

Pupil premium strategy statement – St Mary’s CofE, Yate

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	14.29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	18 th October 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Julie Simpson
Pupil premium lead	Bethan Scriven
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,095

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's it is our intention that Pupil Premium funding is allocated in a way that helps 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:

- Continuously improve, developing quality and consistency in teaching and learning so that outcomes for pupil premium children are in line with non-disadvantaged groups particularly in early reading.
- To ensure support all children to keep-up with the high expectation of our curriculum. Where children enter the school or have an interruption in children's learning that causes them to fall behind, a carefully designed and expertly delivered catch-up programme. This is particularly significant to children in KS2 who are particularly impacted by gaps caused by school closure during the pandemic.
- 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.
- To prioritise oracy throughout out curriculum
- To prioritise children's social, emotional and mental health so that they are able to maintain positive relationships, develop resilience and be ready to learn.

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 2022 – 2023 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 2022-23, a significant percentage of our disadvantaged children are currently working below expected levels in reading, writing, and mathematics
3	Analysis of outcomes shows that our disadvantaged groups are not achieving in line with disadvantaged children in early reading measures. Our monitoring of reading records would suggest that many of our disadvantaged groups are not always supported with their reading at home.
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. In addition to this 11% of our disadvantaged children have an identified SEND have an identified speech, language and communication need.
5	Analysis of MyConcern entries, discussions with staff and parents, observation, identifies that our disadvantage group have vulnerabilities linked to social, emotional and mental health needs. For some children this has an impact on their ability to remain regulated and ready to learn. For some children, their SEMH needs also impact on their ability to sustain healthy relationships with their peers.

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 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	Data shows that accelerated progress is being made by our disadvantaged pupils. Attainment shows at least 80%

reading, writing and mathematics.	of our disadvantaged children are working at expected levels or higher.
Improved attainment of our disadvantaged children in phonics and early reading.	Data shows that accelerated progress is being made by our disadvantaged pupils. Attainment shows that our disadvantaged children are working in line with non-disadvantaged groups in phonics and early reading measures.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Thrive Profiling shows sustained improvement in children's wellbeing. Disadvantaged children in receipt of 1:1 or group Thrive work are well supported and regulated meaning that they are able to access their learning alongside their peers. Children are developing strategies to maintain their mental health and wellbeing.
Maintain and develop healthy relationships.	The Opal programme supports children to explore a wider range of play opportunities. Lunch time staff are able to support conflict resolution. Children are able to play together harmoniously and enjoy a wider range of play experiences.
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 pupil conferencing.
Teachers engage in a range of CPD including their own Professional Growth projects to ensure the continual improvement of quality teaching and learning.	Monitoring shows that the quality of teaching is of a high standard and is consistent across the school. Teachers are aware of current research linked to cognition and learning and use this research to inform their practice. This is evidenced by engagement in professional growth projects, monitoring or teaching of learning and pupil outcomes.
Our disadvantaged cohort will participate in greater and sustained participation of home learning.	Monitoring of learning platforms used at home will show an increase of participation for our disadvantaged cohort and this will be sustained. Monitoring of reading records will show a sustained increase in reading for our disadvantaged cohort at home or with other adults in school. Pupil and parent voice will identify what the children are engaging with at home and if it is enjoyed.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and Early Reading</p> <p>Subscription to RWI phonics online CPD suite. This provides the resources for the subject leader to deliver weekly training to phonics teachers linked to the cycle of instructional coaching.</p> <p>1.5 days of release time per short term for Phonics subject lead to ensure that all children on the phonics programme are assessed, data is analysed and children are appropriately grouped.</p>	<p>Through following the RWI with fidelity, the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. Our phonics and early reading leader is an expert in her work and by releasing her from a phonics teaching commitment and careful timetabling, she is able to provide coaching in lessons across EYFS and KS1 and deliver matched CPD to ensure that all phonics teaching is consistent and of a high standard.</p> <p><i>Schools Inspection Handbook (SIH) May 2019 p87: 293</i></p> <p>Through regular assessment we can ensure that the phonics teaching is carefully matched to the pupils needs. This is critical in enabling children to make good progress and identify children who may be making slower than expected progress. In this instance, children will receive 1:1 tuition in addition to their daily phonics lesson.</p> <p>ruth miskin literacy inc - read write inc research and evidence-1-1.pdf (ruthmiskin.com)</p>	3
<p>Mastery in Maths</p> <p>Enabling the Maths lead to continue to work with the Boolean Maths Hub</p> <p>To develop as Primary Mastery Specialists to develop their own practice of teaching for mastery as well as and embed the principles across the school.</p> <p>5 days of Supply cover</p>	<p>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.</p> <p>Primary Teaching for Mastery - Embedding NCETM</p> <p>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. Fair education alliance report</p>	2
<p>Reading for Pleasure</p> <p>The subject lead to engage in the TRSRC programme</p>	<p>Research shows that there are gaps between disadvantaged pupils and their peer's enjoyment of reading, and a stark realisation, that, despite years of policy directive on reading levels of</p>	2

<p>facilitated by the English Hub. Lead implementation cycle.</p> <p>5 days of Supply cover</p>	<p>children choosing to read their spare time are the lowest since the survey began</p> <p>Reading for Pleasure – A call to action in response to the National Literacy Trust survey: Children and young people’s reading in 2023.</p> <p>The Transforming Schools Reading Culture programme is structured research based CPD programme aimed at English Leads. During the course of the programme participants will engage deeply with the reading for pleasure pedagogy and leading theory to transforming their school reading culture.</p> <p>https://mpenglishhub.co.uk/docs/MLS_Events_23-24_Presentation - FINAL.pdf</p>	
<p>Staff engagement in NPQ programmes</p>	<p>The research is clear on this one: one of the most effective ways to raise pupil outcomes is through effective teacher professional development.</p>	2
<p>Oracy</p>	<p>Evidence shows positive impact of developing Oracy in improving outcomes for disadvantaged groups. Through case study the Voice21 project found that with 82% of students eligible for pupil premium meeting their Speaking Early Learning Goal, compared to 75% of their peers (in both cases, also showing an uplift compared to pre-pandemic, pre-oracy cohorts).</p>	2 and 4
<p>Fluency in number facts</p> <p>Times Tables Rock Stars (TTRS) and Numbots to be used across KS1 and KS2 to support maths skills (targeted for disadvantaged pupils and all, both in school and at home).</p>	<p>TTRS is an engaging programme</p> <p>Homework has a positive impact on average (+ 5 months). Homework that is linked to classroom work tends to be more effective. Homework Education Endowment Fund</p>	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Nessy Purchasing of dyslexic screening user licences. 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 inbuilt assessment and sets personalised targets. The Nessy website cites research indicating significant rates of progress for participating students https://www.nessy.com/en-gb/aboutus/our-expert-research</p>	<p>2</p>
<p>HLTA – Mita project</p>	<p>This year the support team has been restructured so that there is 1 Teaching Partner (TP) linked to each of the EYFS and KS 1 classes, there is the equivalent of 1 full time TP linked to LKS2 and 1 linked to UKS2. This is in addition to having SEND TPs who are linked to individuals with high level needs but have impact beyond their 1:1 work.</p> <p>The restructure also enabled the school to create the position of Wellbeing Practitioner which has enabled SEMH support to sit outside the work of a general TP.</p>	<p>1, 2 and 5</p>
<p>1:1 Phonics tutoring</p>	<p>The restructuring of TP hours, enabling a greater level of support in KS1, has enabled the school to increase support for phonics meaning that children are not left behind in their phonics progress.</p>	<p>3</p>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>OPAL 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”. 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</p>	<p>5</p>

	<p>learn and develop as a person as well as improve learning inside the classroom. The OPAL website identifies several reports where this particular project has been identified as having a positive impact on pupils.</p> <p>Research and Evidence - Outdoor Play And Learning</p>	
<p>Thrive Training costs of two members of staff to complete annual training to update their certificate of Thrive. Additional training where relevant for wellbeing practitioner.</p> <p>Cost of wellbeing practitioner for 5 afternoons and 3 mornings each week</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. 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 3 10 improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.” 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>Impact of Thrive The Thrive Approach</p>	5
<p>Breakfast Club To pay for children to attend breakfast club to promote attendance and a healthy start to the day and to support parents in re-entering employment.</p> <p>Funding community time in the Hive for children who find the transition into school challenging or where children are not always coming to school having had breakfast.</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>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p> <p>EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Residential Trips Funding 50% of residential trips in year 4 and 6.</p>	<p>More advantaged families are more likely to be able to pay for trip.</p> <p>Disadvantaged children are missing out on residential trips (sec-ed.co.uk)</p>	5
<p>Educational Welfare Officer Support Subscribe to X standard of EWO Support</p>	<p>The school to receive support in monitoring attendance each term. EWO to work alongside the Head of School to hold supportive meetings with parents to address any concerns regarding attendance. EWO to make links with families where attendance is of significant concern.</p>	1

	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	
Parent Link Wellbeing practitioner to work as parent link working with parents to improve attendance as well as support SEMH needs	For some parents, working with school can be a daunting experience. The role of parent link can help break down those barriers. The schools Parent Link worker is particularly effective where EBNA is a cause of absence from school Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]* Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Outcomes 6 PP children	School	LA	Nat
Reading	83	53	62
Writing	83	52	55
Maths	83	48	56
KS1 Outcomes 7 PP children	School	LA	Nat
Reading	57	50	51
Writing	14	41	41
Maths	29	49	52

In 2022-23 KS2 educational outcomes for children in receipt of the pupil premium outcomes against Local and National benchmarks was strong and as a group, this cohort achieved higher than non-disadvantaged children. This is not a pattern that is replicated across all year groups.

Outcomes in KS1 are more in line with the school pattern with disadvantaged children achieving well in maths and less well in writing and maths.