



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	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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	£8,070
Recovery premium funding allocation this academic year	£2,000
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	£10,070



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
<i>Purchase of new books to supplement Phonics Bug Scheme</i>	EEF +5 Phonics has a positive impact over all (5+ months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2
<i>Homework</i>	EEF +5 Our homework reinforces the work done in class and offers lots of opportunities for parental engagement.	1, 2
<i>Feedback – CPD and resources to improve feedback practises to children.</i>	EEF +6 Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).	1, 2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 tuition</i>	EEF +5 On average, one to one tuition is very effective at improving pupil outcomes. It	1, 2

	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>Oral Language Interventions (EY) – Resources to support implementation of intervention</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: £ 3070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to increase parental engagement in school.</i>	EEF +4 Parental engagement has a positive impact on average, 4 months' additional progress. E.g. encouraging parents to support their children with reading or homework, involvement of parents in their children's learning activities after the pandemic restrictions ease.	1, 2, 3
<i>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.	1, 2, 3

Total budgeted cost: £ 10,070

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.

<u>Pupil Premium Expenditure 2020-21</u>					
The school will receive approximately £9,221 including funding for LAC.					
Provision	Intended Impact	Personnel Involved	Time Scale	Cost	Impact
One morning per fortnight SENCo time to support PP children in school	To accelerate progress in reading and writing so that the children achieve at least ARE by the end of KS2.	SENCo	Sept 2020 to March 2021	£1528	Due to COVID restrictions and school closures this time was increased. Personal welfare calls were made throughout to ensure the safety of the children.
Financial contribution to SJM assessments	To ensure that children specific needs are met so that they make accelerated progress in writing	HT to arrange	Sept 2020 to July 2021	£400	Support and targets have been significantly beneficial to further support the smooth transition of our vulnerable children into secondary school.
HLTA support for Y3,4,5 children to support interventions Reciprocal Reading	To ensure that the children are fully equipped with the basic skills required for their age group, narrowing the gap with the peer group	SENCo to oversee work to ensure the gap is narrowed.	Sept 2020 to July 2021	£3912	These SEN children have made accelerated progress with their reading. All have made increases in their reading ages.
Further resources to support intervention work.	Children make accelerated progress with intervention. Renew S&S work books.	SENCo and all staff	Sept 20-April 21	£319	S&S spelling books used for interventions contributed to the vulnerable children achieving ARE.

HLTA 9 hours per week support all identified children	Children make accelerated progress with intervention.	HT to arrange in consultation with teachers against Pupil Progress meetings termly	Sep 20 to July 21	£2000	All vulnerable children achieved ARE in English, Maths and Science at the end of Y6. 2/4 achieved GD in all subjects.
Financial contribution to Robin Wood visit Y6 This year this will have to be cancelled as COVID dictates. Therefore, financial contribution to external outdoor company coming into school for enrichment activities.	PP children have full access to enrichment activity	HT and Sports leader to arrange after DFE Guidance are consulted regarding residential trips due to COVID.	March 2021	£800	Due to COVID and the cancellation of all residential visits: All PP children have participated in all activities which otherwise they would not have been able to pay for. Further opportunities were planned locally (Tees Barrage)
Funding for LAC child to participate in school visits and the CIOC days-transport and staff costs for overtime.	LAC children feel fully supported and part of wider LAC family within Stockton.	HT to arrange with SENCO	Sept 2020 to July 2021	£1010	These were cancelled due to COVID. A bespoke programme of work was set up for our LAC child who continued to shield. Class teacher and TA arranged weekly home visits in the garden to avoid contamination. School lap top and programmes were delivered.

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