

Pupil premium strategy statement St Mary's CE Primary School, Bucknell

This statement details our school's use of pupil 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	46 (not including pre-school)
Proportion (%) of pupil premium eligible pupils	26% including pre-school.
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	Anna Cook
Pupil premium lead	Anna Cook
Governor / Trustee lead	Di Cosgrove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22,200

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 the education of pupils regardless of whether or not they are disadvantaged.

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 the non-disadvantaged pupils in our school. High quality teaching includes both the class teacher and those who support the teaching of our children ie the SENDCo and support staff. This is achieved through commitment and investment in high quality CPD which is relevant to school development and individual need and has a clear focus on key areas for improvement linked to our School Development Plan.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, 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:

- ensure disadvantaged pupils are challenged and supported in the work that they are set*
- act early to intervene at the point 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.*

It is our intention that no child should be disenfranchised from access to the wider curriculum ie through visits and experiences due to financial constraints. We recognise and firmly believe that such activities are fundamental to providing the background knowledge which provides the building blocks to allow children's learning to flourish.

We are also committed to meeting the social and emotional needs of all our pupils in order to prepare them to have the confidence and resilience to learn effectively.

Challenges

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

Challenge number	Detail of challenge
1	60% of our Pupil Premium pupils are also SEND. This is significantly higher than the National Average.
2	Ensuring that all pupils reach the expected standard in reading with a particular focus on automaticity and reading for pleasure.
3	An increasing number of disadvantaged pupils are displaying difficulties in speech and language development. This is especially so in the Early Years.
4	Increase the number of pupils in receipt of PP achieving at the higher level in maths.
5	In a rurally isolated area pupils lack the opportunity to develop a wider understanding of the UK and engage in culturally enriching activities.
6	A rising number of families who are experiencing challenging circumstances both financially and for other vulnerabilities.

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
Pupils with SEND/PP make at least good progress.	National and internal benchmarks indicate good progress. Pupil Plan reviews demonstrate that targets and strategies are appropriate and effective. Book Looks and pupil voice indicate that pupils make good progress. Observation of practice indicates: <ul style="list-style-type: none"> Quality First Teaching Ambition for all Inclusivity A clear programme of staff development focusing upon the above principles.
All children learn to read effectively regardless of socio-economic disadvantage.	All pupils reach the expected standard in the phonics screening test. All pupils reach the expected standard in the End of Key Stage 2 reading test. All pupils have a lifelong love of reading which begins through a culture of reading for pleasure.
Children are given the opportunity to develop language in order to support effective communication. <ul style="list-style-type: none"> Physical linguistic Cognitive Social and emotional 	Strong pathways to support pupils access to Speech Language support. A curriculum which allows children to <ul style="list-style-type: none"> Articulate ideas Develop understanding Engage with others
Ensure all pupils have access to rich experiences beyond the classroom.	Disadvantaged pupils take part in all provision beyond the classroom. Pupils develop a wider understanding of the diversity within the UK.

	Children have rich experiences which help build knowledge that supports learning.
Ensure that disadvantaged pupils and their families access to Early Help provision both within school and from external providers.	Pupils have high quality support when experiencing social and emotional difficulties so that they continue to engage in learning. Vulnerable families are identified early and tiered support provided.

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: £7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of highly qualified and experienced SENDCo with a proven record of good practice. Additional SENDCo time provided to meet the needs of SEND/PP pupils by supporting the implementation of quality First teaching, effective interventions, effective deployment of Teaching Assistants and efficient referral systems.	<p>The newly appointed SENDCo will focus additional time on supporting and monitoring quality first teaching. As evidenced by the EEF for pupils to make rapid progress teaching staff should ensure high quality adaptive teaching through:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and meta cognitive strategies • Scaffolding • Flexible Grouping • Technology <p>EEF High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p> <p>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.-EEF.</p>	<p>1</p> <p>£5,000 (additional SENDCo time).</p>
Teaching staff training led by the English Hub with a particular focus on pupils with SEND.	<p>The training is DFE funded and based on the latest research about how children learn to read and adaptive strategies to ensure inclusivity and ambition for all.</p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. EEF Guidance</p>	<p>1 and 2</p> <p>£200 (release time for monitoring)</p>
Teaching staff participate in English Hub training with regard to school reading ethos Getting it the culture right from the start	<p>The training is DFE funded and based on the latest research about how children learn to read and adaptive strategies to ensure inclusivity and ambition for all.</p>	<p>1 and 2</p> <p>£ 200 release time for Action Planning</p>

Reading for pleasure-year long course.	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). DFE Research Reading for Pleasure.	£600 to further up date resources.
Early Years staff participate in training sessions to support understanding of Early language development and strategies to improve outcomes.	<p>The training is DFE funded and based upon the most up to date research.</p> <p>Communication and language is a EYFS prime area which means that it's one of the important building blocks for all the other areas. If it's not developed early it's difficult to achieve later.</p> <p>Children's language skills are connected to their overall development and can predict their educational success. As speaking and listening develops, children build foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing.</p> <p>Children from more disadvantaged backgrounds may have fewer chances to develop their vocabulary. However, research shows that lots can be done in the early years to avoid inequalities in children's language development.-Department for Education-Exploring Language.</p>	<p>1 and 3</p> <p>£200 language audits Action Planning.</p> <p>£200 resources.</p>
Provide opportunities for the Reading lead to observe practice and lead coaching sessions.	Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. Coaching can provide a means by which these and other key principles can be achieved and thus teacher learning can be enhanced. Coaching is a form of collaborative CPD and can thus be a strong dimension of teachers' professional learning in school-National College.	1 and 2 £400 release cover,
Training and release time for Key Stage 2 staff to be trained in the Rapid Catch Up element of Little Wandle.		1 and 2 £400 release time.

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

Budgeted cost: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renew the Little Wandle subscription to build upon good progress made last year.	<p>Phonics has a positive impact overall (+ 5 months) with very extensive evidence and an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds. -EEF</p> <p>The school implemented the Little Wandle programme from September 23. External and internal data evidences that the rigour of this approach to the teaching of phonics has significantly impacted on pupil progress.</p> <p>We are now extending the Little Wandle Programme into Key Stage 2. Training undertaken highlights the importance of staff in Key Stage 2 having a thorough understanding of the importance of phonics and a</p>	<p>2</p> <p>£400</p>

<p>Supplement Phase 5 Set 5 reading materials in order to support further consolidating of phonetic knowledge before moving to fluency books.</p>	<p>grounding in how to deliver sessions skilfully so that children are able to make maximum progress.</p>	<p>2 £600</p>
<p>Additional time for support staff to support the implementation of Little Wandle and Rapid Catch Up and fluency.</p>		<p>2 £3000</p>
<p>Additional Reading sessions for those pupils experiencing limited engagement with reading at home.</p>	<p>It is important to engage with parents to support children in reading beyond the class- room both to practice phonics and to develop a love for reading. We recognise that more work needs to be done in this area and this will take time. Evidence suggests that lack of parental engagement with reading, impacts on pupils' progress. For those children who are not receiving this support at home, we are committed to providing time in school to give the children the opportunities experienced by their peers.</p>	<p>2 £1,000</p>
<p>Pupils voice sessions to further determine reading resources that motivate and inspire pupils with a specific focus on pupil premium pupils.</p>	<p>There is a range of evidence which demonstrates that engagement in reading leads to better outcomes for all pupils and especially those who are disadvantaged. The main findings are that reading:</p> <p>Improves general knowledge (Clark and Rumbold, 2006)</p> <ul style="list-style-type: none"> ● Benefits text comprehension and grammar (Cox & Guthrie, 2001) ● Results in a richer vocabulary (Sullivan & Brown, 2013) ● Encourages imagination, empathy and mindfulness of others (Kidd & Costano, 2013) ● Supports identity explorations (Rothbauer, 2004) ● Supports mental well -being, helping children to feel better and dream about the future (Clark & Picton, 2020) 	<p>Supplementary reading material focusing on PP pupils. £1,000</p>
<p>Talk Boost Sessions Children screened and take part in regular planned Talk Boost Sessions. Progress clearly monitored and swift intervention provided.</p>	<p>Early Talk Boost Report 2015. After Early Talk Boost: Children make statistically significant progress in their early language development. On average, children make six months' progress after the nine-week intervention, helping them to narrow the gap between them and other children their age. This is twice the rate of progress of children not having the intervention.</p>	<p>3 Staff time to carry out the intervention. £1,000</p>

Specific 1-1 oral language interventions as recommended by specialists after assessments	Reviewer's conclusions: The review shows that overall there is a positive effect of speech and language therapy interventions for children with expressive phonological and expressive vocabulary difficulties- National Library of Medicine.	£1,000
Review manipulatives to support consolidation of mathematical concepts. Purchase supplementary resources.	Manipulatives do more than just support understanding — they're powerful tools for enhancing problem-solving skills. By allowing pupils to physically manipulate and visualise mathematical concepts, they can more easily devise strategies to tackle complex problems. A classroom Guide for Teachers.	4 £500-for manipulatives.

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

Budgeted cost: £6,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Club participation -3x clubs per week funded.	Supporting a range of activities beyond the class room will enrich our pupils experiences and the understanding of the wider UK. These experiences provide the background knowledge to inform learning and make meaningful connections. These experiences are particularly important for our disadvantaged pupils.	5 £2,000
<i>Visits up to £20 free of charge Visits/Residentials over £20 half contribution.</i>		5 £1,000
1 set of free uniform per year.	Although wearing uniform is not on its own likely to improve learning it can be successfully incorporated into a wider programme to support school ethos which impacts on behaviour, positive attitudes to the school and attendance EEF	6 £800
Access to Breakfast Club.	DfE -states the importance of breakfast clubs for pupils in supporting wellbeing/behaviour and readiness to learn.	6 £500
1-1 Social emotional support	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Education Endowment Fund	6 £1,000 TA time.
Training for Key practitioners Elsa Attachments Disorder	Children supported by appropriately trained practitioners can off relevant support which impacts on pupils behaviours and attitudes and well- being. It can also impact on the development of speech and language development. We aim to support our pupils well being so that they are able to learn.	£800
Support for families through the Early Help process and engagement with external agencies.	providing timely support is vital. Identifying and addressing a child or family's needs early on can increase protective factors that positively influence a child's wellbeing, and decrease risk factors that may be impacting a child's life negatively-NSPCA	Release time £500 to facilitate assessments and meetings.

Total budgeted cost: £ 22,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last Academic year saw a strong increase in the progress and standards reached by pupils in the phonics screening tests for both year 1 and Year 2.

In Key Stage 2 100% of disadvantaged pupils met the expected standard in reading. The evidence suggests that there is a strong correlation between improved outcomes and the implementation of a new phonics scheme identified in the Pupil Premium strategy plan for 2023/2024. As identified, more resources were invested in updating reading materials and further raising the profile of reading. We are pleased at the rise in attainment but recognise that the emphasis on reading should continue to ensure that good practice is further developed and fully embedded to ensure even progress across the school. We recognise that for children's ability to read with fluency and understanding is a key indicator of future academic and working life success.

60% of pupils met the expected standard in Writing. We are implementing a researched writing scheme which is text based as part of our drive to put rich texts at the heart of learning. The scheme builds upon skills incrementally and supports writing through the integration of word/sentence and text objectives. We believe that the emphasis on high quality texts across the curriculum and reading for pleasure will further raise our standards in writing with a particular impact on raising the number of pupils who achieve at a higher level.

80% of pupils met the expected standard in maths. The purchase of a mastery approach scheme as identified in the Pupil Premium statement for 2023/2024 has begun to impact on improving standards in maths. This approach requires additional time to fully embed and further engagement with the SHAW maths hub which is ongoing. Pupil premium funding this year will focus upon the development of manipulatives with a clear link to oracy in maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Talk Boost	Ican publishers
Power Maths	Pearson publishers
Little Wandle	DfE validated Scheme.
Pathways To Write	The Literacy Company.

