

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary's CE Primary School
Number of pupils in school	617
Proportion (%) of pupil premium eligible pupils	4.5%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Angela Abrahams Headteacher
Pupil Premium lead	Dan Cadman Deputy Headteacher
Governor / Trustee lead	Sarah Aarons Lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,130
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42,320

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's we hold the highest aspirations for all our pupils. Our vision strives for a balance between excellence and compassion for all; it is our commitment that all pupils, irrespective of their background or challenges, achieve this. We target all pupils to achieve strong progress and high attainment across all subject areas and recognise that our disadvantaged pupils may need additional support, intervention and resources in achieving this goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.

Our strategy aligns with our wider school plans for continued education recovery as a result of the Covid-19 pandemic, notably in its targeted support for pupils whose education has been worst affected - including both disadvantaged and non-disadvantaged pupils.

Our approach will be responsive to common challenges but also the individual needs of pupils, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- put pupils' wellbeing and emotional needs first, understanding that wellbeing is the foundation required for learning and good progress to take place.
- ensure all pupils, including the disadvantaged, are well challenged in their learning.
- act early to intervene if and when a need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	SEND: With 32% of our disadvantaged pupils on the SEND register, these pupils face additional learning challenges.
2	Phonics and Early Reading: Assessments show our disadvantaged pupils often have greater difficulty with the early acquisition of phonics, negatively impacting their development as readers. Whilst 2022-23 phonics outcomes for Reception and Year 1 pupils were strong, 2021-22 outcomes saw disadvantaged pupils perform less well than their peers in these year groups. In 2022-23, 40% of disadvantaged pupils achieved year group expectations in reading for KS1 compared with 72% for all pupils.
3	Writing: Assessments show our disadvantaged pupils often perform less well than their peers in writing across the school. (In 2022-23, in Year 2 no disadvantaged pupils met end of year expectations in writing compared with 60% for all pupils; in Year 3 this comparison was 40% v 76%; in Year 4 50% v 81%; and in Year 6 75% v 80% for all pupils.)
4	Recovery: The impact of school's closure for long periods during the COVID pandemic continues to be seen particularly in the younger year groups affected (our end of KS1 assessments still show a significant difference from 2019 levels with 60% meeting end of year group expectations in reading, writing and maths combined in 2023 compared to 81% in 2019; our disadvantaged pupils performed less well than their peers in all areas in Year 2).
5	Wider opportunities: Discussions with pupils, observations and school records show our disadvantaged pupils are often less likely to participate in extra-curricular opportunities, including clubs and Cultural Capital experiences, unless the school actively engages and encourages them, as well as offering financial support.
6.	Attachment: With 28% of our disadvantaged pupils being either Adopted or Looked After, we are alert to the emotional challenges these pupils experience which can impact on both their academic progress and general wellbeing.
7.	EAL: Rising levels of EAL have been seen throughout the school over the last three years, also reflected in our disadvantaged pupils with 43% being EAL. These pupils face the academic and social challenges of learning a new language in addition to some of the other challenges detailed here.

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
SEND pupils will continue to thrive at St Mary's and make good academic progress relative to their starting points.	SEND pupils will consistently achieve their Learning Profile and/or EHCP targets. Progress data will show that all SEND pupils make good progress relative to their starting points, in particular when looking at writing (summer 2024 with further improved progress by summer 2025).
Disadvantaged pupils in Reception and Year 1 will make expected progress in the early acquisition of phonics and reading enabling them to become confident readers and fully access the wider curriculum.	Disadvantaged pupils in Reception will finish the year (summer 2024) confident in their Phase 2 and 3 sounds and meeting the reading ELG. Disadvantaged pupils in Year 1 will pass the end of year Phonics Screening Check (2024). These high levels will be sustained (2025, 2026). Year 3 reading attainment for disadvantaged pupils will improve year on year (summer 2024-2026).
Disadvantaged pupils will achieve well in their writing across the school with the majority achieving end of year expectations.	At least 80% of disadvantaged pupils (without additional SEND) will achieve end of year expectations in writing 2024 and sustained in the following years 2025 and 2026.
Lost learning will be recovered through accelerated progress so that the impact of school closures is no longer evident in pupils' attainment.	Pupils' attainment will return to 2019 levels in reading, writing and maths by the end of KS1 (and the current year 4 and 3 cohorts by summer 2024 and 2026 respectively).
Disadvantaged pupils will enjoy the wider opportunities on offer for extracurricular activities and Cultural Capital experiences.	All disadvantaged pupils (excluding Reception children) will take up at least one extracurricular club per term in 2023/24 free of cost or reduced. All disadvantaged pupils will be offered an additional opportunity to enrich their Cultural Capital.
Adopted and Looked After pupils with attachment difficulties will receive the emotional support necessary to enable them to make good academic progress and enjoy a happy school life.	Sustained high levels of wellbeing evident from qualitative data from pupil voice, pupil and parent surveys and teacher observations. The school will continue to train staff and promote attachment awareness in line with our status as an Attachment Aware School.
Disadvantaged pupils with EAL will achieve in line with their peers academically.	Pupils' attainment will be in line with peers across the curriculum, evident through teacher and statutory assessments. Those new to English will be assessed against language competency levels and will be at least 'competent' or 'fluent' within two years of joining.

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued funding of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, in particular early readers.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF The reading framework	2
Purchase of new reading materials to support the implementation of the phonics programme and early reading development.	Quality texts which closely match what pupils are able to decode are important in the successful implementation of the Reading Framework and developing secure early readers. Phonics Toolkit Strand Education Endowment Foundation EEF The reading framework	2
New staff training on the implementation of the phonics programme delivered by internal and external experts; further training for experienced staff.	Staff knowledge, skills and confidence in delivering the new programme is crucial in making it successful and having the targeted impact. Phonics Toolkit Strand Education Endowment Foundation EEF The reading framework	2
Adaptation of writing target setting to support pupils' progress better.	An adapted approach to target setting in writing across the school will support pupils and teachers being clearer in their areas for development and in identifying how to make better progress. DfE: Research evidence on writing	3
English Subject Lead deep dive book scrutiny.	English Leads to conduct a deep dive book scrutiny analysing selected books from across the school to evaluate key foci holding back all pupils as well as specific groups' progress (including the disadvantaged). This will enable the refinement of systems in place to improve writing. DfE: Research evidence on writing	3

Staff and parent training to support the provision for SEND pupils.	<p>Staff and parents are best equipped to support SEND pupils make academic progress when they have the necessary training and CPD. Planned training and activities include but are not limited to the following:</p> <ul style="list-style-type: none"> • Edukey's Provision Map training and implementation. • Speech & Language Therapy and Occupational Therapy training for support staff. • Zones of Regulation, ADHD and ASC training. • Work towards ADHD Friendly Schools Award ADHD Friendly Schools Award • External speakers and coffee mornings for SEND parents. 	1
Staff training and support on supporting the progress of pupils whom are EAL.	<p>Research finds Proficiency in English is the major factor influencing the educational achievement of pupils with EAL. It found the importance of assessing and recording the proficiency of EAL learners and the need to provide support strategies and learning objectives tailored to individuals. School staff will continue this approach and work with our EAL Leads on support in place. External training will support staff in working with pupils new to English.</p> <p>University of Oxford and Bell Foundation EAL report</p>	7

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading interventions targeted at those who require further phonics support, particularly disadvantaged pupils.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Regular and consistent interventions have proven to have the greatest impact.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 7
Small group or one-to-one tuition for disadvantaged pupils,	Tuition targeted at specific needs and knowledge gaps is one of the most effective	1, 2, 3, 4, 7

with a particular focus on writing (many of whom were academically impacted by the COVID pandemic more than their peers).	methods to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Educational resources to support the academic progress of disadvantaged pupils.	Learning resources, such as revision guides, EAL resources/software and tools support pupils who have fallen behind make accelerated progress and give them greater confidence. This approach focuses on meeting individuals' needs: DfE: Supporting the attainment of disadvantaged pupils	1, 2, 3, 4, 7

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

Budgeted cost: £3,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Health Service support for pupils identified as having a need, including disadvantaged pupils.	Evidence shows children with better mental health and wellbeing make greater progress in primary school: DfE: Impact of wellbeing on outcomes	4, 6
Pupils with attachment difficulties continue to be prioritised for wellbeing support.	Research shows pupils with attachment difficulties often struggle to maintain positive wellbeing, find the school environment difficult and underachieve academically. Attachment and child development	6
Prioritise disadvantaged pupils for extra-curricular and Cultural Capital opportunities.	Research shows disadvantaged pupils often get fewer opportunities for extra-curricular participation. As a result, they lose out on the benefits: increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Social Mobility Commission	5

Total budgeted cost: £42,320

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.

Below is commentary and evidence against the 2022/23 strategy intended outcomes:

SEND pupils will continue to thrive at St Mary's and make good academic progress relative to their starting points. SEND pupil surveys conducted by SENCOs have been very positive, highlighting that SEND pupils were happy, feeling safe, well supported and well challenged. SEND pupils on the whole made positive progress against individual, personalised targets set. For Year 6 SEND support, end of year outcomes saw 37% achieved the expected standard in RWM combined; however, this figure was low due to poor writing outcomes with 87% achieving the expected in both maths (+1.6 progress) and reading (+2.8 progress). For EHCP pupils, 50% met expectations in reading and 50% in maths but none met those standards in writing. For Year 2 SEND support, end of year outcomes saw 13% achieve the expected standard in RWM combined – 24% in reading, 12% in writing and 35% in maths. No Year 2 EHCP pupils reached the expected standards.

Disadvantaged pupils in Reception and Year 1 will make expected progress in the early acquisition of phonics enabling them to become confident readers and fully access the wider curriculum. There was targeted support for pupils from disadvantaged backgrounds with their phonics acquisition. The Phonics Lead and class teachers worked alongside parents to ensure reading took place regularly at home, and parents were trained to support them. Interventions and regular in-class 'scoop ups' provided additional support where needed. 100% of the two disadvantaged pupils in Year 1 passed the Phonics Screening Check; in Reception, 100% of the four disadvantaged children achieved the reading Early Learning Goal. Overall Phonics Screening Check pass rates were 94% in Year 1, a percentage which showed the impact of our new phonics programme and staff training.

Disadvantaged pupils will achieve well in their writing across the school with the majority achieving end of year expectations. Writing continues to be the area where our disadvantaged pupils struggle most; however, this is also the case for all pupils. The target for this year was that at least 75% of disadvantaged pupils (without SEND) would meet writing expectations; this was achieved in Reception, Year 1, Year 4 and Year 6. This target was slightly below in Years 3 and 5 but well below in Year 2 (although only two pupils met this criteria). Importantly, the gap is closed significantly by the time pupils finish Year 6. Progress has been made but we continue to refine our practice to achieve these targets for all year groups.

Lost learning will be recovered through accelerated progress so that the impact of school closures is no longer evident in pupils' attainment. Over three years since the initial school closure as a result of the pandemic, there has been a strong focus on recovering lost learning and closing the gap created through school closures. For 'all pupils', the percentage meeting end of year expectations has increased in almost all cases from assessment data taken from the autumn 2020 showing the positive impact of our approach and use of recovery premium. This was most evident with older pupils but less so with the younger pupils (e.g. Year 2 whose Reception year was impacted by school closures) who have had disruption to their formative years in education. It is also the case that the disadvantaged pupils have made progress on their autumn 2020 assessments in almost all cases.

Disadvantaged pupils will enjoy the wider opportunities on offer for extracurricular activities and Cultural Capital experiences. The school continues to offer a wide and rich variety of extracurricular activities for all pupils at Sty Mary's. Disadvantaged pupils receive fully funded spaces on all school-run clubs. The school actively contacts families each term encouraging the uptake of these opportunities by disadvantaged pupils; where pupils would like externally run clubs, the school requests funded or part-funded spaces from these clubs – if not available, the school meets these costs where possible (as an example, in the summer term 2023 all disadvantaged pupils attended a school extracurricular club). St Mary's curriculum carefully considers opportunities to enrich Cultural Capital for all through provision, for example, of quality texts in class; drama, dance and music workshops; and visits to galleries and museums. In addition, disadvantaged pupils are targeted for additional opportunities; in this year, this included, but was not limited to, a trip to London to visit key cultural sites such as Big Ben and the Houses of Parliament.

Adopted, looked after and previously looked after pupils with attachment difficulties will receive the emotional support necessary to enable them to make good academic progress and enjoy a happy school life. School SENCOs continue to provide regular training to staff on how best to provide for those pupils with attachment needs. This included staff inset training with a focus on lesson planning; the school retains its Attachment Aware status. SENCOs and class teachers continue to work closely to support those pupils in need; these pupils are making good progress alongside their peers and remain happy at St Mary's. Our curriculum has been adapted to consider the needs of pupils with attachment, such as content they may find distressing.

Externally provided programmes

Programme	Provider
Unlocking Letters and Sounds	Ransom

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our pupils who received the service premium had designated staff mentors. Mentors met with these pupils each week to discuss a range of areas from general wellbeing at school to academic needs to home life. Mentors fed back to the Pupil premium lead.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils, mentors and class teachers saw the positive impact of this pastoral support. The pupils were happy at school and at home, achieving well both socially and academically.

Further information (optional)

Additional activity

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium or Recovery Premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Our Pupil Premium teacher will more closely communicate with parents relaying progress made with each pupil and areas for development thereby involving them further in their child's learning.
- providing Pupil Premium Mentors for each disadvantaged pupil at school. Mentors will meet with their Pupil Premium pupil weekly for a short catch-up helping them identify any concerns but also being a familiar face for that pupil. Conversations will focus on a wider range of areas including academics, home life, friendships and future aspirations.

Planning, implementation, and evaluation

In planning our new Pupil Premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by our disadvantaged pupils. We looked closely at best practice from other schools, both locally and nationally, to inform our strategy which is designed to meet the needs of our pupils.

We looked at a number of reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation process in place for the duration of our three-year approach and will adjust our plan over time to secure the best outcomes for pupils.