

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 CE Primary School |
| Number of pupils in school | 330 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Andy Spens |
| Pupil premium lead | Beth Stephens |
| Governor / Trustee lead | Sam Holman |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £47 695 |
| Recovery premium funding allocation this academic year | £6090 |
| 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 | £53785 |

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's we want the Pupil Premium funding to make a difference. It is used to help our pupils to overcome any challenges they may encounter, embedding our whole school vision of Explore, Enjoy, Excel – Be Amazing. We endeavour to use the Pupil Premium grant to maximum effect to ensure that disadvantage is no barrier to participation and achievement. We aspire to provide opportunities in all aspects of school life, for our disadvantaged children to be the very best that they can and to develop a lifelong love of learning and to develop high aspirations and ambitions for their future whilst here at St Mary's.

Our approach will carefully consider and be responsive to the challenges faced by our pupils. These will be identified through the use of diagnostic assessments, not assumptions or generalisations made around disadvantage. To address these challenges, appropriate and carefully selected strategies will be adopted. Inevitably, many of the challenges identified are not just specific to our disadvantaged cohort and the strategies used will have a whole school impact. Similarly, the approaches we adopt will complement each to support pupils in fulfilling our vision, ensuring that they are challenged in everything that they do.

Our strategy is fully embedded within our school development plan and the challenges identified by our disadvantaged children are clearly linked to the following goals outlined in the plan:

- To ensure support all children to catch up lost ground following the disruptions of Covid, with a particular focus on children with SEN, vulnerable and disadvantaged pupils.
- Continuously improve, developing quality and consistency in teaching and learning
- To improve children's opportunities for play and enjoyment of play and develop the school environment to better enable play for all children through the OPAL project.

Furthermore, as a school within a partnership, this statement is reflective of the goals specific to this collaboration. There is a drive to create rigorous and effective approaches towards professional growth of all staff, to develop a 'Talk Rich Classroom' and embed the connected curriculum that has been developed over the past 2 years.

Our approach sees high quality teaching as the heart of our approach as this is proven to have the greatest impact on closing the disadvantaged attainment gap as well as benefitting the non-disadvantaged in our school. It is our intended outcome that there will be progress for the disadvantaged cohort alongside sustained and improved attainment for the non-disadvantaged.

To make sure that this strategy is effective, we have identified that early intervention is key and that this is a whole school approach in which all staff take responsibility for our disadvantaged cohort's outcomes and raise expectations of what they can achieve. We will create a no glass ceiling culture, eliminating any unconscious bias towards the disadvantaged cohort.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our attendance data for the academic year 2020 – 2021 shows that the attendance of our disadvantaged children is currently not in line with the rest of the school or meeting the schools target of 97%. |
| 2 | Using internal data from the academic year 2020-2021, a significant percentage of our disadvantaged children are currently working below expected levels in reading, writing, and mathematics. |
| 3 | Through pupil surveys and observations, our disadvantaged children are not all experiencing enriched opportunities for play and learning within and beyond the classroom which is having an impact on their emotional wellbeing, behaviour and attainment. |
| 4 | Assessments, discussions and observations of our disadvantaged children show that there is a lack of confidence in expressing their opinions and views, their listening skills are poor and that there are gaps in their vocabulary all of which will be making an impact on their attainment. |
| 5 | Through weekly data collection from reading records and learning platforms and in comparison to the rest of the school, our disadvantaged children are not engaging with reading, times tables or spelling outside of the school setting. |

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 |
|---|--|
| To achieve and sustain improved attendance for our disadvantaged pupils. | Attendance for the disadvantaged cohort is at 97% or greater. Attendance for the disadvantaged cohort is the same as or greater than the rest of the school. Attendance for the disadvantaged cohort will be maintained at these levels. |
| Improved attainment of our disadvantaged children in reading, writing and mathematics. | Data shows that accelerated progress is being made by our disadvantaged pupils. Attainment shows at least 80% of our disadvantaged children are working at expected levels or higher. |
| Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Our disadvantaged children are able to access a wide range of resources to support their emotional wellbeing. |

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| | Through pupil voice, observations and surveys our disadvantage cohort are able to demonstrate higher levels of wellbeing. |
| Improved oracy, listening skills and vocabulary amongst our disadvantaged cohort. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is apparent when combined with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Our disadvantaged cohort will participate in greater and sustained participation of home learning. | <p>Monitoring of learning platforms used at home will show an increase of participation for our disadvantaged cohort and this will be sustained.</p> <p>Monitoring of reading records will show a sustained increase in reading for our disadvantaged cohort at home or with other adults in school.</p> <p>Pupil and parent voice will identify what the children are engaging with at home and if it is enjoyed.</p> |

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: £9540

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Mastering Number Training three teachers from EYFS and KS1 to participate in the training for this NCETM project. These teachers will be responsible for embedding this approach the EYFS and KS1 and will be fully committed to supporting this approach. | This is a new project developed by the NCETM that: aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/ In support of this Jeff Frykholm, Ph.D. identifies that "The Rekenrek has emerged as perhaps the most powerful of all models for young learners." https://www.mathlearningcenter.org/sites/default/files/pdfs/LTM_Rekenrek.pdf | 2 |
| Mastery Teaching Training of 2 teachers as Primary Mastery Specialists to develop their own practice of teaching for mastery as well as implementing and embedding the principles across the school. | The programme is central to addressing the Maths Hubs strategic priority of embedding the teaching for mastery approach in primary schools so that pupils develop the deep knowledge and understanding they need to be fully prepared for the secondary mathematics curriculum https://www.booleanmathshub.org.uk/workgroups/leadership/primary-mastery-specialists-cohort-4/ This approach is supported by the findings from a report published in (2017) by the Fair Education Alliance which looked at schools with good outcomes for disadvantaged children in maths. Its investigation of 20 schools and Early Years providers, highlights the factors in their success. Many of the schools cite teaching for mastery as a key factor. https://static1.squarespace.com/static/543e665de4b0fbb2b140b291/t/58aaeac429687f223f0ff369/1487596235907/FEA+Numeracy+Report_FV.pdf | 2 |

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| <p>School Specific Oracy Project</p> <p>A school specific project involving 4 teachers across the phases, using materials from Voice 21 and the expertise of Vicky Gordon (teaching and learning consultant) to create a tailored approach to oracy in St Mary's school.</p> | <p>The frameworks and publications from Voice 21 have the capability to strengthen the ability of teachers and school leaders to practically understand what works and how to develop a high-quality oracy education. Alongside this the EEF identify acknowledge the importance of oracy and work closely with Voice 21. The research they have collected identifies that quality oracy projects and activities can on average, have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p> | <p>2, 4</p> |
| <p>Jigsaw</p> <p>Training of the whole school on the delivery and embedding of this scheme of work that delivers social and emotional learning (SEL).</p> | <p>Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.</p> <p>https://www.jigsawpshe.com/?gclid=EAlaIQobChMlZzZz_18SI9AIVB-_tCh1m3AANEAAAYASAAEgIGqPD_BwE</p> <p>The EEF identify that that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress.</p> <p>There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> • Improved social and emotional skills; • improved academic performance • improved attitudes, behaviour and relationships with peers; • reduced emotional distress (student depression, anxiety, stress and social withdrawal); • reduced levels of bullying; • reduced conduct problems; and • improved school connection. <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf</p> | |
| <p>FunKey Maths</p> <p>Whole school training to be delivered and release</p> | <p>https://www.funkeymaths.com/schools/</p> <p>A whole school approach to the teaching and learning of times tables implemented across the school. This would ensure high quality teaching of</p> | <p>2, 5</p> |

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| <p>time for the maths coordinators to monitor the implementation of this initiative.</p> <p>The purchase of a pack of cards for all disadvantaged pupils to use at home</p> | <p>times tables based on current pedagogy and research. It also means a consistent approach for children to learning of times tables. The aim is the reduce the cognitive load of children as they move through the school in their learning of maths as well as develop their contextual understanding of number and times tables. By the end of Year 4, children will be able to recall all of their times tables facts to 12.</p> <p>FunKey Maths provides a consistent approach to teaching while also allowing children to explore times tables and number through play and games with the accompanying cards. The cards allow children to build a familiarity with the patterns, layout and purpose of the cards (again to reduce cognitive load).</p> | |
| <p>Greg Bottrill - Continuous provision project</p> <p>Greg will be spending time within the EYFS and KS1 setting as well as holding staff meetings and group discussions to bring the notion of play based learning to the forefront of practice. Identifying, how we can build upon our current provision.</p> | <p>The EEF highlight that research in for play based learning is not consistent. However, as an average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p> | 2, 3, 4 |
| <p>Release Time for lead of Disadvantaged Pupils</p> <p>8 x half days for the Disadvantaged lead to carry out close monitoring of the disadvantaged cohort against the above identified challenges using a range of techniques eg book sampling, pupil voice,</p> <p>2 x half days for Disadvantaged lead to complete professional development linked to the role</p> | | 1, 2, 3, 4, 5 |

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

Budgeted cost: £38800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Small Group and 1:1 Tuition (Catch-up)</p> <p>Using a qualified teacher to deliver appropriate catch-up activities and initiatives across the school.</p> | <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>2</p> |
| <p>NELI</p> <p>Training and implementation of NELI for 1 pupil to access this programme.</p> | <p>NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.</p> <p>The intention is that through using this intervention with children during their reception year, it will reduce the need for SALT support as they move into KS1, as we know that speech and language difficulties can affect a range of aspects of children's development and progress including their academic and social skills.</p> <p>The EEF have identified that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI.</p> <p>https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</p> | <p>2, 4</p> |
| <p>NESSY</p> <p>Purchasing of dyslexic screening user licences.</p> <p>Purchasing of user licences for disadvantaged children identified as having dyslexic tendencies to have targeted support.</p> | <p>NESSY is a set of ICT programs targeting reading and spelling. The program has an in-built assessment and sets personalised targets. The Nessy website cites research indicating significant rates of progress for participating students</p> <p>https://www.nessy.com/en-gb/about-us/our-expert-research</p> | |
| <p>Redistribution of Teaching Assistants</p> | <p>Teaching assistants can provide a large positive impact on learner outcomes, providing they are deployed in a meaningful way. Tar-</p> | <p>2, 3, 4</p> |

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| Through the redistribution of TAs we are able to give focused support and interventions in key areas and to gain as much early intervention as possible. | <p>geted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5350

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>OPAL</p> <p>Whole school development of the OPAL programme.</p> | <p>The OPAL programme rationale is that "better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life".</p> <p>Developing, supporting and nurturing the 'whole child' is in line with the school's values and OPAL provides a structured framework for achieving this. It is a whole school cultural shift in attitudes towards play and playtimes so that children can learn and develop as a person as well as improve learning inside the classroom.</p> <p>The OPAL website identifies several reports where this particular project has been identified as having a positive impact on pupils.</p> <p>https://outdoorplayandlearning.org.uk/research-and-evidence/</p> | 3 |
| <p>Thrive</p> <p>Training costs of three members of staff to complete the full training or update their training of Thrive.</p> | <p>Thrive is a leading provider of tools and training to help adults support the social and emotional development of the children and young people they are working with.</p> <p>The Thrive website identifies that "Schools that have adopted the Thrive Approach have reported many benefits. These include fewer disruptions in class, reduced exclusions and</p> | 3 |

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| | <p>improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.”</p> <p>The Thrive Programme has also been listed in the green paper 'Transforming children and young people's mental health provision' as an initiative that supports and promotes positive mental health.</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p> | |
| <p>Breakfast Club</p> <p>To pay for children to attend breakfast club to promote attendance and a healthy start to the day.</p> | <p>The Education Endowment Foundation (EEF) evaluation of school breakfast clubs, found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they're hungry.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p> | 1, 3 |
| <p>After School Clubs, Trips, (including Residential) and Music Tuition</p> | <p>Additional non-academic activities can provide free or low-cost alternatives to sport, music, and other enrichment activities (such as trips and camps) that more advantaged families are more likely to be able to pay for outside of school. Having the option to attend these after school activities can also have an impact on attendance due to the requirement to be in school in order to attend.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> | 3, 1 |

Total budgeted cost: £53690

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.

Internal end of year data for the academic year 2020 – 2021 showed that a significant number of our disadvantaged pupils were performing below the expected levels. Alongside this, we have seen through various monitoring methods that oracy and emotional wellbeing have also been impacted. Primarily, we are attributing this to Covid related issues. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020 – 2021 were not fully met.

Primarily, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. During the turbulent times of Covid, we endeavoured to ensure that our disadvantaged families received as much support as possible. Where possible, our vulnerable and disadvantaged pupils were able to continue to attend school during times of lock down. Where this did not happen a robust plan to support these pupils was put in place to ensure access to home learning and to monitor wellbeing. However monitoring of those at home, saw a lack of engagement with any form of learning.

Attendance is a focus on our current plan for our disadvantaged cohort, as last year we saw a dip from previous years and it is also lower than the rest of the school and slipping away from the school's target of 97%.

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

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

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:

- **Curriculum focus around vocabulary:** Alongside the oracy project we aim to expose children to a wider range of topic specific vocabulary. Vocabulary is carefully planned into a tiered structure and specifically taught. This may happen in discrete lessons or throughout the term. Children are keeping glossaries and use of images to describe the new vocabulary are evident within the learning environment. Widgeo is used to support children's understanding of new vocabulary.
- **Additional reading and phonics for the bottom 20%:** using a range of staff and volunteers, children identified in the bottom 20% of readers will have 1:1 or small group daily sessions with a focus on blending in their head (Fred in Head) and filling gaps in phonic knowledge.
- **Transforming lives for Good:** <https://www.tlg.org.uk/> A church based mentoring programme which provides 1:1 mentoring for disadvantaged children.
- **Robust monitoring of attendance**
- **Staff training, monitoring and support on Assess, Plan, Do, Review Process**
- **Use of pupil progress meetings to discuss our disadvantaged pupils not meeting the expected attainment for that point in the year**
- **Professional growth projects**
- **Collaborative reflection of initiatives and revisions to the planning and delivery of curriculum subjects (TRG's)**
- **Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.**
- **Launching of a whole school approach to homework**