Additional phonics resources £500. LBQ £250*

*Total £7,750*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Further embed minimal strategic marking to enable self-determination | EEF Toolkit states that pupils make up to 7 months additional progress when taking responsibility for their own learning and behaviour.  Timely and individualised feedback can lead to up to 6 months additional progress. | 1 |
| Embed training for phonics teaching including resources  Further embed 1:1 tuition in phonics for children requiring additional support. | EEF toolkit states that high quality consistent phonics teaching can make up to 5 months additional progress | 4 |
| Early bird sessions for all PP children to allow for pre-teach and additional comprehension both individually and in small groups | EEF toolkit states that extending the school day can lead to up to an additional 3 months progress.  1:1 tuition can lead to an additional 5 months progress.  Small group tuition can lead to an additional 4 months progress. | 2/3/4 |
| Additional adult support in class to provide high quality interactions and to carry out daily interventions with children lacking support at home e.g. daily reading | EEF Toolkit states that:-  TA interventions can make up to 4 months additional progress | 2/3/4 |
| Learning by questions (LBQ) tutoring for Year 5 and 6 pupils to plug gaps in maths application | EEF Toolkit states 1:1 tuition can lead to an additional 5 months progress. | 2/3/4 |

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

Budgeted cost: *£ 7,250 (Experienced TA support 4 afternoons per week)*

*Total £7,250*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group and 1:1 provision for all PP children as required following Pupil progress meetings | EEF Toolkit states 1:1 tuition can lead to an additional 5 months progress.  Small group tuition can lead to an additional 4 months progress.  Oral language interventions can lead to up to 6 months additional progress. | 2/3/4 |
| Reassign KS1/EYFS TAs in the afternoons to support KS2 children in need of interventions | EEF Toolkit states that:-  TA interventions can make up to 4 months additional progress  1:1 tuition can lead to an additional 5 months progress.  Small group tuition can lead to an additional 4 months progress.  Oral language interventions can lead to up to 6 months additional progress. | 2/3/4 |

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

Budgeted cost: *trips (£3,150), TA time 15 hours per week (£10,200)*

*Total £13,350*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop Emotional Literacy Support provision across the school to enable self-regulation of emotions and behaviour | EEF toolkit states that with support for emotional intelligence can make up to an additional 4 months progress | 1 |
| Pay for all PP children to attend trips and extracurricular activities | EEF toolkit states that pupils can make an additional:  3 months progress if engaged in arts participation  1 month progress if engaged sports provision  5 months progress if engaged social and emotional support | 1 |
| Further embed relational practice through use of Zones of Regulation and revision of Behaviour and Relationships Policy with EP service. | EEF toolkit states that with support for emotional intelligence can make up to an additional 4 months progress | 1 |

**Total budgeted cost: £28,350**

# 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.

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| Results taken from statutory assessments (EYFS/Year 2/Year 6) and teacher assessments at the end of the Summer Term 2023   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year Group | No. of pupils  PPG/LAC/Post LAC | Reading Percentage at or exceeding ARE | Writing Percentage at or exceeding ARE | Maths  Percentage at or exceeding ARE | | R | 1 | 100 | 100 | 100 | | 1 | 1 | 100 | 100 | 100 | | 2 | 3 | 33 | 33 | 67 | | 3 | 4 | 75 | 75 | 75 | | 4 | 8 | 50 | 50 | 50 | | 5 | 7 | 86 | 71 | 57 | | 6 | 3 | 67 | 100 | 67 | | Total | 27 | 67 | 67 | 63 |   1:1 and small group provision supported our PP children to make good progress in terms of their confidence and resilience. They had struggled on the return to school following the pandemic with lost learning and anxiety. The combination of academic support plus increased pastoral support allowed them to be more settled in school and ultimately ensured that they were ready for the next stage of their education.  PP children are given priority places in all extra-curricular clubs. Trips and visits restarted and all PP children’s costs, including for the Year 6 residential were met out of the PP budget ensuring that they were able to experience a wide range of provision.  There is ongoing work to be done in terms of supporting pupil wellbeing as well as their learning, with maths and writing being the focus for 2023-24. |

## 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*

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| Programme | Provider |
| LBQ Maths Support | Learning by Questions |
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## Service pupil premium funding (optional)

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

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| 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)

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| *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.*  Disadvantaged pupils are supported by high quality provision-mapping including ongoing assessment of need and individual programmes of study where appropriate.  Venn diagrams map PP, SEND and EAL children and match them to everyday strategies used to support them as part of quality first teaching. |