



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	181
Proportion (%) of pupil premium eligible pupils	19%
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	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Karin Barker- Finance Manager
Pupil premium lead	Tanya Treavett – Acting Head Teacher
Governor / Trustee lead	Jean Johnson- Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-2023)	£46105
Recovery premium funding allocation this academic year	£3951
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5856
Total budget for this academic year	£55912

Expected Costs £61667

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.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the challenges faced. Research conducted by EEF has then be used to support decisions around the effectiveness of different strategies and their value for money. 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. It is important to note that at St Mary's, 31% of SEND children are also PPG and, 38% of PPG have SEND. We consider our 'double disadvantaged' children as a priority.

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:

- **High quality teaching:** Spending on improving teaching includes professional development, training and support for early career teachers and recruitment and retention. Ensuring that each child has access to high quality teaching is a key priority for pupil premium spending.
- **Targeted academic support:** Evidence shows that targeted academic support can make a significant difference to overall attainment. Therefore, considering how interventions to can support language development, literacy, and numeracy, how LSAs can be effectively deployed and how activities and resources can meet the specific needs of disadvantaged pupils with SEND is another priority of our pupil premium strategy.
- **Wider Strategies:** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

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	<p>There is a high coincidence of double disadvantaged pupils across the school (SEND and PPG)</p> <p>School SEND 23% and School PPG 19%</p> <p>Pupils who are PPG and SEND – 38% of PPG</p> <p>National SEND 12.6% and National PPG 21%</p> <p>Challenge is to support individualised SEND approaches in order to accelerate progress for those children who are both SEND and PPG.</p>
2	<p>Pupils in KS2 especially are showing greater gaps in learning due to learning loss during lockdown- especially in maths:</p> <p>Challenge is to provide support for KS2 pupils in reading, writing and maths so gaps highlighted from Autumn 1 assessments can be filled</p>
3	<p>There is some disparity between attainment and progress of disadvantaged pupils compared to others:</p> <p>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.</p>
4	<p>Many children have been isolated and have had limited social contact throughout the lockdown period. This has meant that for some of them, building effective peer relationships has been a challenge. Home contexts for PPG pupils vary widely. There is a need for an individual approach for each child not just academically but also for their social and emotional wellbeing.</p> <p>Challenge is to adopt individualised approaches to support the social and emotional wellbeing of every child as well as their academic needs.</p>
5	<p>Some families, due to financial constraints, are not able to access opportunities available to other pupils:</p> <p>Challenge is to support families in being able to access opportunities through subsidizing activities including residentials and extra- curricular clubs</p>

Intended outcomes

Year 6: 8 SEND pupils (28% of the cohort), 7 PPG children (24% of the cohort), 57% of PPG (4/7) are also SEND.

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
Data shows that all pupils, including disadvantaged pupils, are performing in line with National Expectations in reading, writing, maths and phonics	Reading KS2 progress scores- 0 or better with 65% of PPG achieving EXS+ (NA 62%) Writing KS2 progress scores- 0 or better with 65% of PPG achieving EXS+ (NA 55%) Maths KS2 progress scores- 0 or better with 65% of PPG achieving EXS+ (NA 56%) Y1 Phonics scores in line with National- 75%
Increase the rate of progress in reading, writing and maths for disadvantaged children across the school.	Analysis of data indicates that progress of disadvantaged children is at least in line with their peers in reading, writing and maths Pupils from EYFS onwards make progress in line with expectations from their own starting points.
Provide children with support for their emotional wellbeing to allow them to enjoy school life and be successful and aspirational.	Pupil voice interviews and other 'soft indicators' show that (disadvantaged) pupils are happy and aspirational. Attendance data is at least in line with the national average for disadvantaged children.
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.
All those children identified with SEND, and particularly those who are double disadvantaged (SEND/PPG) make good progress and are able to access the curriculum effectively in all areas	Data tracking (subject tracking) shows that all pupils have access to the full range of learning opportunities and make good progress across the curriculum (skills tracking). Pupil Asset data shows pupils are making progress in line with expectations across the curriculum
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

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: £9550

Activity	Evidence that supports this approach	Challenge addressed
3 LSAs to be Emotional Literacy Support Assistant (ELSA) trained £1600	Training utilised to support pupils appropriately. EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year) 1:1 support and nurture interventions have shown pupils make progress in building relationships evidenced through recording of information reports/ pupil specific files	4
VNET membership £3000 R McGlone consultancy £275	https://epi.org.uk/publications-and-research/thecost-of-high-quality-professional-developmentforteachers/ Extensive research has shown that improved quality of teaching is most effective in supporting all children, but will disproportionately benefit those with less support or access to educational resources at home.	1,2,3
PIRA/ PUMA/ MARK- to help identify gaps in learning by using summative questions formatively (£2000) Enables reliable benchmarking using ready-made assessments Testbase £275	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.	1,2,3
Targeted staff meeting time to improve overall teaching and learning Engagement with Maths Hub to improve outcomes. £1000 Release time for teachers to observe high quality teaching in other schools £1400	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.	1,2,3

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

Budgeted cost: £43132

Activity	Evidence that supports this approach	Challenge addressed
CPD – Training of 1 LSA in DESTY	EEF Social and emotional learning (+4 months progress on average, over the course of a year)	4
ELKLAN trained LSA delivering 1:1 Speech and Language support £3600	EEF Oral Language Intervention (+6 months progress, on average, over the course of a year)	1,2,3
LSA intervention support in all classes for allocated pupils £39532	EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year)	1,2,3

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

Budgeted cost: £8985

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)	4,5
Benjamin Foundation practitioner employed to work with individual children £3300	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	4
CPOMS: Enables staff to take appropriate action if they have concerns over a pupil's safety or well-being and follow up in a timely manner. CPOMS ensures that all recording is first hand and is a holistic view of the child £685	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year) Collation of information in a central place ensures all adults needing to access a child's records have a full picture of need. Records of all pupils are more aligned and accessible	4

Total budgeted cost: £61667

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than targeted for in key areas of the curriculum. The pandemic has inevitably had an impact on delivery of the curriculum and the outcomes we aimed to achieve in our strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure and absence due to COVID-19 was most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Academic results for 2021/2022

Key Stage Two:

	School - PPG	National - PPG	School – Non-PPG	National – Non-PPG
Reading	50%	62%	84%	74%
Writing	33%	55%	76%	89%
Maths	33%	56%	56%	71%

Key Stage One:

	School - PPG	National - PPG	School – Non-PPG	National – Non-PPG
Reading	60%	51%	65%	72%
Writing	60%	41%	65%	63%
Maths	40%	52%	65%	73%
Phonics	50%	62%	76%	80%

In year 1, those PPG pupils attaining EXS in reading and writing was in-line with non-PPG pupils.

Impacts from previous activities

The ELSA training for LSAs was cancelled due to COVID issues. The school was unable to attend the re-arranged dates – as such this will continue to be on our strategy for the forthcoming year, as well as an LSA training to be a DESTY mentor within school.

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

	Maths – Class	Maths - PPG	Reading – Class	Reading - PPG
Year 2	100%	100%	96%	100%
Year 3	96%	75%	75%	80%
Year 4	87%	100%	88%	100%
Year 5	65%	75%	100%	100%
Year 6	78%	100%	67%	60%

The school employed a teacher to deliver reading and writing small group support. This was for one day per week and focused on Year 1 and year 2 PPG pupils in the main. Although the support was cut short due to staff illness, PPG pupils within both groups made better progress than the whole class – as is seen above.

Benjamin foundation has worked with three of our PPG pupils last academic year and this has led to and continues to support the school in meeting their SEMH needs.