# Pupil premium strategy statement – St Mary's C of E Primary School 2022-23

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 | 103 |
| Proportion (%) of pupil premium eligible pupils | 25.2 |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2026 |
| Date this statement was published | July 2023 |
| Date on which it will be reviewed | April 2024 |
| Statement authorised by | |
| Pupil premium lead | Adrian Clements |
| Governor / Trustee lead | Nick Glanfield / Anna Reid |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £33,055 |
| Recovery premium funding allocation this academic year | £3,045 |
| Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*<br>**Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £36,100 |

# Part A: Pupil premium strategy plan

# Statement of intent

At St Mary's C of E Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

**Our ultimate objectives are to:**

✓ Remove barriers to learning created by poverty, family circumstance and background.

✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.

✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.

✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.

✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

**Our context:**

**Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

➢ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.

➢ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.

➢ Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences.

➢ Provide opportunities for all pupils to participate in enrichment activities including sport and music.

➢ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

**Key Principals:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the

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| class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. |

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Social, emotional and mental health |
| 2 | Gaps in reading, writing, maths and phonics |
| 3 | Speech, language and communication |
| 4 | Attendance and punctuality |
| 5 | Access to wider opportunities |
| 6 | Parental engagement |

## 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 |
|---|---|
| Reading, Writing and Maths | Achieve outcomes in-line with, or above, national average for all groups with progress being at least expected with some progress being better than expected. |
| Phonics | At least 90% of pupils in Y1 achieve the expected standard in the phonics screening tests. |
| Attendance | Attendance for all pupils including those in receipt of Pupil Premium Funding is at least 95%. |
| Improved wellbeing and mental health | Pupil and parent surveys and teacher observations show where concerns have been highlighted, actioned and the impact of these actions.<br>All enrichment activities are accessible to all pupils and uptake is equally positive across all groups including disadvantaged pupils.<br>All pupils have access to and engage with 'Mind Up' curriculum. |

## 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: £33,581

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Introduction of 'Mindup' approach and lessons including CPD for all staff. | Pupil conferencing shows that pupils have understood Mindup and have developed a strong understanding of Mindfulness and how to keep themselves mentally healthy. | 1, 3 |
| Enhancing early reading resources, support and training provided for all staff around early reading and phonics. | Phonics knowledge and understanding has improved with 100% of disadvantaged pupils reaching the required standard in the Y1 phonics check | 2, 3 |
| Introduction of whole class guided reading and enhancing reading resources for more able readers and of non-fiction texts. | Pupil conferencing and internal data shows that regular whole class guided reading, daily whole class reading and use of the accelerated reading programme has helped pupils grow in confidence, explore wider ranges of texts and improve their fluency and comprehension which is reflected through internal assessment data. | 2 |

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

Budgeted cost: £2,755

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Early reading and phonics interventions across KS1 and EYFS | Language rich environments, staff training in phonics, enhanced early reading resources and targeted support for speech, language and communication have all supported progress of individual pupils and groups | 2, 3 |

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| | to make rapid progress across the course of the year. | |
| 1-1 tutoring for pupils in need of specific gap filling | Progress made by pupils receiving tutoring has shown to close attainment gaps and fill knowledge gaps where needed. This is seen in book scrutiny, pupil conferencing and internal data. | 2, 3 |
| Small group school led tutoring across KS 2 and KS 1 to support gap filling and catch-up programme. | Progress made by pupils receiving tutoring has shown to close attainment gaps and fill knowledge gaps where needed. This is seen in book scrutiny. pupil conferencing and internal data. | 2 |
| Small group targeted interventions in upper Key Stage 2. | Targeted interventions have supported children in filing specific gaps in their learning and knowledge. This is reflected in book scrutiny, internal data and pupil conferencing. | 2 |

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

Budgeted cost: £246

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Jigsaw | The Jigsaw PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance | 1, 5 |
| Introduction of 'Mindup' curriculum and lessons. | Pupil conferencing shows that pupils have understood Mindup and have developed a strong understanding of Mindfulness and how to keep themselves mentally healthy. | 1 |
| EWO support | Attendance data shows that all groups of pupils within school have attendance inline with or above national averages.<br><br>Levels of persistent absence are significantly below national average levels. | 4, 6 |
| Early Help | Measurable targets set within the TAF are being met and targeted support provided to support wellbeing and attendance. | 1, 4, 6 |
| Music and outdoor learning project | Pupil conferencing shows the children found the project supported their own happiness and enjoyment as well as | 1, 5 |

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|---|---|---|
| | developing music skills. Clear targets set within the project have been measured and assessed. | |
| Access to school councillor | School Councillor sessions are well subscribed and feedback from pupils and parents confirms the impact they are having on pupil wellbeing. | 1 |

## Total budgeted cost: £36,582

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Triangulation of monitoring through lesson observations, work scrutiny, pupil conferencing and using internal and diagnostic data shows that actions taken during 2021-22 lead to gaps closing for all disadvantaged pupils with 90% of disadvantaged pupils making at least good progress with 18% of disadvantaged pupils making better than good progress. All disadvantaged pupils are achieving in line with their starting points with those who are currently working below ARE all showing progress as represented through ILPS, TAF plans and EHCP plans.<br><br>40% of disadvantaged pupils are currently working at age related expectations in all subjects with 7% working above age related expectations. |

## 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 |
|---|---|
| Small group online tutoring | Tute |

## 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** |
|---|
| Small group targeted interventions were also used to support and help fill specifically identified gaps. |
| **The impact of that spending on service pupil premium eligible pupils** |
| There is a clear growth in confidence within maths and reading.<br><br>Work Scrutiny and internal data show gaps which have been targeted are being filled and progress has been accelerated. |

## Further information (optional)

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| Trips, clubs and excursions are subsidised to ensure all pupil premium children have access.<br><br>Uniform is subsidised and a free school jumper given to all children in receipt of pupil premium. |