

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
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	32
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022 and July 2022
Statement authorised by	P Jordan
Pupil premium lead	J Rutledge
Governor / Trustee lead	C Brady

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,911
Recovery premium funding allocation this academic year	£4,701
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	£53,551

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Assessment of Vocabulary
2	Assessment of Reading
3	Low level Behaviour incidents / exclusions
4	Levels of persistent absence / Attendance
5	Well-being and Mental Health

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
Embed use of Accelerated Reader across KS2 to increase reading for pleasure and expected or above in National Scores	Achieve national average progress scores in KS2 Reading
To increase Year 1 and Year 2 Phonics Screening Checks to 91% or above	Achieve national average expected standard in KS1 Phonics data 91% or above
Children using vocabulary words and knowledge organisers in lessons	Achieve national average progress scores in writing
Fewer low level incidents of behaviour and alternative provision to support children at risk of exclusion	Reduction in amount of White Behaviour cards for low level disruption and alternative provision to support reduced timetables

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training CPD and school monitoring focusing on teaching and learning Teachers use key vocabulary in lessons and knowledge organisers for units of work</p>	<p>Good teaching, which includes professional development, training and support for early career teachers and recruitment and retention. Teachers accurate in assessment and data and can identify how to close gaps and barriers. 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 the top priority for Pupil Premium spending. EEF</p>	<p>1</p>
<p>Whole school approach to Shared model reading. Accelerated Reader embedded to enhance reading experience for PP children. CPD Shared Reading model to teaching staff.</p>	<p>Ofsted Inspection Framework 2019 (deep dives into reading in every inspection). Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. EEF Improving the teaching of literacy.</p>	<p>2</p>
<p>Whole school behaviour policy and monitoring system to reduce low level behaviour. Attendance reports for below 90% sent home and monitored termly. Alternative provision identified and accessed with focus on outdoor learning and Forest School Provision.</p>	<p>Consistency and coherence at a whole school level are paramount. There's a clear need for school to have consistent and clear behaviour policy that promotes positive behaviour in lessons. Tailor targeted approaches to meet the needs of all individuals. EEF CPOMS report with patterns identified.</p>	<p>3</p>
<p>Costs Teaching Assistant £17,534 CPD Staff Mel Hendy Shared modelled reading £220 CPD Staff Gill Blenco Whole school £1,200</p>		

National Tutoring Programme £5,000 to top up from recovery and school-led tuition grant Alternative Provision £200 per session including taxi	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children receive support in reading, writing and/or maths through Quality interventions or in class support	TA/1:1 support delivering interventions. Children who may not have additional hours allocated through SEND top up funding but need extra support in lessons or specific areas of need eg reading comprehension, fluency and times tables.	2
One to one support with Pupil premium children 3 days per week.	Progress in reading levels and AR reading age, phonic screening improvement scores and screening checks, data using target tracker, SATS Year 2 and Year 6.	1
Video examples of phonic sessions	Zoom and video clips of phonic lessons to support pure sounds, letter formation following COVID home learning and isolations.	4
Costs TA targeted Intervention £5,000 1:1 support x3 days a week £17, 534 Musical instrument teacher £300 Forest School lead £1,500 Accelerated Reader £3,400		

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

Budgeted cost: £6,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training Introducing consistent behaviour approach: verbal warning, post it note reminder, white behaviour card and "SLANT"	All staff using consistent language and post it notes to reduce low level behaviour incidents, rigorous and robust monitoring completed weekly and patterns identified and monitored.	3
Children given opportunities to develop their cultural capital. Children will have access to IT laptops to support their learning and homework eg Timestables Rock stars, Class Dojo. Children's play and social skills improve with enhanced lunchtime provision of sports coaches.	Funding towards educational visits, before school and after school clubs encouraged to participate. Opportunities to learn musical instruments which they can take home and Forest School lead to encourage outdoor learning experience. Dr Alex Science support to encourage practical scientific experiments and resources.	5
Costs ELSA costs £3,000 PP Funded trips £2,000 Before and after school clubs £600 Dr Alex Science workshops £500 Alternative Provision see above		

Total budgeted cost: £40,300

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.

£4,323 from last year

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Accelerated Reader	Renaissance

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?	1:1 small group intervention
What was the impact of that spending on service pupil premium eligible pupils?	Made expected levels of progress in Reading, writing and Maths. Targeted for expected End of Key Stage 2.

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.