

St. Mary's pupil premium strategy statement

September 2022 to July 2025

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 (VA) Primary School
Number of pupils in school <ul style="list-style-type: none"> 2 Year olds Lower Foundation (Part-time) Upper Foundation to Year 6 (Full-time) 	2 39 205
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr. Mark Taylor (Headteacher) & Emma Brown (Acting Headteacher)
Pupil premium lead	Mr. Mark Taylor (Headteacher) Emma Brown (Acting Headteacher)
Governor / Trustee lead	Mr. John Milne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 79,355
Recovery premium funding allocation this academic year	£ 8,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Catch Up Funding from previous years	£ 16,240

Part A: Pupil premium strategy plan

Statement of intent



At St. Mary's we have high aspirations for all children and believe that all children are entitled to grow in wisdom and knowledge so that they can fully contribute to their community.

For us to live out our vision it is essential that we aim to close the attainment gap between disadvantaged children and their peers. To achieve this, it is crucial that we recognise key barriers to learning and provide effective support and strategies so that over time they are surmounted so that equity of opportunity is achieved.

We target our funding in three main areas:

- The continual improvement of quality first teaching
- High quality targeted academic support
- Wider emotional and wellbeing support along with targeted family support

Quality First Teaching is essential to improving outcomes for disadvantaged children. Using the Pupil premium to improve teaching quality benefits all children and has a particularly positive effect on children eligible for the Pupil premium.

In addition to good teaching, targeted interventions are used to address and overcome specific academic barriers individuals and groups may have. St Mary's therefore deploys pupil premium to provide additional staffing to ensure targeted interventions regularly take place. We promote effective intervention and additional support in order to eradicate barriers to learning, and to accelerate pupil progress, effectively narrowing the achievement gap between disadvantaged pupils and their peers

Whilst all spending relates in some way to raising attainment, several interventions which may appear to have a less direct impact have proved to be highly effective in overcoming barriers to learning encountered by pupil premium children. Measuring the impact of such interventions is not straightforward. Previous outcomes clearly evidence that, the better these pupils are provided for in terms of basic needs, emotional and social welfare, then the more likely they are to make similar progress to other pupils. Our Learning Mentor, Parent Support Worker and Community Liaison Worker offer extensive social and emotional support strategies to individual children, groups of children and families. Their work focuses on attendance through first day response, working with parents and home visits. They provide social and emotional support through check-ins, talk times, intervention groups and working with individual children and families. Supporting children who fall into multiple groups (PP, regularly late, under

child protection etc) and implementing imaginative strategies to support these children is a key aspect of the team's work.

Long-term and in year spending to support disadvantaged children

To ensure spending is effectively managed school allocate funding around ongoing longer-term spending and short-term / in year spending.

A significant portion of spending is allocated to increasing staffing levels and providing additional pastoral and family support than would not be otherwise funded through the basic school budget. By investing in staffing over the longer term we are able to attract and maintain high quality staff that are suitably trained to provide ongoing support.

In addition, short term / in year spending is used to fund targeted school improvement priorities to strengthen quality first teaching, targeted interventions and social and emotional support.

Early Years Pupil Premium (EYPP)

Focusing on developing children's communication and language development, through the additional hours of an experienced and talented classroom support assistant has supported extra high level interactions with children, in their own self-initiated play, where their learning is at its highest level. This has also incorporated individual and small group story times to develop a love of books, familiar stories and the development of the English language. The Early Years Unit is run with at least two additional practitioners over ratio to facilitate this high quality interaction approach.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that children enter Lower Foundation significantly below age related expectations of 30-50 months, primarily within the area of Communication and Language.
2	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their national peers. This negatively impacts their development as readers. Assessments across KS1 and KS1 indicate outcomes for disadvantaged pupils continue to be below those of their peers.

3	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Disadvantaged children achieving the expected standard at the end of Foundation Stage and KS1 are below that of their peers.
5	Assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	Observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.
7	Overall school attendance. Currently around 92% overall. This is as a result of families taking extended visits that have not happened due to the Covid pandemic.
8	<p>St. Mary's Pupil Premium Strategy is also directed at overcoming the following persistent and ongoing barriers to learning:</p> <ul style="list-style-type: none"> • High percentage of children with English as additional language • High percentage of disadvantaged children who have other multiple potential barriers to learning – EAL/New to English, Vulnerable, SEND, Mobility, Attendance, Behaviour Parental Support. • High levels of mobility – Children entering school, mid Key Stage, with multiple potential barriers to learning and potential gaps in learning. • Challenges EAL children face moving from social language acquisition to academic language acquisition, particularly as they move through KS2. • Limited opportunities for concrete experiences that are essential for the acquisition of a broad and rich vocabulary. • Limited early language development is hindered as a result of low-level language role models outside of school. • Acquisition of phonics is impacted by home language.

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
Improved oral language skills and wider vocabulary usage among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Improved reading attainment among all pupils and in particular disadvantaged pupils.	KS2 reading outcomes in 2023/24 - Disadvantaged pupils achieve at least as well as their non-disadvantaged peers and in line with or above national averages.
Improved mathematics attainment among all pupils and in particular disadvantaged pupils.	KS2 reading outcomes in 2022/23 - Disadvantaged pupils achieve at least as well as their non-disadvantaged peers and in line with or above national averages by the end of KS1 in mathematics and is consolidated across KS2.
Improved phonics attainment among all pupils and in particular disadvantaged pupils.	Disadvantaged pupils achieve at least as well as their non-disadvantaged peers and in line with or above national averages in the national phonics screen at the end of Y1.
Improved writing attainment among all pupils and in particular disadvantaged pupils.	Disadvantaged pupils achieve at least as well as their non-disadvantaged peers and in line with or above national averages by the end of KS2 in writing
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and children experiencing multiple barriers to learning.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • early identification of children with multiple barriers to learning to facilitate support. • participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022/23:</p> <p>Disadvantaged pupils have attendance (including persistent absence) levels equal to or above their non-disadvantaged peers and in line with or above national averages.</p>

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In partnership with Local Authority Lower Foundation Stage Teacher to develop, along with other early years professionals, the 'cracking communication' training programme following on from the EYPDP (Elklan).</p> <p>All early Years staff in school to be trained within the 'cracking communication' package.</p>	<p>The Early Years Professional Development Programme was a 2-year programme providing high quality, evidence-based and fully funded CPD (continuing professional development) for pre-Reception practitioners from schools and private, voluntary, and independent (PVI) settings, who meet the qualifying criteria. It was funded by the Department for Education and delivered by Education Development Trust in partnership with Elklan.</p> <p>The Lower Foundation teacher is now taking a lead on this course with the support of school improvement advisors to deliver training to other school and settings including private nurseries that feed our foundation stage.</p>	1
<p>Working with The English HUB to identify and implement the DfE validated phonics programme Little Wandle to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF educationendowmentfoundation.org.uk Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p> <p>Ensuring that the bottom 20% of children have the support they need in order for them to achieve. Promoting the love of reading as a way to access the whole curriculum.</p>	2
<p>Release time for Phonics Leader to provide training to all staff delivering phonics programme and monitor pupil progress and to complete monitoring visits and ensure consistency throughout.</p>	<p>Carefully monitoring progress ensures that phonics programmes are responsive and provide extra support where necessary.</p>	2

Continue to work in partnership with Voice 21 to develop an Oracy led approach to learning.		3
Implement and embed the Talk for Writing Programme to support the teaching of writing across school to secure stronger writing teaching for all pupils	TFW has a track record of having significant impact on oral and then written composition outcomes. It develops confidence and 'deep learning' It provides an engaging approach to learning. It is Inclusive, inspiring even the most reluctant writers. It develops reading as a reader through using 'Book talk' and develops reading as a writer – thinking about audience - purpose - structure and vocabulary. This approach will help children 'unlock' their writing potential giving them a good starting point to base their work upon.	5
Purchase of Red Rose Mastery Maths Programme to support the teaching of mathematics across school to secure stronger mathematics teaching for all pupils	The Red Rose Mastery approach is supporting children through the school in years 1-5, the year 5 and year 6 teachers are working closely with the Red Rose team to develop and implement the year 5 programme and develop the year 6 programme.	4

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

Budgeted cost: £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a programme of school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	4,5

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by specialist Reading TA in KS1	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Phonics EEF (educationendowmentfoundation.org.uk) Choosing a phonics teaching programme - GOV.UK (www.gov.uk)	2
Delivery of NELI programme in UFS. Training Teaching Assistants to support early language development	Children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating. Children who received the NELI programme made the equivalent of two additional months' progress in early word reading, on average, compared to children who did not receive NELI, in addition to four additional months' progress in language skills. Nuffield Early Language Intervention (re-grant) EEF (educationendowmentfoundation.org.uk)	1
Provide additional adult support in each class to enable additional classroom/teaching support.	Targeted and consistent support is a key tool to support children with significant barriers to learning. To enable consistency with delivery in each class PP funding is used to enable each class has full time additional adult support deployed to each class each day. £9.80 / hour x 2 x 5 x 33 x 8	2,3,4.,5
Provide time for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.	EEF recommend that to effectively use teaching assistants preparation feedback time is built into their daily routine. Targeted interventions are more effective when teaching assistants are used effectively.	2,3,4,5

	<p>During lesson preparation time ensure TAs have the essential 'need to knows':</p> <ul style="list-style-type: none"> • Concepts, facts, information being taught • Skills to be learned, applied, practised or extended • Intended learning outcomes • Expected/required feedback <p>£4.40 x 5 x 33 x 10</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional Support Assistant (not class based) to carry out targeted interventions</p> <p>Interventions:</p> <ul style="list-style-type: none"> • Race to English • Individual reading • Rainbow Words • KS2 Phonics • Lego Therapy • Fit to Learn 	<p>Support for children requiring focused and targeted interventions in addition to QFT to:</p> <ul style="list-style-type: none"> • continue to narrow the achievement gap • support children with complex needs in achieving their small steps of progress • ensuring that children who are NTE have basic language and communication skills in English, to support them with accessing year group learning 	
<p>Introduction of Flash Academy to support new to English and emerging English children.</p>	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</p>	4,5,8

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Worker to support vulnerable families across the school community	<p>There are a large proportion of disadvantaged children who also have safeguarding concerns. A strong link between school and these families is important in making sure they achieve the best they can.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	8
<p>Subsidising Breakfast and After School Club</p> <p>Subsidising trips and Y6 Residential</p> <p>Additional after school groups:</p> <ul style="list-style-type: none"> • Football • Singing/Choir • Gardening/Art 	<p>Ensure that disadvantaged children have a positive start to their school day and that they receive a good breakfast. Eating well has a positive impact on behaviour and attitudes to learning, therefore increasing the chances of children achieving academically.</p> <p>Subsidising trips enables all children to take part in these important social events which develop a range of children's needs including emotional, social, behaviour and well-being.</p>	8

Total budgeted cost: £77,500 - this is the estimated pupil premium amount for this academic year and the recovery premium funding

This allocation is in addition to funds from the main school budget that support the school development plan priorities and the teaching of all pupils.

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 Tutor led funding was aimed at all children in Year 6 to achieve in Maths- our data from the 2022 SAT's test relieved 69% of children were working at expected and above in maths. National was 71%.

Initial assessments in Upper Foundation show that children more children are working at Age Related expectations in CL than in the previous year. Within the EY unit it is clear through the environment and observations that vocabulary is rich and varied.

The Little Wandle programme has been implemented since March 22, this year 82% of Year 1 are targeted to pass the PSC. Daily catch up and interventions take place along with guided reading where the children read fully de codeable books. A phonics breakfast club takes place aimed at the bottom 20% of year 1's and the year 2 children who did not pass.

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
Nuffield Early Language Intervention	Nuffield Foundation Education Limited
Little Wandle Phonics Programme	Little Wandle- Letters and Sounds Revised
Talk For Writing	Talk For Writing
Red Rose Mastery Maths	Lancashire County Council

Service pupil premium funding (optional)

We did not receive service premium funding

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.