

Pupil Premium Strategy Statement 2022/23

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 C of E Primary Academy
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Head teacher
Pupil premium lead	Head teacher
Governor / Trustee lead	To be appointed

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,120
Recovery premium funding allocation this academic year	£16,530
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	£171,650

Part A: Pupil Premium Strategy Plan

Statement of Intent 2022 - 2023

It is our intention that all pupils, irrespective of their background and the individual challenges that they face, make good progress and achieve highly in light of our vision ' Let your light shine'.

Our intention is that all pupils ...

- Attain in line at least with national expectations and make good progress
- Develop into well rounded individuals ready for their next stage in learning
- Have access to high quality curriculum which builds their cultural capital
- Experience a rich wider curriculum offer
- Access early targeted support and intervention in line with their needs

High-quality curriculum and teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The focus of our pupil premium strategy is to support ...

- Effective teaching and professional development for all staff to deliver a high-quality curriculum which meets the needs of all pupils
- Support targeted intervention
- Develop wider strategies to support good attendance, and social, emotional and behavioural needs
- Encourage active participation of pupils in the wider curriculum
- Encourage high engagement and strong partnerships with parents/carers

Our strategy is also integral to wider school plans for education recovery, notably in its target for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure they are effective we will:

- ensure disadvantaged pupils access high quality teaching
- act early to intervene
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- closely monitor the implementation and impact of the strategy plan through robust assessment and evaluation

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 underdeveloped language skills and vocabulary. These are evident from Reception through to KS2. Many pupils entering the EYFS have communication, language and listening skills well below their developmental age and stage. A lack of early language knowledge within the early years impacts upon pupils ability to develop strong early reading skills and a love of reading.
2.	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were impacted by COVID partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, across a range of curriculum subjects. Attainment and progress, including that of disadvantaged students needs accelerating. Assessment information needs to be used effectively to identify gaps and provide appropriate high quality teaching.
3.	Ensuring that families of pupils who are disadvantaged see the link between good attendance, achievement and how this influences their next stage is a key need. Our attendance data shows that attendance across the school is still not back to pre-covid levels (92%), and our disadvantaged pupils attendance is lower (90%). 82 pupils were PA and out of these 52 pupils were eligible for the pupil premium.
4.	Our assessments, observations and discussions with pupils and families have identified that a number of our pupils have social, emotional and behavioural challenges that impact on their ability to make expected progress and be successful in school. These challenges particularly affect disadvantaged pupils.
5	We have a number of pupils with SEND who are in need of external additional assessment or support from outside agencies that didn't take place during lockdown. The majority of these students are disadvantaged students.

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 vocabulary	Assessment and observations indicate improved oral language among all pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. There is a thorough and consistent approach to teaching language skills and vocabulary.
Social and emotional needs are well supported, and pupils can access their learning well	Pupils needs are accurately identified and targeted support is put in place to support social, emotional and behaviour needs and improve pupils' access to learning and the curriculum. Staff are well equipped to support pupils needs. The behaviour policy is revised and implemented effectively across the school.
In reading, writing and mathematics, accelerated progress is made by all pupils including disadvantaged pupils	<p>Across the school,</p> <ul style="list-style-type: none"> • The quality of teaching improves • Pupil progress is accelerated • Intervention is implemented swiftly to close any identified gaps in learning.
Improved early reading/phonics and reading skills among disadvantaged pupils	Phonic screening checks and end of key stage assessments show an increasing trend of disadvantaged pupils meeting the expected standard. Progress in reading is accelerated.
Children are attending well	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • increased attendance for all pupils and a reduction in the gap between the attendance % of disadvantaged pupils and non-disadvantaged pupils • reduction in persistent absences for all pupils and in the gap between persistent absence attendance % of disadvantaged pupils and non-disadvantaged pupils.
Improve whole school SEND provision	Pupil needs are accurately identified and provision tailored to this. All staff are aware of the needs of the children in their class and can adapt their teaching effectively to meet their needs. Disadvantaged children with SEND make good progress.

<p>Raise the profile of reading and increase the frequency of reading at home.</p>	<p>80% of students read at home at least twice a week. The school has a library and the profile of reading increases. Pupils demonstrate a love of reading. Pupils have access to high quality texts.</p>
<p>Pupils and families engage well with support, and participate in wider opportunities.</p>	<p>Early intervention and support is accessed for pupils and families in line with needs. The range of opportunities for pupils is increased and pupils who are eligible for pupil premium access these.</p>

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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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Little Wandle programme to secure high quality phonics teaching for all pupils.</p> <p>Training for staff to ensure programme is delivered effectively.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Training provided for EYFS practitioners to understand and deliver the new EYFS framework, including the enhanced focus upon language and vocabulary.</p>	<p>There is evidence that supports the link between childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Further develop Curriculum intent and implementation (including the effective use of assessment).</p>	<p>https://www.gov.uk/government/publications/ofsted-strategic-plan-2016</p>	2
<p>SEND Specialist consultant to provide support and advice to improve SEND provision and effective practice.</p>	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Develop whole school strategy to enhance reading teaching and a love of reading (new books/library etc)</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Phonics Toolkit Strand Education Endowment Foundation EEF	1
Engaging the services of a professional Speech & Language therapist to improve listening, narrative and vocabulary skills for pupils who have low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Key stage focused small group SEMH interventions and Booster sessions for YR6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pupils access to high quality books and encourage higher levels of reading at home.	https://www.booktrust.org.uk/globalassets/resources/research/reading-for-pleasure-in-secondary-schools-literature-review.pdf	1
Review and revise behavior policy, and ensure this is implemented consistently.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example improved academic performance, attitudes, behaviour and relationship with peers.	4

	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
Ensure pupils with additional SEMH needs access appropriate targeted support and care (SEMH friendly classrooms). Establish nurture provision. Additional specialist staffing for pupils with high needs (AR/SS/RS – SENCO/LW)	EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4
Purchase of quality PSHE resources for delivery in all classes.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example improved academic performance, attitudes, behaviour and relationship with peers. https://pshe-association.org.uk/our-vision/why-pshe-education-matters http://downloads2.dodsmonitoring.com/downloads/Misc_Files/Careersreview.pdf	4
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. https://www.gov.uk/government/publications/work-ing-together-to-improve-school-attendance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Enhance partnerships with parents	Following the pandemic, we need to enhance the ways in which we engage with parents in order to support learning and improve attendance. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	3, 4, 5

Ensure there is a wider range of wider curriculum opportunities available and that these are accessed by all pupils.	Develop after school clubs, trips, visitors, experiences etc in order to enrich curriculum experience and build cultural capital.	2
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Total budgeted cost:

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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.

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
Non used	

4. St Mary's CoE Primary Academy:

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	Sig above national (28 pupils)	In line with national (31 pupils)	In line with national (45 pupils)	In line with national (29 pupils)
Writing	2022	Sig above national (29 pupils)	In line with national (31 pupils)	In line with national (45 pupils)	N/A
Mathematics	2022	In line with national (28 pupils)	In line with national (31 pupils)	In line with national (45 pupils)	N/A
		KS2 EGPS		KS2 combined RWM	
2022		In line with national (31 pupils)		In line with national (31 pupils)	

Pupil Groups:

A nurture provision was developed in order to support the SEMH needs of pupils. This included targeted small group and 1:1 interventions. These impacted positively for some children.

With increased need in the EYFS, additional staffing capacity was deployed (two teachers). The impact this was reflected to some extent in the GLD outcomes and progress journey of individual children.

Workshops for parents upon phonics and early reading were provided, attended by some parents who found these helpful.

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