



St Mary's Community Primary School

Pupil premium strategy statement 2021-24

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	St Mary's Community Primary School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	May 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Charlotte Whyte
Pupil premium lead	Charlotte Whyte– Interim Head Teacher
Governor lead	Jean Johnson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-2024)	£53610
Recovery premium funding allocation this academic year	£3371.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2550
Total budget for this academic year	£59531.25

Part A: Pupil premium strategy plan

Statement of intent

At St. Mary's, we aim that all children, irrespective of their background or the challenges that they face, make good progress and achieve their full potential across all subject areas. Therefore, the focus of this strategy is to support disadvantaged pupils to achieve that goal.

Common barriers to learning for disadvantaged children are:

- less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues.

There may also be complex family situations that hinder children from being able to flourish. The challenges are varied and there are therefore a number of strategies to put into place to accommodate all needs.

Our ultimate objective is to ensure that all children eligible for the Pupil Premium Grant make academic, personal and social progress that is at least in line with their peers. At St. Mary's, we follow the tiered approach as set out in the EEF Pupil Premium Guidance:

We will have succeeded if our pupils demonstrate resilience, responsibility, confidence in themselves, readiness for learning, readiness for life and are given the chance to achieve the best results possible.

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. By identifying key barriers to success for children and seeking to put in place pragmatic and effective solutions to overcome them, our pupil premium strategy works to achieve our ultimate objectives for our disadvantaged pupils as outlined above. We also know that pupils who feel valued and respected are more likely to progress academically and socially and to be effective in their learning. Therefore, we place a great deal of emphasis on creating a nurturing environment that ensures all our pupils know they are valued and cared for.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils are:

Challenge Number	Detail of challenge
1	There is a coincidence of double disadvantaged pupils across the school (SEND and PPG) School SEND 15% and School PPG 23%. Pupils who are PPG and SEND – 20% Challenge is to support individuals SEND approaches in order to accelerate progress for those who are both SEND and PPG.
2	There is some disparity between attainment and progress of disadvantaged pupils compared to others particularly in Yr 5, 4, 2 and 1. To narrow the gap between disadvantaged and non-disadvantaged children throughout the school, in all areas of learning, for all year groups – especially phonics, reading, writing and maths.
3	Social and Emotional Wellbeing - As well as emotional difficulties, weak social and self-regulation skills are often the focus of individual and group support. The challenge is to adopt individualised approaches to support the social and emotional wellbeing of every child as well as their academic needs.
4	Some families, due to financial constraints, are not able to access opportunities available to other pupils: Challenge is to support families in being able to access opportunities through subsidizing activities including residentials and extra- curricular clubs

Intended outcomes

Year 6: SEND pupils (26% of the cohort), 5 PPG children (26% of the cohort), 20% of PPG (1/5) are also SEND.

Intended Outcome	Success Criteria
Data shows that those pupils with both SEND and PPG combined are making progress.	Pupil Asset data shows pupils are making progress in line with expectations across the curriculum Progress from the end of the previous year shows - 0 or better progress. Data tracking shows that all pupils have access to the full range of learning opportunities and make good progress across the curriculum.

Increase the rate of progress and attainment in reading, writing, phonics and maths for disadvantaged children across the school.	Standardised assessment data will show that disadvantaged pupils make good progress in reading, writing, maths and phonics, and attainment is beginning to become in line with their non-disadvantaged peers. Statutory assessments at the end of KS2 will also show that the gap between attainment for advantaged and disadvantaged pupils is closing. In-school data will show that pupils in need of phonic intervention have made good progress in their reading.
Social and emotional barriers and vulnerabilities are identified and addressed	Pupils are able to express their concerns and their worries and these are addressed within the school environment through appropriately experienced staff
Fill gaps caused by financial issues to allow all children to participate in extracurricular opportunities regardless of family income.	All children are able to access extracurricular activities, residential trips and other extended learning opportunities irrespective of cost. Pupil voice interviews and other 'soft indicators' show that they are happy and aspirational.

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: £

Activity	Evidence that supports this approach	Challenge addressed
PIRA/ PUMA/ MARK- to help identify gaps in learning by using summative questions formatively Enables reliable benchmarking using readymade assessments	Education Endowment Foundation (EEF) Mastery Learning. The impact of mastery learning approaches is an additional 5 months progress, on average, over the course of a year.	1,2

Targeted staff meeting time to improve overall teaching and learning	Bringing in a new Scheme – Kapow. Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. We will focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.	1,2
Engagement with Maths Hub to improve outcomes.		
Release time for teachers to observe high quality teaching in other schools		

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

Budgeted cost: £45000

Activity	Evidence that supports this approach	Challenge addressed
LSAs to give intervention support in all classes.	EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year)	1,2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge addressed
Financial support to access extracurricular activities, school day trips and residential visits including After School and Breakfast Clubs £5000	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	4
Benjamin Foundation practitioner to work with individual children	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	3

Total budgeted cost: £50000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Challenge

- 1- High double disadvantaged pupils across the school (SEND and PPG)
- 2- Pupils in KS2 showing greater gaps in learning due to learning loss during lockdown- especially maths.
- 3- Disparity between attainment and progress of disadvantaged pupils compared to others.
- 4- Many children have been isolated and have had limited social contact throughout the lockdown period.
- 5- Some families, due to financial constraints, are not able to access opportunities available to other pupils.

Academic results for 2022/2023

Key Stage Two:

	School - PPG	National - PPG	School Non- PPG	National - Non PPG
Reading	40%	60%	75%	74%
Writing	20%	59%	50%	89%
Maths	20%	59%	71%	71%
MTC- score	14.8	18.3	18.8	20.6

Key Stage 1

	School - PPG	National - PPG	School Non- PPG	National - Non PPG
Reading	50%	54%	50%	74%
Writing	50%	45%	39%	66%
Maths	50%	56%	61%	76%
Phonics	100%	67%	74%	82%

EYFS

	School - PPG	National - PPG	School Non- PPG	National - Non PPG
GLD - EYFS	100%	52%	73%	70%

The use of formalized assessments through PIRA and PUMA meant that small steps progress could be monitored and gap analysis using MARK allowed teachers and LSAs to target support where it was most needed.

Progress of PPG against whole class: 0 plus

	Reading- Class	Reading PPG	Writing Class	Writing PPG	Maths Class	Maths PPG
Year 6	73.3%	50%	53.3%	62.5%	83.3%	75%
Year 5	52.6%	40%	52.7%	60%	79%	80%
Year 4	63.3%	50%	53.3%	50%	66.6%	66.7%
Year 3	68.9%	71.4%	58.6%	71.4%	75.8%	71.5%
Year 2	65.3%	60%	73.1%	70%	76.9%	80%

Attainment of PPG against whole class: ARE

	Reading- Class	Reading PPG	Writing Class	Writing PPG	Maths Class	Maths PPG
Year 6	81.8%	37.5%	70%	50%	53.3%	12.5%
Year 5	57.1%	40%	36.8%	20%	52.6%	40%
Year 4	62.5%	16.7%	30%	0%	53.3%	33.3%
Year 3	63.5%	42.9%	27.6%	42.9%	86.1%	71.4%
Year 2	50.1%	40%	34.6%	30%	53.9%	50%