

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It covers the academic years from 2023 to 2026

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	254
Proportion (%) of pupil premium eligible pupils	48.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	01/11/24
Date on which it will be reviewed	01/12/25
Statement authorised by	Mrs C Cloake
Pupil premium lead	Mrs G Talbot
Governor / Trustee lead	Mrs C Heaton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,630
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£202,630

# 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 provide additional catch up programmes and tuition
- 1:1 and small group support where required or deemed necessary.
- Embed our 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

- Deliver the MyHappyMind programme across school weekly
- 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 the Y6 residential and other trips/ experiences across the school.
- 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- high levels of PA and very hard to engage families
6	SEMH concerns across school (higher level of impact following pandemic)
7	Attainment gaps in reading, writing and maths- including impact of disruption from the covid pandemic

## Intended outcomes

Intended outcome	Success criteria
Progress in Reading	Achieve national average attainment and progress scores in KS2 Reading
Progress in Writing	Achieve national average attainment and progress scores in KS2 Writing
Progress in Mathematics	Achieve national average attainment and 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 the phonics scheme effectively- attainment in line with national at least

Improved long term memory of children	Whole school CPD and high quality curriculum development
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 Attendance at least in line with national

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff have received training to deliver phonics scheme effectively (including new teachers)</p> <p>Ensure high quality monitoring programme to maintain standards across the year</p> <p>Provide additional reading books and resources to support the scheme that can be taken home</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 to enhance Quality First Teaching (Great Teaching Toolkit)</p> <p>High quality curriculum development to ensure that the children remember what they have been taught</p> <p>Co-coaching model of support- teacher and TA working as a team to improve classroom practice</p> <p>Curriculum subscriptions</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>1, 2, 7</p>

	<p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment (Ofsted framework)</p> <p>teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise (Ofsted framework)</p>	
<p>PiXL diagnostic and intervention programme</p> <p>Smartgrade testing and QLA analysis</p> <p>Learning by Questions subscription</p>	<p>EEF – evidence insights</p> <p>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.</p>	2,7
<p>Skills Builder curriculum- delivered across school</p>	<p>EEF (+4)</p> <p>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>	2,4,6,7
<p>Continue to implement the new reading curriculum in KS 2</p>	<p>Reading attainment at KS 2 is below national and progress is below average following the pandemic. (It was in line before).</p>	7

(second year) and embed the first year. Purchase associated resources and books	a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading (Ofsted framework)	
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: £55,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use the Wellcomm Intervention programme to identified pupils in Reception	EEF +6 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.	1, 4
Establish small group reading, writing and maths interventions for pupils falling behind age related expectations (Soundwrite, IDL, Lexia, PiXL therapies)  SoundWrite training for three additional TAs to ensure high quality catch up programmes in KS 2  Purchase appropriately matched reading books for KS 2 children	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
Tuition sessions for identified children	Use of PPG funding now that government funding has been removed	7

following diagnostic assessment		
Provide additional support staff for Reception and LKS2	EEF- diagnostic assessments – evidence insights Small group support following use of diagnostic assessments. Specific interventions aimed directly at areas of need and for the cohorts most in need.	1,4,7

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

Budgeted cost: £97,395

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 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.	3,5,6,7
Pastoral team to support families with attendance, engagement and SEMH issues	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-	3,5,6,7



	regulation, as well as specific skills, such as reading	
Provide counselling and play therapy services for our most vulnerable children	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.	5,6,7
Deliver myHappyMind programme throughout 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.  As SEMH needs have risen in the school (low level anxieties and worries) the pastoral team have been overwhelmed with referrals. My delivering myHappyMind to all children on a weekly basis we hope to give all children the tools and strategies to manage their emotions and develop positive mental health and reduce the reliance on pastoral support.	5,6,7
Provide subsidy for curriculum enrichment programme and Year 6 residential.	Improve cultural capital and ensure equity for all children regardless of background.	3,4,5,6,7

**Total budgeted cost: £ 202,630**

## 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 2023 to 2024 academic year.

We have continued to use diagnostic assessment extensively to highlight the gaps in learning for each child in years 1 to 6. This allows us to create accurate plans at cohort, group and individual level to ensure that we are teaching the right things to the right children. We prioritised children in years 5 and 6 for the tuition programme which was delivered by our HLTA. Other interventions were delivered by class teachers and our TAs.

In 2024 there were no progress measures available as this cohort did not take test in Year 2 due to the pandemic school closures.

In the Year 6 cohort only 42% had started at St Mary's in Reception. 51% of this cohort were SEND and 44% were in receipt of free school meals.

6 children did not take the tests due to SEND and 1 did not take the tests as they did not speak English and had only been in the country for a few weeks.

EYFS	2023-2024	2023-2024
	Disadvantaged	Other
School	36%	71%
National	unavailable	unavailable

KS1 reading	2023-2024	2023-2024
	Disadvantaged	Other
School	59%	79%
National	unavailable	unavailable
KS1 writing	2023-2024	2023-2024
	Disadvantaged	Other
School	45%	68%
National	unavailable	unavailable
KS1 maths	2023-2024	2023-2024
	Disadvantaged	Other
School	64%	79%
National	unavailable	unavailable

KS2 reading	2023-2024	2023-2024
	Disadvantaged	Other
School	68%	67%
National	62%	79%
KS2 writing	2023-2024	2023-2024
	Disadvantaged	Other
School	59%	81%

National	58%	78%
KS2 maths	2023-2024	2023-2024
	Disadvantaged	Other
School	59%	76%
National	59%	79%

There is little gap between the two groups in reading at KS2. This is largely explained by the high percentage of SEND in Year 6 in 2024. In maths the gap is slightly narrower than national in maths but wider in writing. Again, this can be explained by the high percentage of SEN as lower attainment in writing was a key reason for the lower results in the RWM combined measure.

The Hooked on Books reading programme has largely been implemented this year with a significant investment in books and CPD for staff. This was noted during the inspection in April 2024 with the inspector commenting on the high profile of reading across the school. This will continue to be a priority in 2024-2025 when Book Talk will be the final stage in the implementation process. In EYFS and KS 1 the focus is on fully embedding the Little Wandle phonics programme with training for new staff and replenishing book stocks as well as purchasing new stock as the scheme expands. The aim is to maintain fidelity and consistency. In Reception an additional member of staff provides catch up sessions once a week.

Wellcomm is a highly effective intervention in Reception to improve the speech and language skills of the children. All children (without SEN) have made progress to be at age related expectations by the end of the year. This will continue to be a priority as the programme is now online and has required additional investment and training.

In Reception each cohort is entirely unique and the curriculum is adapted accordingly. The reasons for a gap so large for the disadvantaged children may not be related to their academic ability and so the support for them could be focused on other areas in Year 1.

The pastoral team assess SEMH issues using the Boxall Profile. These are carefully analysed to ensure that support is well matched to the child's needs. We provide a very high level of support for our children and families and have an excellent reputation within the Local Authority teams. However, since the pandemic this need has grown significantly so we have had to look at our provision for all children and how they can be supported to become more resilient and regulate their own emotions. The result has been to introduce the myHappymind programme in the 2024-2025 PPG plan.

The Attendance Officer has been supported by the LA's Attendance Enforcement Team in 2023-2024 with additional advice and time to help us to reduce persistent absence and engage with our harder to reach families. As a result, attendance was broadly in line with average as was persistent average though they are both still at worse levels than pre-pandemic.

Personal development takes a high priority at St Mary's and the Skills Builder programme is woven throughout our curriculum. These skills help the children behave appropriately in class and socially when at play. The children become better learners and citizens through the development of these skills. This was recognised as a real positive in our inspection in April 2024.

## 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
Learning by Questions	Learning by Questions
myHappyMind	myHappyMind

## 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?	