



## **Pupil Premium Strategy Statement**

**2024/25-2027/28**

*"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 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	98 (Including Nursery)
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
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	£13,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,320



## 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	Level of language development in EYFS
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"> <li>• Children achieve at least National Expectation in RWM.</li> <li>• Children make more than expected progress to close the gap in their attainment.</li> <li>• Children pass the Phonics Screen Check</li> </ul>
Pupil Premium Children will make at least good progress in reading.	<ul style="list-style-type: none"> <li>• Parents more engaged in their child's learning</li> <li>• PP children will develop a love and passion for reading.</li> </ul>

	<ul style="list-style-type: none"> <li>• PP children will be regularly heard read by an adult at home and an adult in school.</li> <li>• PP children will access interventions to support their reading progress.</li> <li>• PP families will be encouraged to attend reading events in school.</li> <li>• Support for families.</li> </ul>
<p>2. Baseline assessments, observations, professional input indicate underdeveloped oral language skills and vocabulary gaps in our Nursery and Reception pupils. More children joining the nursery require direct support and interventions in relation to developing speech and language.</p>	<ul style="list-style-type: none"> <li>• Improved oral language skills and vocabulary among all pupils including disadvantaged pupils.</li> <li>• To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills</li> </ul>
<p>3. Emotional wellbeing and mental health are a priority for our PP children.</p>	<ul style="list-style-type: none"> <li>• Children's needs are supported in school</li> <li>• All children have access to support with Mental Health Lead</li> <li>• Children can take part in mindfulness and reflection activities.</li> <li>• All children and their families are well supported and feel confident to ask for help.</li> </ul>



## 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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD and Supporting retention of Staff</i></p> <ul style="list-style-type: none"> <li>- <i>Staff complete NPQ in leading teaching with a focus on oral language interventions across the curriculum.</i></li> </ul>	<p>The NPQ will develop evidence-led expertise equipping us to creating a culture of high expectations, supporting colleagues with all aspects of their teaching, contributing to effective professional development linked to teaching, curriculum and assessment</p>	1 and 2

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

Budgeted cost: £11,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of online reading development programme to create stronger readers through evidence-based, adaptive technology.</i></p>	<p>EEF +6</p> <p>The online programme is an online evidence-based adaptive reading development programme that improves pupils' fluency, comprehension, and vocabulary. It aligns with research by EEF:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul>	1

<p><i>Interventions</i></p> <ul style="list-style-type: none"> <li>- <i>TA support to implement Online reading development programme with additional sessions linked to the areas the children need extra tuition in.</i></li> <li>- <i>TA to deliver oral language interventions (see below)</i></li> <li>- <i>Intervention to support with oral language development (Early Talk Boost).</i></li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> </ul> <p>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.</p> <p>EEF +4</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>EEF +6</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	<p>1 and 2</p> <p>1 and 2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional training for Emotional Wellbeing lead in school (ELSA)</i></p> <p><i>Children and parents to access emotional, wellbeing support from lead member of staff in school</i></p> <p><i>Additional resources to support well-being in school.</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. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>1, 2, 3</p>
<p><i>Enrichment activities so children can access the same enrichment activities as their peers (£300)</i></p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	<p>3</p>

**Total budgeted cost: £ 13,320**





## 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 2023 to 2024 academic year.

#### Pupil Premium Expenditure 2023-24

Our internal assessments during 2023/24 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. 71.4% of Reception children achieved ELG for word reading. 100% of children in Y2 passed their retake of the phonic screening check in Summer 24 and 86% of Year 1 children passed the Phonics Screening in Summer 24. Additionally, the retention of their learning after the summer holidays was high.

Children achieving the expected standard for reading in 2324 were above national with a high proportion achieving the higher standard.

The introduction of a digital reading programme proved to have a positive impact on the children's fluency and comprehension across KS2. This also included a TA offering further intervention using the resources to target gaps in children's knowledge and understanding. In the 9 months it has been used, we have seen significant progress:

On average all the children using it have increased their reading rate by 57 words per minute and made 2 years 9 months progress.

Y3/4: On average have made 2 years 4 months progress. All children have made progress to have a higher comprehension, higher fluency with reading.

Y5/6: On average have made 3 years progress.

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.

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 completed an NPQ in wellbeing and behaviour. The impact of this within school as seen a referral system for children so they receive the targeted support they need, strengthening of the PSHE curriculum and the creation of a dedicated space in school for these activities to take place.

### 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
Reading Plus	£1320