

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	43%
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)	2024/2027
Date this statement was published	18.12.24
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	16	37%
Girls	27	62%
SEN support	14	36%
EHC plan	1	2%
EAL	2	4%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,460
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
Total budget for this academic year	£

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, from Reception through to KS2. This is more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations show that a number of Pupil Premium pupils also have additional Special Educational needs that create barriers to learning, especially in English and Maths.
3	Our assessment, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to access to enriched curriculum opportunities, and lack of mental health support for families. Referrals to the Student and Family support worker, and external agencies is increasing. 28 pupils (20 of whom are disadvantaged) currently require additional support with social and emotional needs, receiving small group interventions and 1:1 sessions.
4	Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been consistently 4%-5% lower than for non-disadvantaged pupils. Last academic year 27% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

5	Observations and discussions with parents and teachers show a decrease in the completion of homework and daily reading from disadvantaged pupils. School continues to support families in these areas, however it is impacting on the attainment of pupils, particularly in Phonics and the Multiplication Tables check, as the results in these areas have been inconsistent over the last three years.
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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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
SEND and vulnerable pupils' needs met through targeted support and involvement of external agencies where appropriate.	Assessments and observations show increased attainment in the core subject areas. This is evident through book scrutinies and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in school, particularly the disadvantaged pupils.	Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities. This will be demonstrated by qualitative data from pupil voice, pupil and parent surveys, Boxall profile assessments and teacher observations. There will also continue to be an increase in pupils attending extra-curricular activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/2027 demonstrated by The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. The percentage of all pupils who are persistently absent being below 10 %.
To achieve stronger involvement from parents in the completion of homework and daily reading, leading to improved outcomes and more consistent results in Phonics and MTC.	Observations and attendance at Parents' Evenings and educational workshops show an increased involvement from parents. Assessments results, book scrutinies and lesson observations show more consistent

	results year on year in the Phonics check and MTC.
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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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER/GL assessments/White Rose/Headstart)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2,5
<p>To continue to purchase Ed Shed to improve participation in homework and increased parental engagement in supporting pupils with their learning. School will also purchase Timetables Rockstars to support in pupil</p>	<p>Homework has a positive impact on average (+5 months).</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</p>	5

engagement with timetables in KS2.	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. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision (EEF)	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,2
Further training for all staff on our chosen DfE validated Systematic Synthetic Phonics programme , Little Wandle to secure stronger phonics teaching for all pupils including disadvantaged pupils and those in Key stage 2 who need to catch up.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF	1,2 and 5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Improving Social and Emotional Learning in Primary Schools EEF	3

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

Budgeted cost: £46,460

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. 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>	1, 2
<p>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. 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>“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 – Making Best use of TAs 2018</p>	1,2 and 5

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our trust.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1,2,5
To continue to foster a love of reading through enrichment opportunities, including librarian roles, Reading Buddies and lunchtime Story club.	The reading framework	5
One-to-one and small group interventions for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Interventions will be implemented by school staff.	Tuition and interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF The use of Teaching Assistants for Interventions is stated as having +4 months impact- Teaching Assistant Interventions EEF	1,2
To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, continuation and enhancement early intervention including Bedrock vocabulary, and Lego club.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Targeted PP pupils will be provided with funded places at SMASH and breakfast club to support them with 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>Homework has a positive impact on average (+5 months).</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. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision (EEF)</p>	4, 5

<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 Wales.</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>	3
<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</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</p>	3,4

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.	with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF)	
<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>	3,4
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 55,460

Part B: Review of the previous academic year.

Outcomes for disadvantaged pupils

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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)

<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)

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.