

Pupil premium strategy statement

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 CE Primary School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	39.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	01/11/21
Date on which it will be reviewed	01/10/22
Statement authorised by	Mrs C Cloake
Pupil premium lead	Mrs R Hydes
Governor / Trustee lead	Rev'd R Sheehan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,670
Recovery premium funding allocation this academic year	£ 19,760
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	£146,430

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Delivering a high quality, broad and balanced curriculum that meets the academic, social and emotional needs of all our children
- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium Grant to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To recruit a 'Catch Up' teacher - providing small group tutoring
- 1:1 and small group support where required or deemed necessary.
- Purchase and deliver a new phonics programme that is DfE accredited
- Provide effective online programmes to allow accelerated progress in key areas
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Deliver the Wellcomm programme in Reception
- Provide a high quality 'soft' skills development programme for all children
- Provide high quality SEMH support for identified children

- Provide support for families to ensure that all children can access school effectively
- Provide support and challenge for children/families who are persistently absent
- Support payment for residential.
- Behaviour support.

Challenges

Challenge number	Detail of challenge
1	Early reading and phonics catch up for those who don't pass the Y1 check
2	Long term memory
3	Poor parental engagement
4	Poor communication and oracy skills in Reception
5	Attendance and punctuality concerns
6	SEMH concerns across school
7	Attainment gaps in reading, writing and maths

Intended outcomes

Intended outcome	Success criteria
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Improved attendance and punctuality	Ensure attendance of disadvantaged pupils is in line with non-disadvantaged
Improved progress in Phonics	Ensure all relevant staff have received training to deliver new phonics scheme effectively- attainment in line with national at least
Improved long term memory of children	Whole school CPD on Rosenshine's Principles and retrieval practice to enhance Quality First Teaching
Improved communication skills and oracy skills of children in Reception	Use Wellcomm successfully and all children with no SEN in line with ARE

All children 'high school ready' or provided with effective transition and support plan by the end of Y6	Significant improvement in Boxall or similar assessments. Confident in move to high school. Removal or significant reduction of support by end of Y6 or effective transition programme in place.
Improved attendance of children previously PA	Rates of PA in line with national

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff have received training to deliver new phonics scheme effectively</p>	<p>EEF +5</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	<p>1, 2, 4, 7</p>
<p>Whole school CPD on Rosenshine's Principles and retrieval practice to enhance Quality First Teaching</p> <p>Co-coaching model of support- teacher and TA working as a team to improve classroom practice</p>	<p>EEF +6</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>EEF +7</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the</p>	<p>1, 2, 7</p>

	most suitable strategy for a given learning task.	
PiXL diagnostic and intervention programme	EEF – evidence insights Diagnostic assessments provide opportunities to reflect on pupils’ thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.	2,7
Skills Builder curriculum- delivered across school	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	2,4,6,7
Enhance reading for pleasure through developed reading areas and new library space. Link to Accelerated Reader programme and teacher modelling of good reading habits. Link to parental engagement.	EEF trial The study found that Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.	1,3,4,7

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

Budgeted cost: £70,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use the Wellcomm	EEF +6	1, 4

Intervention programme to identified pupils in Reception	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	
Establish small group reading, writing and maths interventions for pupils falling behind age related expectations (Soundwrite, IDL, Lexia, PiXL therapies)	EEF +6 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves EEF – diagnostic assessments – evidence insights NCETM – mastering number, sustaining mastery – government funded programmes	1, 2, 4, 7
Additional teacher to provide 1:3 tutoring programme over three days per week	Use of school-led tutoring grant and recovery premium	7

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

Budgeted cost: £30,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to deliver 1:1 and small group SEMH programmes	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL	3,5,6,7

	<p>interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	
<p>Pastoral team to support families with attendance, engagement and SEMH issues</p>	<p>EEF (+5) Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading</p>	<p>3,5,6,7</p>
<p>Provide counselling and play therapy services for our most vulnerable children</p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>5,6,7</p>

Total budgeted cost: £ 146,430

Part B: Review of outcomes in the previous academic year – see previous plan

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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
PiXL	PiXL
Wellcomm	GL assessment
IDL	IDLS group
Lexia reading	Lexia Learning
Boxall	Boxall Profile
Accelerated Reading	Renaissance Learning

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?	
What was the impact of that spending on service pupil premium eligible pupils?	