



Pupil Premium Strategy Statement

2021-2023

"I Am Fearfully and Wonderfully Made" – Psalms 139 v14

Our School Vision

A Christian family learning and growing together. Investing in the uniqueness of each individual, which is firmly rooted and is the golden thread running through everything we do.



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 CE Primary
Number of pupils in school	108 (including N)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	October 2021 October 2022 (1 st Review)
Date on which it will be reviewed	October 2023
Statement authorised by	Mr. K. Hissitt
Pupil premium lead	M Piper
Governor / Trustee lead	Mrs. C. Burnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15, 850



Part A: Pupil Premium Strategy Plan

Statement of intent

At St. Mary's Church of England Primary School, we are committed to removing barriers to every child's learning and progress. Pupil Premium is 'additional funding' allocated to the above pupils with the aim of supporting and closing the attainment gap between these pupils and their peers locally and nationally. At St. Mary's, we do not confuse eligibility for the pupil premium with low ability. We believe we are all fearfully and wonderfully made and as such each individual regardless of their background should have access to the very best education, experiences and support to be able to achieve their full potential.

When making decisions about using Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges we face. Research conducted by EEF is used to support our decisions around the effectiveness and impact of different strategies and their value for money.

We invest in the uniqueness of each individual. There can be barriers to learning for disadvantaged children at St. Mary's. We aim to identify these barriers and remove them for all children to flourish. Some of the potential barriers identified by school include: Communication and language skills, emotional and mental health problems, lack of aspiration. Another key barrier we aim to remove is ensuring there are no financial or social barriers to a child's full participation in school life.

Our priority is to identify and remove these barriers so all children can attain, make progress and achieve the same as their non-disadvantaged peers.

In order to ensure these children are successful at school, their individual barriers to learning are identified and their progress is closely tracked to ensure they continue to make progress throughout their time at St. Mary's.

Our Aims

- Raising Achievement – We want all our children to achieve and aim to make a difference to our Pupil Premium children.
- Emotional Wellbeing – We want all our children to know how to support themselves and each other emotionally and where they can go to for help and support if they need it.

Our Strategies

- To provide quality first teaching in order to continue improving the attainment and successes of all children and to close the gap between groups.
- To promote and provide opportunities for emotional well-being of our children and to ensure that they are fully supported and prepared to achieve their potential.
- To provide bespoke, high quality support for each child.
- To focus on developing and improving reading skills in terms of fluency, phonological awareness and instil a love of reading.
- To develop and improve speech and communication skills of the EY and KS1 children.
- To work closely with our families by further developing parental engagement and offering appropriate and effective support.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring children make at least expected progress in RWM
2	Quality of reading resources the children have access to
3	Well-being needs need to be supported
4	Develop Oral Language in the EY

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
1. Progress and attainment in RWM to be reduced in comparison to non PP children.	<ul style="list-style-type: none"> • Children achieve at least National Expectation in RWM. • Children make more than expected progress to close the gap in their attainment. • Children pass the Phonics Screen Check
2. Pupil Premium Children will make at least good progress in reading.	<ul style="list-style-type: none"> • Parents more engaged in their child's learning

	<ul style="list-style-type: none"> • PP children will develop a love and passion for reading. • PP children will be regularly heard read by an adult at home and an adult in school. • PP families will be encouraged to attend reading events in school. • Regular support for families.
<p>3. Emotional wellbeing and mental health are a priority for our PP children.</p>	<ul style="list-style-type: none"> • Children's needs are supported in school • All children have access to support with Mental Health Lead • Children can take part in mindfulness and reflection activities. • All children and their families are well supported and feel confident to ask for help.
<p>4. Develop Oral Language in the EY so children achieve ELG</p>	<ul style="list-style-type: none"> • Children are assessed and targeted for support. • Children catch up quickly if they are behind • Good practise from the training and interventions is embedded in quality first teaching.



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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of new books to support teaching of comprehension in school.</i></p> <p><i>CPD for staff on comprehension strategies</i></p>	<p>EEF +6</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p>	1, 2
<p><i>Enhancement of our maths teaching and curriculum planning</i></p> <p><i>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 tuition</i>	EEF +5	1, 2

	On average, one to one tuition is very effective at improving pupil outcomes. It will provide targeted support for identified pupils	
<i>Interventions</i>	EEF +4 Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1, 2
<i>Reading Comprehension Strategies Interventions</i>	EEF +6 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves	1, 2
<i>Oral Language Interventions (EY) – Resources to support implementation of intervention and CPD for staff</i>	EEF +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	4

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

Budgeted cost: £ 6,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional training for Emotional Wellbeing lead in school (ELSA) Children and parents to access emotional, wellbeing support from lead member of staff in school</i>	EEF +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1, 2, 3

Total budgeted cost: £ 15,850



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 2020 to 2021 academic year.

Pupil Premium Expenditure 2021-22

Our internal assessments during 2021/22 have shown that the vast majority of children eligible for Pupil Premium made good progress in reading writing and maths to close the gap on those children not eligible for Pupil Premium.

Children in Reception, Year 1 and Year 2 all made good progress with their phonics after the implementation of the new phonics scheme. All Y2 children passed the phonic screening check in Autumn 21 and 80% of Year 1 children passed in Summer 22. Additionally, the retention of their learning after the summer holidays was high.

The new reading books that match the scheme have enabled parents to support with reading at home that is matched to their child's current phonological understanding. Additionally, the online activities have enabled them to consolidate learning at school, at home.

Using teacher assessment, children were targeted throughout the year for timely interventions and where appropriate 1:1 tuition to ensure children keep up. These were for aspects of reading, writing and mathematics. Children who received these interventions made good progress and their interventions were adapted/tailored to their needs.

Homework was adapted to link to the work the children were completing in the classroom and this was communicated to both pupils and parents. There is high engagement with this and the children were seen to be applying their learning from homework in school and making links with their knowledge and understanding. Additionally, to overcome any barriers with online based homework or having quieter areas at home, time and devices were made available at school for the children to complete their homework.

In the EY, the children were assessed using the NELI Language Screening however, the children did not score low enough to benefit from the intervention. Across the year, the children benefitted from some of the principles of the programme and from other interventions. resources were purchased to support the development of early language. As a result, the majority of children achieved ELG. Additional resources were also



bought to develop the continuous provision indoors and outdoors to help develop children's early language. Further staff training is to take place in Autumn 22.

The children and parents are still feeling the continued impact from COVID 19 in terms of their mental health and well-being and for some children it is impacting their learning. We used some of the Pupil Premium funding to provide wellbeing support to children in a variety of ways including targeted interventions, drop in sessions and group work when required. We are continuing to build on this approach with further staff training in the 22/23 academic year to support the children and families further.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider