



## Pupil premium strategy statement St Mary's C of E Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dave Ellison-Lee
Pupil premium lead	Laura Oakes
Governor / Trustee lead	Jo Westaby (as delegated by Board of Directors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,110
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75,110

## Part A: Pupil premium strategy plan

### Statement of intent

#### **What are your ultimate objectives for your disadvantaged pupils?**

Our commitment is for every child in our school to reach their full potential. All children will be offered a broad and balanced curriculum tailored to meet their individual needs. At St Mary's, most of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. In addition, the school recognises that the wider curriculum supports and enriches children's development in communication, English and Maths and therefore funding will also be allocated to enable children to participate actively in wider and extracurricular activities.

Eligibility and funding Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals.
- Looked-after and previously looked-after children.

#### **Non-eligible pupils**

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

#### **What are the key principles of your strategy plan?**

**Principles:** Teacher development, enhancing quality of teaching, developing teacher subject knowledge,

**Achieving:** Centralised teacher CPD, Instructional coaching, development of curriculum resources.

**Wider strategies:** Trust Attendance Officer to support attendance, social and emotional support, personal curriculum opportunities and support for Pupil Premium children with SEND

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

We recognise that a key factor in achieving high standards of pupil attainment is through teacher development and high-quality teaching and learning. Through delivery of a programme of strong, sustained CPD, focused on evidence-led teaching approaches there will be an improved quality of teaching. Instructional coaching within school will further contribute to teacher development. We will also concentrate our spending on developing teacher subject knowledge. Combined these will have a high impact on pupil outcomes. This will have an impact on closing the disadvantage attainment gap while at the same time will benefit the non-disadvantaged pupils in our school.

We will ensure that the needs of socially disadvantaged pupils are adequately assessed and supported as appropriate. We will monitor the children’s attainment and progress, as well as their emotional and social well-being to measure impact of the Pupil Premium. Pupils will have opportunities to broaden their experiences, talk and socialise in a wider group to improve life skills and wellbeing. Spending will ensure that no pupil misses out of such important aspects of education, that learning is enriched, and their self-confidence grows.

## Challenges

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

	Detail of challenge
1	Limited vocabulary to be able to access the academically rigorous curriculum
2	The proportion of Pupil Premium children in EYFS meeting GLD is lower than that of non-disadvantaged children.
3	High proportion of disadvantaged children have recognised SEND needs
4	Lower attainment in writing across the school
5	The proportion of disadvantaged children meeting the standard of the phonics screen is lower than that of non-disadvantaged children.
6	Pupil Premium children have higher issues with SEMH and well-being.

## 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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time

Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
All disadvantaged children are supported to make good progress, including middle and higher attainers.	Attainment of children is closely tracked to ensure that all disadvantaged children make progress in relation to their starting points.
Disadvantaged children take pleasure in reading and reading attainment improves.	Disadvantaged children enjoy reading and have the opportunity to share books frequently with an adult. All children who do not have additional SEND needs meet the standard of the national phonics screen at the end of Year 1.
Disadvantaged children able to produce age related pieces of writing across a variety of genres	Implementation of the new writing curriculum across KS1 and KS2
PP children with SEND are monitored closely, they are benefitting from quality and targeted interventions including from specialist provision.	Accelerated progress being made by PP/SEND pupils because of the effective teaching/interventions put in place. Recognised intervention has helped reduce the attainment gap between SEND/PP and others. SEND/PP children make accelerated progress though they may still be working below ARE.
SEMH needs are identified early. Teachers recognise when to refer and use strategies to support.	SEMH needs are identified early. Swift referrals are made for appropriate help. Referrals made to Emotional coach within school. Staff are confident in referring and supporting in class.
PP attendance increases and the number of PP persistent absentees decreases.	Parents are aware of their legal responsibility to ensure that their children attend school. Trust attendance officer supports families to ensure that all children attend school regularly and on time. Children have positive attitudes towards schools – they want to attend and do not want to miss out. Attendance is at least in line with national. Medical need is the only reason for persistent absence.

### 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: £ 27,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Devise, develop &amp; deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching &amp; Learning Leads.</p>	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies and have time to practice them with peers and apply them to future classroom practice.</p> <p><a href="#">EEF Effective Professional Development Guidance Report</a></p> <p><a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</a></p>	<p>2,3,5,6</p>
<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p><a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a></p> <p><a href="#">Putting Evidence to Work – EEF</a></p> <p><a href="#">What is Instructional Coaching – Ambition Institute</a></p>	<p>1,2,5,6,8</p>
<p>Development of high- quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p><a href="#">The Great Teaching Toolkit: Evidence Review – Evidence Based Education</a></p>	<p>1</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing trust attendance officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>To identify a pupil premium champion in school to lead on raising attainment strategically.</p>	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>   <a href="https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/">https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</a></p>	<p>1,2,5,6</p>

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

Budgeted cost: £47,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments through Smart Grade. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests</p>	<p>1,6</p>

LSA to support in EYFS to run Talk Boost	Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a>	2,5
School-led interventions. A significant proportion of the pupils who receive interventions will be disadvantaged.	Interventions 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 ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) <u>And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF 2,3,4 and 8</u>	2,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	5
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	7

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

Budgeted cost: £7,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Working with Trust attendance officer.		
Pupil Premium pupils will have access to Emotional support of Relax Kids coach	<a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>	7
All Pupil Premium pupils have access to Coram Scarf to support their Personal, Social and Emotional Education	We have identified a need to use an extensive scheme to support our PSHE lessons and RSE offer.	3
All Pupil Premium pupils receive school milk	We have identified a need to set a small amount of funding aside to support children's nutrition and good health	7
Pupil Premium pupils are supported with 50% of the cost of one school trip	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behavior and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	7
Pupil Premium pupils in Year 3 are supported with 50% of the cost of swimming for one term.	Physical activity has important benefits in terms of health, wellbeing and physical development.	3,7

**Total budgeted cost: £75,110**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Pupil Attendance Figures 2023-24**

**School 96.1% against national 94.3%**

**PP 94.5% national all children 94.3%**

**Persistent absence = 8.2% against 20.7% nationally**

**Persistent absence of those who are PP = 21.3% against 37.9% nationally (22-23)**

EYFS-PP children were given additional interventions in Phonics, writing and number daily by an experienced Senior Teaching Assistant.

Provided small group and 1 to 1 work with an experienced LSA focused on overcoming gaps in learning in Phonics. Percentage of pupils in year 1 achieving the phonics screening was 79.3%. 33.3% of PP children passed the phonics screening.

Additional tutoring for Year 6 pupils by experienced Teacher and LSA in reading and maths.

#### **Overall Outcomes for End of Year 6**

	School EXS	School GD	National EXS
Reading	73.1%	15.4%	74%
Writing	76.9%	7.7%	72%
Maths	64.4%	3.8%	73%
Combined	65.4%	3.8%	61%

The major focus of our work, through the pupil premium, is aimed at improving pupil progress, enabling children to meet at least age-related expectations in Literacy and Numeracy. Paired or group tuition/intervention supported children with specific identified needs; without which may have put them at risk of underachievement. Most PP children made achieved expected at the end of Year 6. Those that are not working at the expected standard for their year group have made progress and are closing the gap.

#### **KS2 Outcomes for PP children**

87.5% achieved expected standard in Reading

87.5%achived expected standard in Writing

87.5% achieved expected standard in Maths

87.5% achieved combined.

Most children were supported through intervention, and specific programmes such as Sounds Write, Talk Boost, Shine Intervention, the National tutoring programme and school-based tutoring.

Parents were supported financially with school visits and activities. This included trips and activities like swimming. Pupil premium funding was used to support children's learning by providing Trust and School led CPD for staff using the Trusts 'Ambition through Alignment' document.

Children's learning was enriched using an ambitious curriculum, and their self-confidence continued to grow. Regular low stake and cumulative assessments showed that PP children were retaining more. No child missed out of aspects of education.

Children have been supported in school by an external Relax Kids coach who specialises in emotional coaching.

Help was given with the cost of having milk at school. Nutrition was supported and the health of children is generally very good. Financial support for Smile Club. This support enables children to participate in clubs/activities for curriculum enrichment. Attendance at the after-school club is high. Children participated in inclusion events and were offered the chance to represent the school as Young Governors or Playleaders. Confidence levels were high.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Speech and Language	Talk Boost
Pira Assessments	MARK Hodder
Puma Assessments	MARK Hodder
Shine Interventions	Shine Hodder Education
TT Rockstars	Maths Circle
Numberbots	White Rose
Sounds write Intervention	Sounds Write
Instructional Coaching	Walkthrus
PSED	Coram Scarf
Spellings	Spelling Shed
Handwriting	Letterjoin
Intervention and Tuition	Test base

