



'Love one another as Jesus loved us' (John 13 v 34-35)

## Pupil premium strategy statement 2020 - 2023

Using the best practice advice from the DFE and the EEF, St Mary's CE Primary School has published this statement to detail our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils. The strategy is a long term strategy spanning 2020 – 2023.

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.

### EEF Research

**Teaching:** Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

**Targeted Academic Support:** Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

**Wider Strategies:** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

### School Overview

Detail	Data
School name	St Mary's CE Primary School
Number of pupils in school	210
Proportion (%) of disadvantaged pupils (14 pupils)	6.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	Annually
Statement authorised by	Finance Governor Sub Committee
Pupil premium lead	P Hartley
Governor lead	Andrew Green

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,960
Recovery premium funding allocation this academic year	£1,066
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£32,026</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

The *intended* effect of this funding is to accelerate progress and raise attainment.

#### Principles

- Every child with his/her individual needs and gifts is unique and special.
- As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need.
- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed within a caring environment.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

#### Provision

In order to meet the above requirements, St Mary’s will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities will be focussed on ‘narrowing the attainment gap’ for those pupils not on track to achieve Age Related Expectations (ARE) at the end of Year 2 and Year 6. As part of the additional provision made for pupils who belong to vulnerable groups, we will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring meetings. In making provision for socially disadvantaged pupils, we will follow the principles outlined above.

The range of provision:

- Facilitating pupils’ access to education
- Facilitating pupils access to the curriculum
- Additional teaching and learning opportunities

## Disadvantaged pupil progress scores for last academic year (18/19)

Measure	Score
Reading	3.69
Writing	2.79
Maths	3.06

## Disadvantaged pupil progress scores for last academic year (18/19)

Measure	Score
Meeting the expected standard at Key Stage 2	100%
Achieving the high standard at Key Stage 2	33%

## Challenges

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

Challenge number	Detail of challenge
1.	The number of disadvantaged pupils achieving the expected standard in Key Stage 1 is lower than the National average and the number of disadvantaged pupils attaining greater depth in key stage 2 is not consistently at National average.
2.	The reading fluency and acquisition of phonics for specific pupils is below that of their peers.
3.	There are an increasing number of our disadvantaged pupils who also have other additional needs and therefore require additional support on a number of different levels.
4.	Limited life experiences and opportunities to engage in activities outside school for some PP pupils due to financial reasons or accessibility.
5.	Increased number of pupils needing emotional support and guidance

## 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
Where appropriate ensure that PP have targeted support to help specific pupils achieve greater depth at the end of KS 2 and all pupils are supported to achieve expected level.	The gap between disadvantaged pupils and non-disadvantaged pupils begins to narrow.
Ensure the number of pupils achieving the expected standard in Key Stage 1 and Key stage 2 are at least at National and PP pupils are prioritised	We are at least National at KS1 and KS 2 in all core subjects at the expected level for disadvantaged and non-disadvantaged pupils.

Ensure eligible children with additional needs meet their personal targets (currently within our disadvantaged pupils we have 1 pupil with an EHC and 6 pupils who have additional support and advice from external agencies.) Using raw R/W/M data may not accurately show the progress	All pupils who are disadvantaged and have additional needs make good progress towards their own targets.
Where appropriate ensure that PP pupils have targeted support in reading and phonics.	The gap between disadvantaged pupils and non-disadvantaged pupils begins to narrow in reading and phonics attainment
All pupils to be given the same opportunities regardless of financial background.	All pupils, including those who are disadvantaged, are able to participate in any further opportunities in school.
Where appropriate, strong social and emotional targeted support provided.	All pupils are happy and well supported in school.

### **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: £10,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Ensure all relevant staff have received CPD training to deliver the Little Wandle phonics scheme effectively to improve GPC and reading fluency of 90-95%. Buy and embed the use of Little Wandle Letters and Sounds revised resources: Fully decodable books, flashcards and friezes.	Securing early reading is supported by the EEF as a high impact activity for very low cost based on very extensive evidence.	1, 2, 3
Purchase and CPD for all Key Stage 2 staff to effectively use LBQ. Further training for LBQ Ambassadors to cascade and lead in school training and coaching	LBQ supported by EEF and backed by the DFE for use if Catch up Premium.	1, 2, 3

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

Budgeted cost: £ 18, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver the FFT reading materials as part of 1:1 reading interventions (FFT Lightning Squad)	The intervention designed on research conducted by FFT	1,2, 3,
PP pupils will be prioritised for any additional reading and phonics support using the specific intervention designed by Little Wandle.	EEF Toolkit supports targeted interventions matched to specific pupils with particular needs. All staff leading these interventions will be fully trained	1, 2, 3,
PP who have the potential to gain Greater Depth to be prioritised in additional small group interventions with a class teacher	EEF Toolkit supports targeted interventions matched to specific pupils with particular needs.	1
Pupils who are falling behind in Year 2 and Year 6 are prioritised in additional small group interventions with a class teacher	EEF Toolkit supports targeted interventions matched to specific pupils with particular needs.	1

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated time for specific wellbeing interventions to be led for pupils identified by Class Teachers and prioritised by SLT. Disadvantaged pupils will be a priority. Sessions are time specific with smart targets measured and evaluated for impact by SLT. Delivered by specialist TA	EEF research supports pupils who are displaying behaviour and/or social and emotional needs, require these needs to be addressed and pupils supported to remove this as a barrier to being successful in school.	5
Cultural enrichment	Supporting pupils' wellbeing and self-esteem	4

activities accessible as part of the curriculum for all children. Eg subsidising trips, residential visits, clubs, music tuition	so they have the same opportunities as their peers and are not disadvantaged.	
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**Total budgeted cost: £ 32, 000**

## 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.

<b>Aim</b>	<b>Outcome (All data is internal data due to Covid -19)</b>
Where appropriate ensure that PP have targeted support to help them achieve greater depth at the end of KS 2 and all are supported to achieve expected.	Reading 66% (2 out of 3 Pupils) Writing 66% (2 out of 3 Pupils) Maths 66% (2 out of 3 Pupils)
Ensure eligible children with additional needs meet their personal targets – currently we have 1 PP with an EHC and 3 PP pupils who have additional support and advice from external agencies. Using raw R/W/M data may not accurately show the progress of these learners.	1 PP pupil in year 6 gain expected in Reading and Maths and made 2 point scale progress in writing from Year 5 1 PP pupil in Y4 made 8 scale point progress in reading, 6 scale point progress in maths. In writing has progressed to the next milestone , using p scales 1 PP pupil in Year 3 made 5 scale point progress in reading, 4 scale point progress in maths and 2 scale point progress in writing. Pupil with an EHC has made good progress towards his own personal targets linked to his EHCP.
Where appropriate ensure that PP pupils have targeted support in reading.	All PP premium pupils received additional targeted support through FFT Lightning Squad 1:2 tutoring. 53% reached the expected level of achievement and 24% reached Greater Depth
All pupils to be given the same opportunities regardless of financial background.	Reduced visits and extra curricular activities due to COVID -19 One pupil applied for financial assistance for music tuition and this was approved
Where appropriate, strong social and emotional targeted support provided.	All staff completed additional National Training to support pupils. Elsa training and status maintained Additional staffing sought for the next academic year to continue this important piece of work.

## Externally provided programmes

Programme	Provider
Learning By Questions	LBQ
Fisher Family Trust – Lightning Squad	FFT