

Pupil premium strategy statement – St Mary’s

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	39 (19.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	P Jordan Headteacher
Pupil premium lead	J Rutledge Deputy Headteacher
Governor / Trustee lead	C Brady

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,353
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£67,353

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set*
- Act early to intervene at the point need is identified*
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress of Phonics in Year 1</p> <p>Assessments, observations and discussions with staff indicate underdeveloped oral language skills and phonics gaps among many disadvantaged pupils. These are evident from EYFS and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Adaptation of blocked curriculum</p> <p>Our assessments, observations and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with oral language skills and vocabulary gaps.</p>
3	<p>Progression of Reading</p> <p>Internal and external assessments and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class, our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap narrows but remains significant to the end of KS2.</p>
4	<p>Personal development curriculum enriched through clubs</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high for disadvantaged pupils currently requiring additional support with social and emotional needs in small group interventions and external services.</p>

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
To improve Year 1 Phonics Screening Check	<p>Pupil Premium children achieve at least 70% or above in Year 1 PSC.</p> <p>Assessments show significant improved scores among disadvantaged pupils. This is evidence when triangulated with other sources of evidence, including engagement in Phonic lessons and ongoing formative assessments.</p>
Blocked curriculum planning is adapted for disadvantaged pupils	<p>Pupil Premium children understand key learning for units of work.</p> <p>Learning outcomes shows that disadvantaged pupils meet the expected standard in curriculum subjects.</p>
Accelerate progress in Reading and address misconceptions through Gaps analysis	<p>Pupil Premium children make accelerated progress in line with peers.</p> <p>KS2 Reading outcomes show that disadvantaged pupils meet the expected standard and gaps are addressed.</p>
Increase in attendance in clubs and curriculum activities	<p>Pupil Premium children attending at least one before school, after school or curriculum activity throughout the year.</p> <p>Significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Staff training CPD Parental engagement Phonics Screening Check assessments Progress meetings with Class teacher/English lead/SLT Rapid Catch up LW Daily Catch up LW SEND programme LW	Ofsted Inspection Framework 2019 (deep dives into reading in every inspection). Language and literacy provides us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. EEF Improving the teaching of literacy. New English Reading TAF's for all pupils Regular Little Wandle Assessments Feedback from English lead and pupil voice <u>Phonics/Teaching and Learning Toolkit/EEF</u>	1
Staff training CPD MTP and LTP adapted Subject leader time Weekly briefing CPD	Reports from DPS and CMAT visits Subject leader feedback Accurate on-going assessments using Arbor <u>Oral Language interventions/EEF</u>	2
Accelerated Reading Little Wandle Phonics Babcock Spelling programme QFT Shared Reading	Data analysis Progress meetings Phonics assessments AR assessments and GAPS analysis Lesson Walk thru's <u>Diagnostic assessment/EEF</u>	3
Variety of after school Clubs offered Before school club offered after October half term Alternative curriculum activities offered with specialist teachers	Increase in take-up of after school clubs PP children using before school wrap around club Attendance improving Enjoyment of small group curriculum sessions eg Rocksteady Music, SENSE Art <u>Improving Social and Emotional Learning in Primary Schools/EEF</u>	4

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Sports Apprentice fulltime Year 4 Class Teacher x2 days a week		

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

Budgeted cost: £19,230

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	<p>Small group tutoring to support and deliver weekly interventions. Children who may not have additional hours allocated through PP/SEND top up funding but need extra support in lessons or specific areas of need eg reading comprehension, writing and maths fluency.</p> <p>Oral language interventions/teaching and learning Toolkit/EEF</p> <p><u>One to One tuition/Teaching and Learning toolkit/EEF</u></p> <p><u>Small group tuition/teaching and Learning Toolkit / EEF</u></p>	2, 3
One to one support with Pupil premium children 3 days per week.	<p>Progress in reading levels and AR reading age, phonic screening improvement scores and screening checks, data using Arbor and TAF's.</p> <p><u>One to One tuition/Teaching and Learning toolkit/EEF</u></p> <p><u>Small group tuition/teaching and Learning Toolkit / EEF</u></p>	1, 2, 3
<p>Accelerated Reader £2,340</p> <p>Little Wandle £3,240</p> <p>Tutoring £1,602</p> <p>Pupil Premium Lead x3 days a week £12,048</p>		

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

Budgeted cost: £12,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children given opportunities to access before school and after school clubs. Lunchtime sports provision with sport coach and apprentice. Play Therapy weekly sessions – PLAC/LAC Learning Zone set up with sensory environment</p>	<p>Funding towards educational visits, before school and after school clubs and enrichment opportunities. Encouraged to participate in clubs in order to improve attendance and behaviour. Opportunities to learn musical instruments through Rocksteady in school, peripatetic music teacher, Art specialist, sports coaches. JMFA Sports Camps Half term, Christmas, Easter and Summer. 1:1 Sports coaching sessions, Sport Tournaments, School holiday camps, Year 6 Briars Residential trip. <u>Behaviour interventions/EEF</u></p>	<p>2, 4</p>
<p>Before School Grant applied for 30 pupils Out of school hours support for LAC Play therapy sessions Educational visits Rocksteady Music</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 67,353

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that Year 6 KS2 SATs show 57% combined Reading, writing and maths which is lower than previous years. Reading is below national average, writing is near national average and maths is at national average.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils performance, including attendance, behaviour and wellbeing.

The data demonstrated that Year 2 optional SATs show 83% Reading, 62% writing and 89% Maths.

The data for our EYFS GLD shows 68% achieved Good Level of Development (GLD), 82% CLL, 75% comprehension, 79% writing, 89% number.

The data shows that 77% of St Mary's pupils achieved Year 1 Phonic Screening Check with 80% of disadvantaged pupils achieving Year 1 PSC.

100% of PP children achieved over 20 in the Year 4 Multiplication test and 93% achieved a pass.

Based on all the information above, the performance of our disadvantaged pupils met some and did not meet other expectations and we are at present not on course to achieve the outcomes we set out to achieve by 2024, as stated in the intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we need to introduce English lessons in Year 1 earlier after the half term in Advent 1, as well as Little Wandle Phonics lessons and reading to enable writing progress to be met.

More rigorous monitoring of reading in Year groups 3,4 and 5 to ensure over 75% are achieving expected levels at the end of each year, through planning, interventions and the new CMAT statements split into terms.

To improve reading progress in each class we are ensuring all teachers listen individually to every child read at the start of each term to improve fluency and reading stamina. We will refresh training for all staff in whole class modelled reading and Little Wandle Phonics CPD catch up.

Year 1 Phonics will be fortnightly monitored by the English Subject leader to ensure daily catch up sessions are given and specific interventions to support PSC.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The further information section below provides more details about our planning, implementation and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
Little Wandle Phonics	Big Cat Collins
RSE/PSHE	TenTen Life to the Full Plus

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- *Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils*
- *Utilising a PINS Project for SENCo. The training we are part of will focus on the training needs identified through a combined education and NHS project: to develop our understanding of our pupils needs, give pupils a voice in how we address their additional needs and support more effective collaboration with parents*
- *Accessing a SENSE Art project and offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also worked with our CMAT and received a pupil premium review.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutinies and conversations with parents, pupils and staff, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.