

Pupil premium strategy statement

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 Marys C of E
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	S Owen
Governor / Trustee lead	K Fleming

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103 150
Recovery premium funding allocation this academic year	£16 640
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	£119 790

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Principles

- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils as early as possible, so that they are fully aware of strengths and weaknesses across the school.
- We ensure that teaching and learning opportunities meet the needs of all the pupils and are flexible when needed.
- 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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Limited funding and re-resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our long term objective is

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates

Achieving these objectives

Governors consider making a range of provision for disadvantaged children. These include :

- Boosting staff to pupil ratios in some classes thus improving opportunities for effective teaching and accelerating progress
- For all disadvantaged children to work in a Higher Level Needs group with a skilled HLTA – providing small group work focussing on overcoming gaps in learning
- Effective interventions with class Teaching Assistant to address barriers in learning
- Small group or 1/1 work with Family Support Worker – addressing mental wellbeing and readiness to learn
- Support the funding of specialist learning software
- Extra PE support
- Learning resources
- Additional learning support
- Ensuring children have first-hand experiences to use in their learning in the classroom

This list is indicative of strategies we may employ, but the list is not exhaustive and we will change with the needs of our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Emotional and social needs that impact upon learning including mental health and wellbeing
2	Poor language and communication skills
3	Lack of learning materials at home e.g. books low levels of resilience and stamina in learning tasks
4	Lack of parental engagement in some hard to reach families and some families do not have capacity to support learning
5	Lack of importance placed on education – often resulting in attendance not being prioritised

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
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)
Phonics	Achieve national average expected standard in Phonics
Other	Pupils will feel good about their achievements and will be ready for the next stage in their learning Pupils will have greater resilience and stamina in learning

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: £ 35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£6000)	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We receive training from Childer Thornton English Hub and the North West Maths Hub.</p> <p>This year Mrs Hulse and Mrs Roberson will followed a Maths Mastery programme of CPD</p> <p>All staff to lead effectively are released on a rota. Cover is provided by a very experienced teacher J Perry.</p>	2,3,4,5
Phonics (£2000)	<p>Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Children who have been taught phonics also tend to read more accurately.</p>	2,3,4
Spelling (£1000)	<p>Teaching spelling very important. When students can both decode (read words) and encode (spell words), they have a much better grasp of language overall. Simply put, learning to spell helps our</p>	2,4

	children become better readers and better writers	
Boosting staff / pupil ratios (£27 500)	School has an overstaff ratio in Year 1. This is because attainment is low upon entry and despite making good progress, only 62% achieved GLD. Small groups will address these gaps in learning as early as possible.	1,2,3,4

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

Budgeted cost: £ 58 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three Higher Level Teaching Assistants and one Teaching Assistant will have 0.2 of their time allocated to working with Pupil Premium children to support learning. (£31 500)	This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1.2.3.4.5
Classroom assistants to implement and monitor impact of Interventions and pre-teaching tasks. (£26 000)	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1,2,3,4,5
Continuation of Dyslexia Friendly Learning (£500)	St Marys has been using this on screen approach and seen improvements in pupil outcomes for all children including those that are dyslexic.	2,3

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

Budgeted cost: £ 24 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To help support vulnerable pupils and their families. (£19 500)	Family Support worker to be employed three days a week. This will ensure pupils will receive timely support and referrals to outside agencies will be swift. Teachers will follow advice of professionals to aide learning. FSW also to work with families to ensure vulnerable pupils are in a good place for learning. FSW will help deliver HEARTSMART programme where applicable. Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	4,5
To build a quiet reflective garden (£3000)	Changes to the outdoor area will improve mental wellbeing which will have a direct impact upon capacity to learn.	1
To improve EYFS outdoor provision to encourage reading and writing. (£2000)	If you have a new learning environment, it provides an opportunity to change the expectations and behaviour of pupils. Establishing the importance of reading and writing at the start of school is paramount.	1,2,3

Total budgeted cost: £ 119 000

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 2020 to 2021 academic year.

Year Group	All pupils Reading	Pupil Premium Pupils Reading	All pupils Writing	Pupil Premium Pupils Writing	All pupils Maths	Pupil premium pupils Maths
1	59	45	55	36	55	42
2	59	62	56	50	70	50
3	74	70	63	53	75	69
4	67	67	56	75	53	58
5	85	80	79	67	82	80
6	71	75	71	58	71	67

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	64% (71%)
Reading	75% (71%)
Writing	64% (71%)
Maths	67% (71%)
Achieving high standard at KS2 RWM	0 (8%)
Reading	25% (26%)
Writing	8% (11%)
Maths	8% (33%)

37% of the year group were identified as Disadvantaged. The attainment gaps between this larger group and the rest of the cohort are less marked, with only an 11 % gap on the combined RWM measure.

A gap with pupil premium attainment does exist in KS 1, but measures taken are working as by the end of KS 2 that gap has closed, or is narrowing.

	Reading	Writing	Maths	Combined
Key stage 1	59	56	70	56
Key stage 1 Pupil Premium	63	50	56	50
Key Stage 2	71	71	71	71
Key Stage 2 Pupil Premium	75	64	67	64

Externally provided programmes

Programme	Provider
X Tables Rockstars	TT Rockstars
CPOMS	Cpoms
IDL	IDL solutions
Heartsmart	Heart Smart