

Pupil Premium Strategy Statement

St Mary's CE Primary Academy

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	223
Proportion (%) of pupil premium eligible pupils	44
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Local Governing Committee
Pupil premium lead	Alison Smith
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,415
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>	£16,530
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£180,945

Part A: Pupil premium strategy plan



Statement of intent

At the start of the academic year 2023-24, the school is focused on delivering a wide curriculum that equips children with the key skills of Reading, Writing and Maths, recognising that lockdowns due to COVID-19 will have had a negative impact on children's attainment. These lockdowns also increased the challenges we face when supporting children with mental health and wellbeing issues due to loss of routines, friendships, freedoms, space, exercise and safety.

Our evaluation of the school's current strengths and areas to develop take account these difficulties, and recognises the difficulty in quantifying the impact of lockdown. St Mary's CE Primary Academy is an average-sized inner-city primary school. The school serves an area with very high levels of deprivation, and the children typically live in overcrowded homes with issues such as domestic violence, drug abuse and family imprisonment. These issues were exacerbated during lockdown with families struggling with the effects this had on their home life.

The Key Contextual Factors are:

- Eligibility for Free School Meals 44% - well above the national average
- Children representing minority ethnic groups 26% - a rising trend
- Children with first language believed not to be English 21% - well above average
- Children on the SEND register 19% - well above the national average
- Pupil base and school location deprivation indicators are well above national averages
- Overall absence, persistent absence and suspensions are well above national averages

Challenges

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

Challenge number	Detail of challenge
1	Attendance Autumn Term 2023: all pupils attendance=93.25%, Pupil Premium = 90.69%
2	Attainment Key Stage 1 In 2023 – 20% of disadvantaged pupils reached the expected standard in reading, writing and mathematics in Key Stage 1
3	Progress Key Stage 2 In 2023, progress of disadvantaged pupils was significantly below national averages in reading, writing and mathematics
4	Behaviour Around 5% of our children display challenging behaviours that can disrupt others' learning, and can put themselves and others at risk. 80% of these children are disadvantaged. As a result, a higher than average proportion of children have been suspended.
5	Early Years Low attainment in all areas on entry to EYFS
6	SEND Low attainment of children with SEND – previous provision has not been effective.

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
Disadvantaged pupils' attendance is good or better	Attendance of disadvantaged pupils is at least 96%
Progress in reading, writing and mathematics	Disadvantaged pupils achieve above national average progress scores in reading, writing and mathematics
Phonics	Disadvantaged pupils achieve above national average expected standard in PSC
Multiplication Tables Check	Disadvantaged pupils achieve above national average expected standard in MTC

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: £118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff, (HLTAs - £73,000)	HLTAs are able to release teachers to provide interventions and targeted support for vulnerable pupils. These staff also provide a range of after-school activities at no cost to families	2, 3, 5
Dyslexia consultant to provide CPD on dyslexia-friendly classrooms and Quality First Teaching for SLD (£2000)	High levels of SEND needs, which have previously not been met effectively, are now being addressed through intense expert external support. This includes CPD, liaison with external agencies and parents to ensure individual needs are being met	6
SEND support (£44,800)		

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

Budgeted cost: £25,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for Key Stage 2 pupils (£7000)	To provide sustained small group support for Upper Key Stage 2 vulnerable pupils in order to ensure they are ready for their next stage of education.	3
Additional teaching staff (Spring Term) (£14,000)	To provide additional capacity for targeted support and intervention for vulnerable groups	2, 3

Times-tables Rockstars (£200) Literacy Shed (£600)	These on-line resources are well-established means of supporting teaching, including at home	2, 3
Additional EY resourcing to meet the needs of the new EY curriculum (£4000)	31% achieved GLD in 2022 -significantly below national average. • These figures reflect the fact that many children join St Marys with very low levels of development. • Continue to invest in new resources to ensure curriculum can be taught	5

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of REACH learning centre provision (£8000)	A small number of vulnerable pupils at risk of exclusion need intensive support for behaviour needs	4
Breakfast Club (£10,000)	Provides a safe and nurturing setting for vulnerable pupils. Children from disadvantaged homes are provided with a healthy breakfast and additional reading/homework support	1, 2, 3
Educational Visits (£6000)	To ensure all pupils, including those from disadvantaged homes are able to access the widening range of visits, including residential visits.	1, 2, 3, 4, 5, 6
DHT and admin time to target attendance (£11,000)	To work with families where attendance is an issue. This approach has seen attendance improving and PA reducing already this academic year.	1
Counselling service for children (£3000)	Providing counselling support for vulnerable pupils who have suffered trauma and adverse childhood experiences	1, 4

Total budgeted cost: £181,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the change in leadership of the school in 2023, it was decided to introduce a new PP strategy starting in the 2023/24 academic year.

The previous strategy had not been successful (see below outcomes):

		<i>School 2023</i>		<i>Leeds 2023</i>		<i>National 2023</i>	
		<i>At or above expected</i>	<i>Greater depth</i>	<i>At or above expected</i>	<i>Greater depth</i>	<i>At or above expected</i>	<i>Greater depth</i>
<i>GLD</i>	<i>All pupils</i>	31		63			
	<i>Disadvantaged</i>	44		46			
	<i>Not disadvantaged</i>	26		68			
<i>Phonics</i>	<i>All pupils</i>	53		78			
	<i>Disadvantaged</i>	47		64			
	<i>Not disadvantaged</i>	59		82			
<i>KS1 Reading</i>	<i>All pupils</i>	33	0	65			
	<i>Disadvantaged</i>	20	0	46	6		
	<i>Not disadvantaged</i>	40	0	72	22		
<i>KS1 Writing</i>	<i>All pupils</i>	30		57			
	<i>Disadvantaged</i>	20	0	38	2		
	<i>Not disadvantaged</i>	33	0	64	10		
<i>KS1 Maths</i>	<i>All pupils</i>	30		68			
	<i>Disadvantaged</i>	20	0	50	6		

	<i>Not disadvantaged</i>	33	0	75	20			
KS2	<i>All pupils</i>	-4.19		+0.3				
<i>Reading Progress</i>	<i>Disadvantaged</i>	-4.21		-0.68				
	<i>Not disadvantaged</i>							
<i>Writing Progress</i>	<i>All pupils</i>	+0.99		+0.61				
	<i>Disadvantaged</i>	-1.91		-0.22				
	<i>Not disadvantaged</i>							
<i>Maths progress</i>	<i>All pupils</i>	-3.08		+0.72				
	<i>Disadvantaged</i>	-4.8		-0.22				
	<i>Not disadvantaged</i>	-2.34		+1.10				