

# Pupil Premium Strategy Statement – St Mary’s

This statement details our school’s use of pupil premium (and recovery 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	104
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2026
Date this statement was published	18.12.23
Date on which it will be reviewed	Yearly
Statement authorised by	Bernadette Quirke
Pupil premium lead	Sarah Rudd
Governor / Trustee lead	Samantha Buller

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	17	46%
Girls	20	54%
SEN support	4	11%
EHC plan	1	3%
EAL	0	0

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,624
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£ 866,000

# Part A: Pupil premium strategy plan

## Statement of intent

St. Mary's CVA Pupil Premium Strategy Plan is based on ensuring all children are provided with the best possible education so that they can achieve their full potential. All staff and governors are committed to the importance of the Pupil Premium agenda and strategic plan and will ensure that no pupils are disadvantaged because they are 'disadvantaged'. Our focus is upon the whole child and the expectation that all pupils make clear progress and attainment within their education.

To achieve this aim, we will ensure the provision of Quality first teaching in all classes, address barriers to learning, and ensure that interventions are put in place for when progress is not at the expected standard. The school will also work hard with parents and carers to ensure that they fully engage in the education of their child.

## Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills and understanding of number are often poor upon entry to school.
2	A number of PP pupils also have additional SEN that create barriers to learning- also linked to attendance.
3	PP pupils do not always have access to music or sports provision and enriched curriculum opportunities.
4	Persistent absence of Pupil Premium pupils
5	Some Pupil Premium pupils do not enter Reception 'school ready' and parental engagement is inconsistent, affecting progress in Early Reading.

## 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
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More disadvantaged pupils achieve at the expected level and beyond in each year group.	Gaps between Key Stage 2 PP pupils and National Averages for non-PP pupils closes in reading, writing and maths. PP pupils achieve their FFT targets.
SEN and vulnerable pupils' needs met through targeted support and involvement of external agencies where appropriate.	All needs of PP pupils are clearly identified with appropriate support put in place, which is reviewed termly.
Support is provided for the emotional, social, and mental well-being of PP pupils. Boxall profiles to be completed for all pupils.	Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities.
Additional support for PP pupils is provided in school for those pupils not receiving regular support at home, through use of lunchtime clubs, and SMASH.	PP pupils are not disadvantaged by limited support at home.
Targeted support for EYFS and Year 1 PP pupils through Phonics catch up, daily reading and targeted language support.	Ensure that there are no gaps between PP and non-PP children in early oracy, language skills and Phonics as they move into Year 2.
To increase attendance rates for pupils eligible for PP through daily monitoring of attendance and putting support in place when needed.	Attendance for PP pupils to be in line with national averages.

## 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: £57,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
All classes to have teaching assistant support to improve outcomes for PP children. There has been a staff re-structure, however it has been ensured that provision is allocated to need.	"School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school." – EEF – <i>Making Best use of TAs 2018</i>	1 5

<p>BQ and SR to monitor, coach and support teaching and learning throughout the school.</p> <p>Subject leaders to monitor and continually improve teaching, learning and progress in their subject areas.</p> <p>To further embed mastery Maths. Increase efficient recall of key facts across all year groups. This to include utilising Maths Shed and Century in preparation for Year 4 Multiplication check and KS2 SATS Continue to utilise gap analysis termly specifically question level analysis from SATs-ASP and NFER termly tests. White Rose Maths introduced in September 2023 to support in the teaching of mixed age classes in Maths. TAs used for the teaching of Maths in some KS2 classes.</p> <p>English Lead to focus on refining the teaching and assessment of Writing across the school. Teachers to refine timetables to ensure that Phonics is being taught daily, and that Guided Reading sessions are taking place at least 3 times a week.</p>	<p>“It is important that we are exposing children to concepts (words) within subjects and studying them in more depth in order to strengthen their understanding of topics and allow them to build on knowledge acquired in previous year groups. The stronger a child’s understanding of a certain word is, the more likely they will be able to attach new vocabulary and knowledge on top.” - <i>Marcus Jones, Huntington Research School.</i></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of Early Reading skills, particularly for children from disadvantaged backgrounds. (EEF)</p>	
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<p>White Rose Maths to be introduced across the school to support in teaching Maths in mixed year groups.</p> <p>English Lead to focus on refining the teaching and assessment of Writing across the school.</p> <p>New Assessment policy to be put in place.</p>		<p>1</p> <p>5</p>

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

Budgeted cost: £6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT and SENDCo to meet regularly to identify those children who are both PP and SEND and ensure needs are being met. Use of Edu key- timetabled review meetings of IEPs.</p> <p>Provision Mapping - recorded on Insight.</p> <p>SENDCo to identify support required from external providers and submit referrals wherever needed</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. (EEF)</p>	<p>2</p>

<p>Termly meetings SLT and class teachers to discuss overall PP provision, including the emotional, social and mental well-being of PP pupils.</p> <p>Class teachers to undertake Boxall Profiles for targeted groups of PP pupils for Art Therapy, Lego therapy and other emotional support sessions. Class teacher to liaise with Pastoral Lead to set clear targets for the pupils in relation to their social and emotional wellbeing.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF)</p>	<p><b>3</b></p> <p><b>2</b></p>
<p>Targeted Nurture groups with the Pastoral Lead once a week, with ongoing check ins with pupils.</p> <p>Forest School provision- each class will access Forest School for at least a half term.</p> <p>Lego therapy with targeted groups of PP pupils to be led by a teaching assistant.</p> <p>External provider to lead an Art Therapy group for targeted groups of pupils- 6 weeks of weekly sessions.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF)</p>	<p><b>3</b></p> <p><b>2</b></p>

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual tracking of attendance by office staff. Refine the protocol and procedures for following up on absent pupils. All parties to be aware of the clear procedures in place.</p> <p>Attendance policy to be followed and stages followed rigorously.</p> <p>Attendance Policy to be shared weekly on school newsletter.</p> <p>SLT and Pastoral Lead to meet with parents to discuss persistent problems with absence/punctuality and put an agreed action plan in place- relevant external agencies contacted where necessary.</p> <p>Half termly award certificate for full attendance given and bronze, silver and gold badges awarded throughout the year for full termly attendance.</p> <p>Weekly class attendance trophy shared in weekly celebration assembly.</p>	<p>Research from DFE points to an irrefutable between high attendance, progress and attainment.</p>	<p>4</p>
<p>Targeted PP pupils will be provided with funded places at SMASH and breakfast club to support them with</p>	<p>Homework has a positive impact on average (+5 months).</p>	<p>3 5</p>

<p>their daily reading and completion of homework.</p> <p>School will hold regular workshops in relation to Maths, Phonics and Reading to provide parents with the resources and tools to support their child's learning at home.</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These may increase the gap in attainment. <b>Homework clubs can help to overcome these barriers</b> by offering pupils the resources and support needed to undertake homework or revision (EEF)</p>	
<p>Pupils will be provided with the opportunity to attend funded sports' clubs and peripatetic music lessons.</p> <p>School will fund or make contributions towards school trips for PP pupils, and the Y6 residential to Whitehall.</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (EEF)</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF)</p>	<p><b>3</b></p>

**Total budgeted cost: £ 67,624**

## Part B: Review of the previous academic year.

### Outcomes for disadvantaged pupils

To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.

#### Medium Impact

Year 6 booster groups were well attended and many Pupil Premium pupils made good progress from their starting points. However, the school is still working on improving outcomes for Pupil Premium pupils at the end of Key Stage 2, with a much stronger picture predicted for this academic year.

The analysis and tracking of data, particularly FFT targets at the end of KS2, ensured that the class teacher was able to track the progress of pupils, and address any gaps in learning in a timely manner.

SEND and vulnerable pupils' needs met.

#### Medium Impact:

The training of teachers in their use of Edu Key, ensured that teachers developed a clear understanding of the tool and were able to use this to create IEPs with SMART targets for pupils with SEND.

23% of disadvantaged pupils also have SEND barriers to learning which impacts on progress. The gaps in attainment for many of these pupils has narrowed and, in some cases, pupils have made accelerated progress. For example, by the end of Year 1 100% of the PP pupils with SEND had passed their Phonics check, and 100% of PP pupils with SEND in Year 5 achieved 100% expected or above in all core subject areas.

To increase attendance rates for pupils eligible for PP.

#### Medium Impact:

The school has worked very hard to engage families and support them in improving their child's attendance. Support has also been available through the school's Student and Family support worker, particularly in supporting families at Early Help.

However, the attendance rate of Pupil Premium pupils remains at below the national average at 89% which was the same figure in 2021/2022. The persistence absence rate has improved though, and was 19% at the end of 2022/2023, as opposed to 33% at the end of the academic year 2021/2022.

### Externally provided programmes

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

Programme	Provider
N/A	

## Service pupil premium funding (optional)

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

## Further information (optional)

The document has been shared with SLT, and teaching staff, and will feature as an item on the staff meeting agenda for January 2024. The document has also been shared with the Chair of Governors and will be disseminated to other governors at the next LGB meeting on 31.01.24.

The document is available on the website for parents and carers to view.

Understanding of the strategy is seen through pupil progress meetings, and discussions regarding meeting the individual needs of PP pupils and ensuring that they make at least expected progress. It is also seen through the planning of learning and interventions for PP pupils.