

St. Mary's C of E (Aided) Primary School

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	185
Proportion (%) of pupil premium eligible pupils	30.3%
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)	September 2023 – July 2026
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Christine McQueen (HT)
Pupil premium lead	Christine McQueen (HT)
Governor / Trustee lead	Steve Nelson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,305
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 <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>	£100,305

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide firm foundations and create opportunities for everyone to be inspired and flourish within a supportive community. We want all pupils, regardless of their background to reach their full potential, attaining well and achieving good outcomes. We want children to value their education and drive their desire to learn and do well. This will include challenging our high attainers and supporting those who have additional needs to do their best. We also strive to engage families in education and support them in having high aspirations for their children. We will consider the challenges faced by vulnerable pupils at our school. We want all our pupils to strive to meet our Christian Values of Integrity, Compassion, Patience, Wisdom and Joy. 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 and become life-long learners. To ensure they are effective we will:

- have high expectations for and of our disadvantaged pupils
- 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
- build relationships so that teachers know all pupils extremely well

Challenges

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

Challenge number	Detail of challenge
1	EYFS Early WELLCOMM and baseline assessments, observations, and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Internal and external assessments indicate that maths attainment in multiplication among disadvantaged pupils is below that of non-disadvantaged pupils.

4	Our assessments, observations, and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress. A lack of enrichment activities and a range of after-school activities to meet the need of the most disadvantaged children.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. Persistent absentees and pupils who arrive late are among this group and addressing these issues and engaging with parents is paramount.

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 and language comprehension among disadvantaged pupils in EYFS.
Improved phonics, reading and writing attainment among disadvantaged pupils.	Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. KS2 reading and writing outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents for these pupils • a significant increase in participation in enrichment and after-school activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their

	<p>non-disadvantaged peers being no more than 2%</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being no less than 5% more than their peers and disadvantaged children being no less than 6%.
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 70,130.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching Staff CPD on high quality feedback and metacognition. Staff release and training costs.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognitionand-self-regulation</p> <p>Rosenshine's Principles In Action.</p> <p>Tom Sherrington Cognitive Load Theory explored through modelling in the practical classroom.</p> <p>2019 Metacognition, self-regulation and self-regulated learning: What's the difference? James Mannion.</p> <p>Josie Morgan Impact September 2019 Identifying instruction moves during guided Learning Nancy Frey and Douglas Fisher The Reading Teacher, 64(2) pp84-95</p>	
Purchase of further resources to support a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils - RWInc scheme, portal and books	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics, Toolkit Strand, Education Endowment Education	

Training of a TA in WELLCOMM	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The Education Endowment Foundation (EEF) shows that oral language interventions have a 'positive impact' on learning at a very low cost. Closing the Attainment Gap report highlighted the importance of EYFS and closing the gap before children start school. EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.	
Employ library assistant to provide enriched activities for early readers and to target disadvantaged pupils	DFE reading for pleasure document 2023 Acquisition of early language	

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

Budgeted cost: £30,174.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion assistant to support children with emotional needs	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	

Emotional Literacy Support Assistant training of Inclusion Assistant	Evidence of the impact of ELSA report 2018 by Educational Psychologists Elaine Bowerman and Lisa Davies	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance officer to monitor and challenge attendance of PP children.	DFE attendance initiatives and statutory guidance 2023.	
An enriched programme of after-school activities as well as in class enhanced experiences. This will include: music, singing, sports' clubs and after-school activities.	It is proven that there is high value to providing children with inspirational activities, building on their cultural capital, in engaging pupils and this having a positive impact on their class work.	

Total budgeted cost: £ 100,305

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact of the programme set out in previous years for disadvantaged pupils had not been seen. Robust systems for recording the progress and attainment of disadvantaged pupils is now in place and the predicted outcomes for these children can be seen in the most recent data collection and the predicted outcomes for the end of the year. Teachers know who their most disadvantaged pupils are and what the term disadvantaged means in the context of St. Marys's C of E (A) Primary School.

Service pupil premium funding (optional)

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**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.