

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 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 Mary's CE School
Number of pupils in school	458 (including nursery)
Proportion (%) of pupil premium eligible pupils	9% (40 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	April 2023
Date on which it will be reviewed	September 2023
Statement authorised by	David Liddle
Pupil premium lead	Lisa Bennett
Governor / Trustee lead	David Hood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,229.00
Recovery premium funding allocation this academic year	£4,350.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's CE School pupils from disadvantaged backgrounds are a small group. Many of these pupils have additional barriers to their learning or specific learning difficulties, some joining us from other schools part-way through a year or key stage. We have high aspirations for our pupils and strongly believe that a passion and thirst for knowledge as well as dedication and commitment to learning makes the biggest difference regardless of background. We aspire to have all pupils 'Shine as lights in the world'.

We aim:

- To ensure that teaching and learning opportunities meet the needs of all our pupils.

- To raise achievement and narrow the gap between disadvantaged and non-disadvantaged pupils nationally and within internal data, ensuring needs of individuals are assessed and addressed with precision.
- To ensure that pupils are happy and confident at school, provided with pastoral support where necessary.
- To ensure that pupils receive experiences which enable them to achieve the very best outcomes in terms of their academic and personal development.
- To develop their self-belief through growth mind-set-based praise and by developing personal, individual relationships with them.

All pupils receive quality first teaching where they experience high-quality texts and are encouraged to read widely and fluently for knowledge and pleasure. Phonics in KS1 and EYFS is delivered in small groups appropriate to the pupils' stage in reading development. Due attention is also given to developing numeracy skills, where this is needed. Children at all levels are helped to achieve their potential. Those who are more able are challenged and supported through being offered tasks which provide opportunities for them to demonstrate a greater depth of understanding. Pupils who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

Therapeutic and nurture provision such as Play Therapy and Young Carers, support those pupils who are experiencing emotional barriers to their learning. Wider curriculum opportunities and curriculum enrichment experiences provide opportunities to enhance and enrich children's learning whenever possible, bringing learning alive and providing first hand experiences to support the development of Cultural Capital.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: Regular punctual attendance and readiness to learn is a challenge for a small minority of our disadvantaged pupils.
2	Mobility: A significant proportion of our disadvantaged pupils may not join at the usual entry point (Reception) and some join during Key Stage Two. It is essential that the school gains a clear understanding of pupils' prior learning needs to ensure that they do not fall behind during transition between schools.
3	Multiple barriers to learning. Some disadvantaged pupils also have a Special Educational Need/Disability or are (or have been) in Public Care.
4	Catch-up: Levels of engagement in remote/in school education varied during the pandemic. As a result, there are some pupils who need catch-up so that they are working at age-related expectations.
5	Weak language and communication skills and limited reading opportunities.

6	Cultural Capital: Pupils from disadvantaged backgrounds have often less exposure to a range of cultural/wider experiences. Therefore, it is important that pupils eligible for the PPG are able to access all experiences during their time at St Mary's.
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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
Improving attendance and readiness to learn for disadvantaged pupils	Improved attendance of disadvantaged pupils to be at least good 96% or better.
For children who do not have a cognitive SEND to reach ARE in reading, writing and maths, and 100% to meet the expectations in the Year 1 and 2 phonics check and Y4 multiplication check.	100% of pupils who do not have a cognitive SEND need will reach ARE in reading, writing, maths and phonics.
To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they can make at least expected progress from their starting points	Through Pupil Progress meetings it is shown that interventions put in place enable disadvantaged pupils to make at least good progress.
Encouraging wider reading and providing catch-up in mathematics and phonics.	Achieve national average expected standard in Phonics outcomes. Achieve national average progress scores KS2 in Mathematics assessments Achieve national average KS2 outcomes in Reading assessments.

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: £21,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics: Reading Leader to evaluate effectiveness of phonics teaching and to plan support/training for teachers of reading. Weekly monitoring of impact and ½ termly assessments to ensure	<ul style="list-style-type: none"> • The Rose Report • DFE Reading Framework • Phonics Toolkit EEF accredited phonics programmes • Phonics Strategies, EEF Toolkit 	2, 4 & 5

pupils are appropriately grouped		
NELI (Reception and Y1)	<ul style="list-style-type: none"> Nuffield Foundation, closing the language gap Early Years Interventions EEF Toolkit 	2, 3, 4 & 5
Teaching Assistants in KS1 and EYFS to ensure phonics is taught in groups according to stage of reading development.	<ul style="list-style-type: none"> Phonics Strategies, EEF Toolkit The Rose Report 	2, 3 & 4

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

Budgeted cost: £17,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and targeted phonic interventions to close the gap in phonics knowledge to improve reading and writing outcomes	<ul style="list-style-type: none"> 83% PP (Non-PP 72%) of pupils in EYFS met GLD (2021-22) 33% PP in Y1 met ARE in Phonics (2021-22) 67% PP in Y2 met ARE in Reading (2021-22). Those not meeting expectations have a SEND need. 	2, 3 & 4
Reading Eggs - online Reading Programme	<ul style="list-style-type: none"> Parental Survey Spring 2022 Pupils regularly accessing programme during periods of remote learning in 2022 made accelerated progress 	3, 4 & 5
TT Rock Stars/ Spelling Shed online programmes	<ul style="list-style-type: none"> Parental Survey Spring 2022 	3 & 4
Additional Home Reading Books KS1	<ul style="list-style-type: none"> Opportunities to reinforce/enrich reading at home. Resources match resources used in school 	4 & 5
Additional TA support in KS2 for interventions/ catch up	<ul style="list-style-type: none"> Internal progress data indicates all pupils made better than expected progress in R, W and Maths 	2, 3 & 4

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

Budgeted cost: £7,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Young Carers Group	<ul style="list-style-type: none"> Improvements in well-being, resilience and attainment of pupils. 	1 & 3
Play Therapy. Therapist works individually with identified pupils to improve social skills, confidence, self-esteem and resilience.	<ul style="list-style-type: none"> Children have tools to manage challenges in their life. They are able to self-regulate more effectively so that this doesn't become a barrier to learning. 	1 & 3

Total budgeted cost: £46,340

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 2021 to 2022 academic year.

- Attendance: for the academic year 2021-22 attendance for PP pupils was 95%

Phonics Results Year One	% Meeting Expected Standard	
	Nat 2019	School June 2022
All Pupils (59)	83%	86%
Disadvantaged Pupils (3)	72%	33%
Non-Disadvantaged Pupils (56)	85%	89%

Numbers in the group are too small to discuss without identifying the individual pupils

Phonics Results Year Two	% Meeting Expected Standard	
	Nat 2019	School June 2022
All Pupils (61)	91%	92%
Disadvantaged Pupils (7)	85%	86%
Non-Disadvantaged Pupils (55)	-	93%

KS1 Teacher assessed and LA moderated Results 2022: Percentage of Pupils achieving greater depth

	Reading		Writing		Mathematics	
	Nat 2022	Sch 2022	Nat 2022	Sch 2022	Nat 2022	Sch 2022
Disadvantaged Pupils (6)	%	67%	%	67%	%	67%
Non-Disadvantaged Pupils (54)	%	76%	%	69%	%	70%
Whole Cohort (60)	68%	75%	58%	68%	68%	70%

KS1 Teacher assessed and LA moderated Results 2022: Percentage of Pupils achieving greater depth

	Reading		Writing		Mathematics	
	Nat 2022	Sch 2022	Nat 2022	Sch 2022	Nat 2022	Sch 2022
Disadvantaged Pupils (6)		50%		0%		50%
Non-Disadvantaged Pupils (54)		22%		6%		28%
Whole Cohort (60)		25%		5%		30%

KS2 Results 2022: Percentage of Pupils achieving expected standard or above

	Reading		Writing		Mathematics		RWM	
	Nat 2022	Sch 2022	Nat 2022	Sch 2022	Nat 2022	Sch 2022	Nat 2022	Sch 2022
Disadvantaged Pupils (6)		33%		50%		33%		
Non-Disadvantaged Pupils (86)		87%		67%		87%		
Whole Cohort (92)	74%	84%	69%	67%	71%	84%	59%	

KS2 Internal Results 2022: Percentage of Pupils achieving greater depth

	Reading		Writing		Mathematics		RWM	
	Nat 2022	Sch 2022	Nat 2022	Sch 2022	Nat 2022	Sch 2022	Nat 2022	Sch 2022
Disadvantaged Pupils (6)		33%		0%		17%		
Non-Disadvantaged Pupils (86)		35%		7%		29%		
Whole Cohort (92)		35%		7%		28%		

Progress Scores between KS1 and KS2

	Reading		Writing		Mathematics	
	KS1-KS2	Diff	KS1-KS2	Diff	KS1-KS2	Diff
Disadvantaged Pupils (5)	24.7	0.7	20.3	-3.8	23.7	-0.3
Non-Disadvantaged Pupils (55)	24	0	23.6	-0.4	23.9	-0.1
Whole Cohort (92)	24	0	23.5	-0.5	23.9	-0.1

- The small numbers of pupils in the disadvantaged group, the known disproportionate impact of COVID on the learning of vulnerable children and the absence of national comparative data makes it difficult to draw major conclusions from the attainment data. Nevertheless, it is pleasing to note that pupils were able to achieve in line with, in a third of cases, excess age related expectations at Key Stage 2.
- Cultural capital activities, despite being limited by the COVID pandemic, continued to take place as creatively as possible, e.g., a virtual Boudicca visit for one year group and a 'visit' to the RAF museum for Y6.
- The impact for those pupils accessing Play Therapy last year has been significant. They have improved their engagement and confidence in lessons and improved relationships with adults and other pupils. Consequently, less time is being disrupted for them and other pupils and they are in a better place to learn.
- The use of Reading Eggs, purchased via the Catch-Up funding, received positive feedback from parents, and pupils in KS1 are very engaged with the programme. The impact of this is seen in the Parent Survey results and pupil outcomes.
- The focussed phonics interventions with pupils in Y1/Y2 has been extremely successful ensuring that 86% (6 out of 7 pupils) met the phonics screening check by the end of Year 2.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	TT Rock Stars
Reading Eggs	3P Learning