



Pupil Premium Strategy Statement

2021/22-2023/24

"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	99
Proportion (%) of pupil premium eligible pupils	13.1%
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) October 2023 (2 nd Review)
Date on which it will be reviewed	October 2024
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	£18,915
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	£18, 915



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

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 • PP children will develop a love and passion for reading.



	<ul style="list-style-type: none">• 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.
3. Emotional wellbeing and mental health are a priority for our PP children.	<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.



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: £ 2000

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>Supporting retention of Staff</i></p> <p>- <i>Staff complete NPQ in wellbeing and Behaviour (release time and time to implement strategies)</i></p>	<p>EEF +4</p> <p>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.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>The NPQ will develop evidence-led expertise equipping us to respond effectively to the challenges and opportunities of ensuring great behaviour and pupil wellbeing, enabling the flourishing of children and adults through an ambitious vision for school.</p> <p>Deepen knowledge application to enable us to help our teams keep improving</p>	3



	through developing key leadership aspects including establishing high expectations, supporting wellbeing/ resilience, and professional development for staff.	
--	---	--

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

Budgeted cost: £8,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 Targeted interventions to support literacy</i>	EEF +4 Online evidence-based adaptive reading development programme that improves pupils' fluency, comprehension, and vocabulary. The programme includes independent online activities, teacher-led instruction, and data-driven progress monitoring reports. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the language structure, or understanding particular vocabulary, which may be subject-specific. There are some indications that digital technology approaches can be successful in improving reading comprehension, particularly when they focus on applying and practising specific strategies and using self-questioning skills. Evidence suggests that reading comprehension approaches need to be tailored to pupils' current reading capabilities, so it is important that teachers receive professional development in effective diagnosis as well as training in the use of particular techniques and materials.	1, 2



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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional training for Emotional Wellbeing lead in school (ELSA)</i> <i>Children and parents to access emotional, wellbeing support from lead member of staff in school</i> <i>Additional resources to support well-being in school.</i></p>	<p>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.</p>	<p>1, 2, 3</p>

Total budgeted cost: £ 18,915



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.

Pupil Premium Expenditure 2022-23

Our internal assessments during 2022/23 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. 86% of Reception children achieved ELG for word reading. The vast majority of Y2 children passed their retake of the phonic screening check in Summer 23 and 73% of Year 1 children passed in Summer 23. Additionally, the retention of their learning after the summer holidays was high.

Children achieving the expected standard for reading in 2223 were above national with a high proportion achieving the higher standard. Additionally, progress from KS1 to KS2 for reading was good.

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.

Using the maths hub to strengthen mastery in maths was successful and children achieved at the end of KS1 and KS2 in line with national data. Additional resources were bought to support challenge for all and develop a culture of taking risks and making mistakes when it comes to maths.

The Pupil Premium funding to provide wellbeing support to children was used in a variety of ways including targeted interventions, drop in sessions and group work when required. A staff member is being trained in emotional literacy support and this has had a positive impact on children SEMH and a teacher is about to complete an NPQ in wellbeing and behaviour to further strengthen the support for children and systems in school. We are continuing to build on this approach with development of a wellbeing team, staff training in wellbeing and behaviour and additional resources for the children.



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