

## 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	219
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Local Governing Committee
Pupil premium lead	Elizabeth McDonagh
Governor / Trustee lead	Sonia Walters

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,650
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>	£144,650

## 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 School 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 high - 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	<b>Improving Attendance:</b> Autumn Term 2023: attendance=93.25%, Pupil Premium = 90.69%
2	<b>Improving Achievement and Wider Development-</b> Pupil achievement for disadvantaged pupils across the school needs to be improved. There are pupils in many year groups where historic underperformance requires accelerated progress so that pupils get back on track. This is especially the case in KS2. Pupils also need access to high quality extra curricular opportunities to broaden their experiences.

3	<p><b>Improving provision for pupils with SEND</b></p> <p>Following significant changes to policy and practise, the new SENDCO is driving forwards developing revised provision for pupils who are disadvantaged to better meet their needs.</p>
4	<p><b>Improving behaviour and reducing suspensions/risk of exclusion</b></p> <p>Around 5% of our children display challenging SEMH behaviours that can disrupt others' learning and can put themselves and others at risk. This also impacts on their ability 80% of these children are disadvantaged. As a result, a higher than average proportion of children have been suspended and some are at risk of exclusion.</p>
5	<p><b>Improving partnerships with parents</b></p> <p>Continued work with parents to ensure they get access to high quality support and advice, as well as ensuring they are actively involved in their child's learning.</p>

### 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 improves and is at least in line with their peers. PA reduces as a result of targeted support.
Progress in reading, writing and mathematics	Disadvantaged pupils achieve well in line with starting points and needs. Progress is accelerated across the year. Pupils pass the PSC in year 1 and 2. Disadvantaged pupils achieve above national average expected standard in MTC.
Pupil behaviour improves so that they can access a high quality curriculum and achieve highly.	Suspensions reduce or specialist provision secured for pupils who need this. Pupils on modified timetables – increased access to the curriculum.
Provision for pupils with SEND is aligned to their needs and pupils make good progress in their learning (including social and emotional learning).	Pupils will make good progress in their learning – assessment information will evidence this.

### 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: £144, 650 (total cost: £220,920 – variance of £76,270 from school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring the curriculum and the implementation of the curriculum (use of adaptive teaching including assessment) is effective to meet the needs of all pupils – CPD for teachers/Wider Leader Roles /Subject Leader Development /TSIO/PTI hub attendance/Early Excellence/CLT networks. Cost: £333	<a href="#">Strong foundations in the first years of school - GOV.UK</a>  <a href="#">Leading the primary curriculum: Developing subject leadership and expertise</a>	2
Smaller class sizes – year 3 and YR5/6 to accelerate pupils progress and minimise disruption to learning – quality interactions/ flexible groupings and teaching/ feedback. Cost: £58,447 (one teacher)	<a href="#">Reducing class size   EEF</a> <a href="#">Social and emotional learning   EEF</a>	2, 4
Director of SEND Support - aid transition to new SENDCO and additional capacity to continue to improve SEND policy and provision. Cost: £6,904	<a href="#">Special Educational Needs in Mainstream Schools   EEF</a>	2, 3, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Books for phonic sessions/use of Lexia – reading intervention for identified pupils. Cost: £6,883	<a href="#">Phonics   EEF</a> <a href="#">Reading comprehension strategies   EEF</a> <a href="#">Product Efficacy   Lexia</a>	2
Speech and Language Therapy for identified pupils. Cost: £5,877	<a href="#">Oral language interventions   EEF</a>	2, 3
Golden Room – internal resourced provision for pupils with SEMH needs (3/4 pupils disadvantaged). Additional support including HLTA support. Cost: £85,864	<a href="#">Improving Behaviour in Schools   EEF</a> <a href="#">Behaviour interventions   EEF</a>	2, 3, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expansion of after school clubs (free to all families/pupils) to ensure all pupils have access to wider opportunities to develop their interests and talents. Provided by HLTA's and Sports Coaches. Cost: £3,000	<a href="#">Extending school time   EEF</a>	2
Breakfast Club and Nurture Breakfast – access for disadvantaged pupils. Free breakfast will help ensure pupils start every day ready to learn, and in turn will improve behaviour, attendance and attainment.	<a href="#">Everything you need to know about free school breakfast clubs – The Education Hub</a>	1, 2, 4

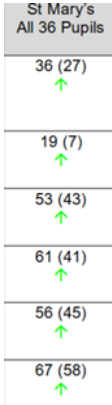
Cost: £5,622		
Parent support worker – universal and targeted support for parents/carers. Cost: £32,161	<a href="#">Working with Parents to Support Children's Learning   EEF</a>	5
DHT (admin time to provide strategic time and space to DHT) to implement attendance strategy.	To work with families where attendance is an issue. This approach has seen attendance improving and PA reducing last year academic year.  <a href="#">Supporting attendance   EEF</a>	1
Jess Cluster contribution (circa £13,000) Cost: 15,826	Providing counselling support for vulnerable pupils who have suffered trauma and adverse childhood experiences. Family support	2, 3, 4

**Total budgeted cost:**

**Part B: Review of the previous academic year**

**Outcomes for disadvantaged pupils**

Activity 23/24	Impact and Evidence
<p>Teaching</p> <ul style="list-style-type: none"> <li>• Additional support staff</li> <li>• SEND Support</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in Spring and Summer term of fixed term suspensions including a reduction in frequency. Overall improvement in specific pupils' ability to regulate and manage emotions (SEMH needs better met).</li> <li>• 4 Year 6 pupils avoided exclusion and transferred to either specialist provision or secondary schools.</li> <li>• Significant improvement in the quality of support for specific pupils. These pupils have access to a personalised curriculum in line with their needs which is supporting them to catch up, make better progress and be ready to learn.</li> <li>• Reduction in the disruption to other pupils' learning. Whole school behaviour improvements – reflected in Ofsted inspection September 24.</li> <li>• Significant improvement to the policy, provision and practise for SEND pupils. Impacting positively on pupils with specific</li> </ul>

	<p>needs who require specific intervention. Ofsted inspection September 24 recognised the impact this is having on pupils access to learning and achievement.</p>						
<p>Targeted Support</p> <ul style="list-style-type: none"> <li>• Tutoring for Key Stage 2</li> <li>• Additional teaching staff- targeted support and intervention for vulnerable groups</li> <li>• Additional EY resourcing to meet the needs of the new EY curriculum £2,293)</li> </ul>	<p>Tracking and monitoring in KS2 has been reviewed to ensure that combined achievement (pupils attaining all of reading, writing and mathematics) is more robustly monitored and catch up provision aligned to this.</p> <p>KS2 outcomes remain low overall but all three core subjects showed improvement. This included improvement in the for disadvantaged pupils. Progress was accelerated within the year. EYFS GLD outcomes improved from 32% to 58% aligned to targets set. EYFS provision significantly improved – recognised in the Ofsted inspection September 24 as Good.</p>  <table border="1"> <caption>St Mary's All 36 Pupils</caption> <tr><td>36 (27)</td></tr> <tr><td>19 (7)</td></tr> <tr><td>53 (43)</td></tr> <tr><td>61 (41)</td></tr> <tr><td>56 (45)</td></tr> <tr><td>67 (58)</td></tr> </table>	36 (27)	19 (7)	53 (43)	61 (41)	56 (45)	67 (58)
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<p>Wider Strategies</p> <ul style="list-style-type: none"> <li>• Use of REACH learning centre provision</li> <li>• Breakfast Club</li> <li>• Educational Visits</li> <li>• DHT and admin time to target attendance</li> <li>• Jess Cluster</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in Spring and Summer term of fixed term suspensions including a reduction in frequency. Overall improvement in specific pupils’ ability to regulate and manage emotions (SEMH needs better met).</li> <li>• 1 Year 6 pupil avoided exclusion and transferred to either specialist provision.</li> <li>• High numbers of pupils accessed our Breakfast club.</li> <li>• Pupils accessed a greater variety of experiences – visits and clubs. Personal development – Ofsted – Good. Pupils very positive about the opportunities they have access to. Participation tracked and monitored to ensure a high proportion of disadvantaged pupils access clubs.</li> <li>• Overall attendance improved and PA reduced. Attendance for disadvantaged pupils improved but remains a priority as well as continuing to reduce PA (this was impacted by modified timetables for specific pupils). New attendance strategy</li> </ul>						

	in place which has impacted positively in some instances (case studies).
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