## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| St Marys CE Primary School |  |
| Number of pupils in school | 189 |
| Proportion (%) of pupil premium eligible pupils | 27.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Deborah Faryniarz |
| Pupil premium lead | SLT |
| Governor | Yvonne Guariento |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £76,170 |
| Recovery premium funding allocation this academic year | £5,328 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | - |
| Total Budget for this academic year | £81,498 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St. Mary’s, we recognise that ‘with God all things are possible’ (Matthew 19:26). Everyone is valued, respected as an individual and encouraged to achieve their full potential. Our faith, underpinned by our core Christian values of love, respect, creativity,  For us, this means that personal challenges or circumstances should not be a barrier to a child’s life chances. We aim for all our children to shine as they enjoy and achieve their full potential in their learning.  The Pupil Premium funding enhances provision and it is used in addition to funds from the school’s allocated budget.  The Pupil Premium grant is allocated to children from families who are currently known to be eligible for free school meals (FSM), children who have been eligible for FSM at any point in the last 6 years (Ever6) and children who have been looked after continuously for more than six months at some point in their lives. The reason for this is that, as a group, these children have not consistently reached the standards of educational attainment or have made less progress than those in other groups within primary schools across the country.  Quality first teaching is at the core of our offer and we have established a purposeful climate within our community that allows focus interventions to support daily learning.  At St Mary’s the Pupil Premium Grant will target additional support strategies resulting in every child, however disadvantaged, and being able to:   * Maximise attainment and achieve their full potential. * Have full access to the curriculum, school life and extended learning opportunities. * Access pastoral support, counselling and learning mentor support where required on a needs basis. * Access to extra-curricular learning, including school trips to enrich learning.   The impact of the Pupil Premium spend is closely monitored and evaluated. This takes place on a termly basis through pupil progress meetings and inline with our whole school monitoring plan. The Pupil Premium plan is also monitored for impact at the termly Governing Board meetings. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Maintaining good levels of attendance and punctuality |
| 2 | Low self-esteem and aspiration leading to a low level of resilience |
| 3 | Delayed speech and language development |
| 4 | Disadvantaged pupils also identified as having learning, social and emotional needs. |
| 5 | Limited parental skills and time to support children at home |
| 6 | Limited cultural capital: many pupils lack ‘life experience’, wider opportunities and have not visited places which stimulate creative and imaginative thinking skills |

## 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.

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| Intended outcome | Success criteria |
| To further reduce the % of persistent absences and improve attendance. | Attendance of PPG children is in line with or above National.  Persistent absence reduced. |
| To resolve underlying SALT difficulties that prevent pupils from accessing the full curriculum | Elklan assessments show no difference between PPG children and non PPG children |
| To engage PPG families to understand how they can help their children in how to support their children at home particularly through reading to them and with them. | Parental voice shows that families feel supported and know how to help their children at home.  Teachers report no difference in the amount of home support between PPG and non PPG children. |
| To raise attainment and diminish the difference between disadvantaged pupils and their peers. | Data analysis shows no attainment gap between disadvantaged pupils and their peers. |
| To address identified areas of need in disadvantaged eligible pupils so that they achieve their full potential | Monitoring and assessments of targeted interventions show disadvantaged pupils make good progress in core subjects. |
| To improve resilience, behaviour and attitudes to learning through coaching, mentoring and restorative approaches which will enable pupils to make the right life choices | Pupil voice shows PPG children are able to articulate how and why they have made life choices. CPOMS monitoring shows no difference in the number or severity of incidents between PPG and non PPG children. School community is calm and purposeful on a daily basis. Children behave respectfully and they persevere in their learning. |
| To increase cultural capital and life experiences for PPG children to widen their knowledge and understanding of the world. | Pupil voice surveys and attainment and assessment data indicates that children in receipt of PPG have an increased and cultural awareness/knowledge. |

## 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 Budgeted Cost: £15,574.50

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continuing Professional Development (CPD) / Empowerment for teachers and TAs across school - All staff engagement in CPD to support Quality First Teaching  Adaptive teaching  Using a TA effectively | The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>  EEF guidance on ‘Making the list of Teaching Assistants.’ <https://educationendowment> foundation.org.uk/education-evidence/guidance-reports/teaching-assistants  EEF blog ([EEF blog: Moving from ​‘differentiation’ to ​‘adaptive teaching’ | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching))   |  | | --- | | Evidence from Education Endowment Foundation (EEF) – Maximising Learning  EEF research suggests a high impact for a very low cost of metacognition and self regulation  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | | 4 |
| Andrew Rhodes (Consultant) supporting and developing Subject Leaders in curriculum design | Ofsted framework on the importance of effective curriculum design  EEF research on effective CPD  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf> | 2, 6 |
| Employment of SALT specialist.  Identification of vulnerable pupils and training for staff to implement SALT programmes and recommended strategies. | Qualified SALT Specialist, quality assured by NHS.  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 | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 3 |
| Purchase of high-quality resources for Speech and Language assessment and intervention (Wellcomm and Elklan) | Nationally recognised intervention programmes and strategies used to accelerate progress of learners and address misconceptions and learning gaps.  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 | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 3 |
| Whole school training on DEAL (Drama, Engagement and Active Learning) to develop meaningful experiences and widen vocabulary. | LA supported programme. Evidence of impact from other schools. Pupil voice and monitoring.  EEF research suggests a high impact for a low cost <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches> | 2, 3, 4 |

**Targeted Academic Support Budget Cost £23,623.50**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Timetabled targeted, small group or 1:1 interventions implemented from a menu of reliable programmes including SERI and precision teaching. | 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 | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 |
| Weekly 1:1 counselling sessions with a qualified counsellor. | 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):  [Improving\_Social\_and\_Emotional\_ Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) in Primary Schools | EEF | 2, 4 |

**Wider Strategies Budget Cost: £42300**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Weekly monitoring of attendance and punctuality. Early identification, including those with medical and heath related attendance concerns. | DFE published research 2016 showed that the higher the overall absence rate, the lower the likely level of attainment at the end of KS2. | 1, 2 |
| Implementation of mentor support and intervention programmes, including ELSA. | 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):  [Improving\_Social\_and\_Emotional\_ Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) in Primary Schools | EEF | 2 |
| Deepen learning through enhanced opportunities including forest school, curriculum trips, visits and residential opportunities for year 5 and year 6. | The British Government recognises that ‘learning outside the classroom brings the curriculum to life’. It provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. (H&S Executive 2011)  EEF research suggests a moderate impact for low cost  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 2 |
| Parent workshops with incentives:  Phonics  Reading | The EEF guidance ‘Working with Parents to Support children’s learning’ suggests parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.  [https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF\_Parental\_Engagement\_Guidance\_ Report.pdf?v=1635355222](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_%20Report.pdf?v=1635355222) | 3, 4, 5, 6 |
| Termly books given to PPG children to develop vocabulary, build a love of reading and engage parents | Open University Reading for Pleasure guidance on the impact of building reading communities  <https://cdn.ourfp.org/wp-content/uploads/20210205173235/Reading_communities_>  More\_research\_details1-1.pdf?\_ga=2.240705859.1701496  747.17029911552042725191.1699962287&\_gl=1\*1usscbs\*\_  ga\*MjA0MjcyNTE5MS4xNjk5OTYyMjg3\*\_ga\_56HENEGN4V\*  MTcwMjk5MTE1NC4yLjEuMTcwMjk5MTE3OC4wLjAuMA.. | 2, 3, 5, 6 |

**Total budgeted cost: £81,498**

# 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 2022 to 2023 academic year.

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| --- | --- | --- | --- | --- |
| A summary evaluation of the previous pupil premium plan and how successfully the intended outcomes were met can be found below.   |  |  | | --- | --- | | **Aims and Priorities:** | **Summary of Pupil Premium Strategy Planned**  **Completed Actions and Impact** | | To further reduce the % of persistent absences and improve attendance.  To improve resilience, behaviour and attitudes to learning through coaching, mentoring and restorative approaches which will enable pupils to make the right life choices  To raise attainment and diminish the difference between disadvantaged pupils and their peers.  To address identified areas of need in disadvantaged eligible pupils so that they achieve their full potential  To address any underlying inequalities between disadvantaged eligible pupils and their peers. | Close monitoring of absence and punctuality, tiered letters alongside clear, regular communication of expectations regarding absence in school time. Learning mentor time and actions were provided to support attendance and wellbeing for individual children.  The number of PPG pupils who were persistently absent decreased this year from 17 to 10. Attendance of PPG children remained relatively stable at 91.84 (2021-2022) and 91.01 (2022-2023) compared to non-PPG children at 94.31 (2021-2022) and 94.68 (2022-2023). Increasing attendance remains a focus for next year.  Mental health of pupils was supported through the year through learning mentors and LSAs.  LSA time was restructured to introduce focussed intervention time in afternoons. Data analysis and PPM’s identifies those pupils in need of additional support. All LSAs were trained in precision teaching for interventions to aid retention. One LSA completed Elklan training to enable early identification and support for pupils with SAL difficulties.  All staff received training on the new phonics scheme and results in Year 1 were 84%, results for PP children were 75% (3/4 children achieved).  All staff received training in DEAL to support engagement and active learning, developing vocabulary and speaking and listening skills.  Monitoring shows no gap between disadvantaged and non-disadvantaged pupils in reading, writing or maths at KS1 or KS2.  SALT support continued weekly for identified children.  Support was provided to enrich the curriculum, for example: extended curricular costs, subsidised educational visits, improved quality lunchtime and after school provision. The number of disadvantage pupils attending the large amount of extra-curricular activities continues to grow, with staff ensuring that the parents are made aware sensitively that the clubs are available.  New books were bought for the library and classroom areas with a focus on diversity. All PPG have dedicated library time each week. | |

## Externally provided programmes

The names of some of the any non-DfE programmes purchased in the previous academic year. This is to assist the Department for Education in identifying which ones are popular in England

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| --- | --- |
| Programme | Provider |
| ELSA | Sheila Burton, Educational Psychologist |
| SERI | Stockport Early Reading Intervention |
| Language Link | Speech Link Multimedia Ltd |
| Memory Fix | TTS |
| Lego Therapy | The Lego Foundation |
| Toe by Toe | toe-by-toe.co.uk |
| Word Wasp | Harry Cowling |
| Motor Skills United | Occupational Therapy Programme |
| Wellcomm | GL Education |
| Elklan | Elklan |

## Service pupil premium funding

|  |  |
| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# Further information (optional)

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