



## Pupil Premium Impact Report 2021 – 2022

### **The facts**

Introduced in April 2011, the pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for free school meals ( FSM ) at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces.

Schools have the freedom to spend the Premium, which is additional to the schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils. The targeted and strategic use of pupil premium will support us in achieving our principles.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school historically levels of attainment are lower for pupils in receipt of Free School Meals, which echoes the national trend due to the impact of economic deprivation. We want all pupils to achieve well and through targeted interventions are working to overcome barriers to learning related to low income.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

### **Provision**

The range of provision the Governors consider making for this group could include:

- Providing small group work for pupils entitled to pupil premium funding with an experienced teacher/teaching assistant focused on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.
- 1:1 support for pupils entitled to pupil premium funding to help them make improved progress and to raise their standards of achievement.
- Additional teaching and learning opportunities for pupils entitled to pupil premium funding provided through mathematics and literacy teaching Assistants to help them make improved progress and to raise their standards of achievement.
- Acquiring effective materials for pupils entitled to pupil premium funding aimed at raising standards, particularly in reading, writing and mathematics.
- All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to pupil premium funding to at least age related expectations. Initially this will be in English and Mathematics, although there will be an expectation that these skills will be transferred to other curriculum areas.
- Pupil premium funding may also be used to help families' access educational visits and residential trips and extended school activities.

## **Reporting**

- It will be the responsibility of the Head teacher and SLT to monitor the impact of this spending.
- The Head teacher will report regularly to the Governing Body, upon the progress and achievement of pupils in receipt of Pupil Funding.
- Comparisons are made termly to judge progress and attainment for pupils receiving Pupil Premium and those who do not.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support will be available for governors at the end of each academic year.
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium Funding has been used to address the issue of 'narrowing the gap', this will be published upon the schools website.

## **Evaluative Statement 2021 to 2022**

In 2021-2022 achievement and progress data shows that the impact of the school's intervention strategies, funded by Pupil Premium, have been successful and have had a positive impact upon the progress, standards and achievement of those pupils entitled to additional funds.

Ofsted 2019

Ofsted looked at the progress of disadvantaged pupils because the attainment of disadvantaged pupils in Year 6 has remained lower than that of other pupils nationally, especially in reading and mathematics. Ofsted have praised actions taken

'Leaders have carried out a thorough analysis of the needs of the disadvantaged pupils. You have placed a high priority on supporting pupils' social and emotional needs, by employing a family support worker. Leaders ensure that the progress of disadvantaged pupils is carefully tracked. The pupils receive a range of support and interventions. A team of teaching assistants provide small-group sessions and individual support so that pupils' individual needs are met. Many of these improvements are new, and are not embedded.

We do recognise that a gap exists – although this is not consistent with each cohort and subject.

## Overview of the school

| Number of pupils and pupil premium grant (PP) received |                 |
|--|-----------------|
| Total number of pupils on roll                         | 208             |
| Total number of pupils eligible for PPG                | 74              |
| Amount of PP received per pupil                        | £1345           |
| <b>Total amount of PPG received</b>                    | <b>£99, 530</b> |

## Nature of support in 2021/22

Our priorities at St Mary's Church of England Primary School are:

- *To close the gap between disadvantaged children in Reading, Writing and Maths in identified year groups (see above).*
- *To ensure pupils at end of key stages reach national expected standard and % reaching greater depth is in line with national average in reading, writing and maths.*
- *Ensure teaching of new phonics programme is consistent and effective so % pupils achieving expected standard in national phonics check is in line with national average.*
- *To develop a Reading curriculum which is carefully sequenced and progressively planned to enable all pupils to access learning across the whole curriculum.*
- *Implement Pathways to Spell from Y1 to improve spelling.*

These priorities have been achieved through -

- *Additional support from teaching assistants in the classroom*
- *Working with High Level needs Teams*
- *Additional support from extra teachers*
- *Resources to support curriculum*
- *Online homework resources*
- *Additional support for pastoral care by Teaching Assistant*
- *Teacher CPD*
- *ICT resources – hardware and software*
- *Family Assistance with trip payments*
- *Care given to support pupils with basic needs*
- *New programme to support Emotional & Social well-being linked to school values*
- *Employment of a Family Support Worker to identify children and families who need early intervention help.*
- *Subsidising an Academic Mentor and a School led Tutor*

## Measuring the impact of PP spending

The spending of Pupil Premium funds has primarily been used to enhance Teaching and Learning for all pupils entitled to such support. Additional support was provided for all of the students at St Mary's via our enhanced staffing ratios. Targeted support for pupils was also provided due to the enhanced nature of our staffing. This in practical terms meant that each child received greater input and individual feedback relating to behaviour and progress from both class teacher and teaching assistant. Each child entitled to Pupil Premium has worked in a High Level Needs Team addressing gaps in learning.

St Mary's is committed to providing support for every child – this means a high emphasis is placed upon pastoral support. Ensuring a child is ready for learning underpins all the work that we do. To this end some funds have been used to offer personalised assistance to individuals. The impact of this is seen in the settled and happy environment that permeates every part of St Mary's. Ofsted identified that -

*'The behaviour of pupils is outstanding. Their conduct in and around school is always of the highest order. Pupils are polite and respectful to one another, staff and visitors. Their attendance is above the national average and they wear their uniform with pride.*

*Staff work particularly well to encourage positive behaviour and respect from pupils at all times. The shared respect between staff and pupils contributes greatly to the strong, nurturing ethos of the school. Pupils' attitudes to their learning are outstanding.'*

*Pupils who spoke with Ofsted said that one of the best things about the school is the care and support that it provides for everyone, especially as pupils stated, 'those who need it most'.*

### **% of pupils reaching expected standard**

| Year Group | All pupils<br>Reading | Pupil Premium Pupils<br>Reading | All pupils<br>Writing | Pupil Premium Pupils<br>Writing | All pupils<br>Maths | Pupil premium pupils<br>Maths |
|------------|-----------------------|---------------------------------|-----------------------|---------------------------------|---------------------|-------------------------------|
| 1          | 72                    | 45                              | 68                    | 36                              | 64                  | 36                            |
| 2          | 74                    | 76                              | 70                    | 64                              | 74                  | 67                            |
| 3          | 72                    | 88                              | 84                    | 88                              | 84                  | 88                            |
| 4          | 70                    | 62                              | 62                    | 54                              | 73                  | 69                            |
| 5          | 70                    | 62                              | 63                    | 62                              | 60                  | 54                            |
| 6          | 91                    | 82                              | 88                    | 82                              | 88                  | 76                            |

**Year 2 and 6 are results of SATs tests.**

How the money was spent 2021– 2022

Extra teaching / support staff including Academic Mentor & School Led Tutor £93 000

Assistance with residential funding £600

Assistance with school trips £500

On line maths resources £400

Online Spag resources £60

CPD literacy and maths £2500

Curriculum training £1000

Arch Bishop of York Young Leaders Award £ 300

Additional Reading materials £1000

Wellbeing resources £ 350

Total £99 710

Next review July 2023