



'Love one another as Jesus loved us' (John 13 v 34-35)

## Pupil Premium Strategy Statement 2022-2025

Using the best practice advice from the DFE and the EEF, St Mary's CE Primary School has published this statement to detail our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils. The strategy is a long-term strategy spanning 2022 – 2025.

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.

### EEF Research

**Teaching:** Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

**Targeted Academic Support:** Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

**Wider Strategies:** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

### School Overview

Detail	Data
School name	St Mary's CE Primary School
Number of pupils in school	209
Proportion (%) of disadvantaged pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022 – 2025 Year 3 of the 3 year programme – updated
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Finance Governor Sub Committee
Pupil premium lead	P Hartley
Governor lead	Andrew Green

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£38,310</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our aim for the disadvantaged pupils at St Mary's CE Primary School is ultimately to have the same life chances as those who are not disadvantaged. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We want them to have the skills, abilities and confidence to be prepared for their next stage of education and get the best jobs on offer. We aim to provide them with an excellent standard of cultural capital and to experience all the extra-curricular activities we offer. This plan, in line with our curriculum plans, provides pupils with excellent adult support, high quality resources and opportunities to succeed in school and in life and achieve excellent mental health and wellbeing and general life-long happiness.

We recognise that not all pupils who receive free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We also recognise that pupils to whom the pupil premium applies are not all low attaining pupils.

Quality First Teaching is integral to our approach and we will focus on the areas in which disadvantaged pupils need the most support. This approach is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. It is our intent to sustain this approach.

Our strategy is also integral to wider school plans for education recovery and support will be targeted to pupils whose education has been worst affected, including non-disadvantaged pupils.

We adopt an approach which is responsive to common challenges and individual needs. This is rooted in robust assessment and our approaches aim to ensure that all pupils can excel.

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, however due to the limited allocation not all pupils who are eligible for a free school meal will be in receipt of pupil premium interventions at 1 time.
- We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

We will:

- Provide small group work with an experienced teacher focussed on overcoming gaps in learning;
- Provide 1:1 support from teachers, teaching assistants to identified need.
- Provide additional teaching and learning opportunities provided by trained Teaching Assistant or external agencies.
- All our work through Pupil Premium and Recovery Premium will be aimed at accelerating progress moving pupils to at least age-related expectations.
- Provide opportunities for disadvantaged pupils to access enrichment activities as their peers do.

## Challenges

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

Challenge number	Detail of challenge
1.	Throughout school, assessments showed the number of pupils at the expected standard for their age in writing compared to other core subjects is lower. Through analysis of writing it has been highlighted that an understanding of punctuation, spelling and grammar rules are not fully embedded, thus inhibiting the pupils' ability to write with ease and fluency. As well as the need to continue to extend vocabulary.
2.	The number of disadvantaged pupils attaining the expected standard in the core subjects in key stage 2 is lower than non-disadvantaged.
3.	The reading fluency for specific pupils is below that of their peers.
4.	Limited life experiences and opportunities to engage in activities outside school for some disadvantaged pupils due to financial reasons or accessibility.
5.	It is important to stay vigilant and be prepared to support the pupils' emotional and mental wellbeing.
6.	Whole school attendance has maintained its improvement in the year 2023-2024, however the attendance of pupil premium pupils is below non pupil premium pupils. The attendance policy has been updated and attendance is closely monitored by the School Administrator.

## 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
Improved attainment among disadvantaged pupils at KS 1 and KS 2	By 2024- 2025, KS 1 and 2 Attainment in all core subjects show that disadvantaged pupils attain at least the expected standard in line with non-disadvantaged and above the national average.
Ensure the number of pupils achieving the expected standard in the phonics screening are at least at National and disadvantaged pupils are prioritised	By 2024- 2025 Phonics Attainment shows that disadvantaged pupils attain the expected standard in line with non-disadvantaged.
All pupils regardless of background to be given the same opportunities regardless of financial background.	All pupils, including those who are disadvantaged, are able to participate in any further opportunities in school to enhance their life chances and cultural capital.
To achieve and sustain improved wellbeing for all Pupils in school, particularly our disadvantaged pupils.	All pupils are happy and well supported in school. <ul style="list-style-type: none"><li>• Qualitative data from pupil voice, parent surveys and teacher observations.</li><li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li></ul>
To improve Attendance for Pupil premium pupils.	Attendance for disadvantaged pupils is in line with National averages Persistent absences for disadvantaged pupils is in line with the National average.

## 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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant and new staff have received CPD training to deliver the Little Wandle phonics scheme to improve GPC and reading fluency of 90-95%.</p> <p>Monitor the effectiveness of Little Wandle Letters and Sounds revised/ updated resources,</p> <p>Embed the new Fluency programme in Year 2 and develop into year 3</p> <p>Embed the new Year 2 spelling programme</p> <p>Introduce the SEND programme for Little Wandle phonics</p> <p>Phonics lead to monitor the teaching of phonics and assessment, providing support and guidance as appropriate.</p> <p>Purchase high quality books to progress onto following phase 6 phonics, ensuring the books are diverse and inclusive for all our pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1-3,</p> <p>1- 3,</p>
<p>Purchase licenses and CPD for all Key Stage 2 staff to effectively use LBQ.</p> <p>Further training for new staff</p>	<p>LBQ is supported by EEF and backed by the DFE.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a></p>	<p>1, 2,</p>
<p>Host regular stay and play sessions in EYFS</p>	<p>Stay and play sessions have been highly successful to break down barriers and involve parents in their child's early education. The sessions provides an opportunity for the EYFS team to model to parents play and interaction and be available for one to one conversations and support. These will take place every half term.</p>	<p>1-6,</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged pupils will be prioritised for any ‘catch up’ or ‘keep up’ or ‘fluency’ reading and phonics sessions using the specific interventions, designed by Little Wandle.</p> <p>This will include the top up for School Led Tutoring and Recovery Premium.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>All staff leading these interventions will be fully trained.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	3
<p>Pupils who are falling behind in Year 2 and Year 6 are prioritised in additional small group interventions with a class teacher.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one :</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1-4

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

Budgeted cost: £ 6,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify where specific wellbeing interventions are needed and deliver them within school. Disadvantaged pupils will be a priority. Sessions are time specific with smart targets measured and evaluated for impact by SLT. Delivered by specialist TA	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk</a>	5
To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, music tuition etc.	The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that character related approaches can be most effective for improving attainment when they are specifically linked to learning.  <a href="#">Life skills and enrichment EEF Toolkit</a>	4
To ensure attendance for children in receipt of PPG to be in line with non-PPG.	The DFE Guidance has been informed by engagement with schools that have significantly reduced level of absence and persistent absence.  <a href="#">DFE Improving School Attendance</a>	1-6

**Total budgeted cost: £ 37, 690**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

### Disadvantaged attainment scores for last academic year at the end of EYFS (23/24)

	GLD
Disadvantaged (0 pupils)	0%
Non-disadvantaged (2024)	79%

## Disadvantaged phonics scores for last academic year at the end of Year 1 (23/24)

	Phonics
<b>Disadvantaged (4 pupils)</b>	50%
<b>Non-disadvantaged</b>	84.6%

## Disadvantaged attainment scores for last academic year at the end of KS 1 (23/24)

4 pupils	Reading	Writing	Maths
<b>Expected +</b>	50%	75%	50%
<b>Non-disadvantaged</b>	73%	72%	79%
<b>GDS</b>	0%	0%	0%
<b>Non-disadvantaged</b>	23%	14%	28%

## Disadvantaged attainment scores for last academic year at the end of KS 2 (23/24)

2 out of the 5 pupils had an EHCP.

Measure	Disadvantaged	Non - Disadvantaged
Meeting the expected standard at Key Stage 2 <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> </ul>	75% 60% 75%	89% 86% 86%
Achieving the high standard at Key Stage 2 <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> </ul>	0% 20% 50%	36% 25% 43%

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
Ensure the number of pupils achieving the expected standard in Key Stage 1 and Key Stage 2 are at least at National.	<b>Key Stage 1</b>

Where applicable and disadvantaged pupils are prioritised and supported to achieve greater depth.	<b>3 pupils</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	<b>Expected +</b>	66%	66%	66%
	<b>Non-disadvantaged</b>	73%	73%	76%
	<b>GDS</b>	33%	0%	33%
	<b>Non-disadvantaged</b>	27%	13%	27%
<b>Key Stage 2</b>				
	<b>2 pupils</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
	<b>Expected +</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>
	<b>Non Disadvantaged</b>	96%	85%	100%
	<b>GDS</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>
	<b>Non Disadvantaged</b>	60%	20%	53%
Ensure eligible children with additional needs meet their personal targets (currently within our disadvantaged pupils we have 1 pupils with additional support and advice from external agencies.) Using raw R/W/M data may not accurately show the progress.	Both pupils made good progress from their starting points or from the last statutory assessments. With 1 pupils making greater than expected progress from their starting point.			
Where appropriate ensure that disadvantaged pupils have targeted support in reading and phonics – <b>impact of the tutoring programme</b>	Of the 3 disadvantaged in Key Stage 1 all pupils achieved their phonics screening. One pupil achieved greater depth in reading at One pupil achieved expected and one working towards.			
All pupils to be given the same opportunities regardless of financial background.	All pupils accessed extra-curricular activities with reduced costs and financial assistance. One pupil applied for financial assistance for music tuition and this was approved. Food vouchers have been provided.			
Where appropriate, strong social and emotional targeted support provided.	Emotional mental health and wellbeing remains a high priority with ongoing staff training. We have a qualified Elsa teaching assistant, a qualified Mental Health First Aider and a pastoral support worker. Additional staffing has been maintained for the next academic year to continue this important piece of work. Some families have accessed further support through TOG Mind and Early Help.			

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Learning by Questions	LBQ
Revised letters and Sounds	Little Wandle