

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	51
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 23
Date on which it will be reviewed	December 24
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	£15,235
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>	£1000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£15,235

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 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 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 support staff. This is achieved through commitment and investment in high quality CPD which is relevant to School Development and individual and has a clear focus on key areas for improvement.

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	<p><i>Ensure that all pupils make good progress from their starting points in the development of oracy.</i></p> <p><i>Limited vocabulary and rich language experience impairs pupils access to the depth of curriculum and making connections in learning.</i></p> <p><i>Limited vocabulary and linguistic dexterity impairs pupils ability to read and listen to others read with comprehension.</i></p>
2	<p><i>Ensure that all pupils make progress from their starting points in reading.</i></p> <p><i>Recognition that for our pupils to achieve at the highest possible standard we need to ensure that phonics teaching is robust. Quickly identifying pupils making less than expected progress so that pupils read with fluency by the end of Key Stage 1. Parental engagement for some pupils acts as a barrier to rapid progress and this should be addressed. Pupils' engagement with reading should be further nurtured to support pupils develop a life- long love of reading support comprehension and provide pupils with the tools to fully access their learning.</i></p>
3	<p><i>Further upskilling support staff to support pupils who are not reaching ARE in mathematics.</i></p> <p><i>Ensuring that all support staff have a robust understanding of the mastery approach to teaching maths.</i></p>
4	<p><i>Ensure that all families are supported through engagement with the school resources and external help so that families and pupils are enabled to flourish.</i></p> <p><i>Three key areas are identified as:</i></p> <p><i>Attendance</i></p> <p><i>Family Mental Health</i></p>
5	<p><i>Ensure that all pupils have the opportunity to engage in enriching experiences provided through the wider curriculum to develop the cultural capital and background knowledge to support learning.</i></p>

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
<p><i>Improve pupils' oral literacy to ensure they are using a wide and varied vocabulary</i></p>	<p><i>Talk Boost sessions are further embedded and show that pupils make expected progress.</i></p> <p><i>Tiered vocabulary is taught explicitly as part of class room practice.</i></p> <p><i>Book discussion and extended questioning is fully embedded in classroom practice.</i></p> <p><i>Retrieval practice allows pupils to build upon existing vocabulary and deepen understanding.</i></p>

<i>Pupils make at least good progress in phonics.</i>	<p><i>Embed Little Wandle phonics</i></p> <p><i>Pupils who are making less than expected progress in phonics will be swiftly identified and targeted intervention will be put in place.</i></p> <p><i>Staff feel supported and confident to effectively deliver the phonics programme.</i></p> <p><i>English Hub recommendations actioned.</i></p> <p><i>Additional resources in place including fluency books and rapid catch- up books.</i></p>
<i>Pupils articulate increasingly positive attitudes towards reading</i>	<p><i>Reading materials are:</i></p> <p><i>Engaging</i></p> <p><i>Meet pupil interest</i></p> <p><i>Reflective of modern Britain.</i></p> <p><i>Varied in genre and form</i></p> <p><i>Based on advice from the Library Service.</i></p> <p><i>And with Peter's Bookshop in Birmingham</i></p> <p><i>Regular time is given to reading for pleasure</i></p> <p><i>Staff are trained to promote the importance of reading for pleasure.</i></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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure that all staff receive Talk Boost Training.</i>	<i>The EEF Early Years Toolkit tells us that approaches for promoting communication and language can have a significant impact on children's development, boosting progress by an additional seven months on average. These approaches can be particularly beneficial for children from socio-economically disadvantaged backgrounds and also tend to be low-cost.</i>	1 2
<i>Talk Boost sessions implemented in pre-school and Reception- Followed by implementation in Key Stage 1 and then key Stage 2.</i>		1 2
<i>Use Literacy Trust and EEF Materials- Vocabulary Training</i>	<i>A robust vocabulary supports reading comprehension and reinforces understanding of new and difficult texts. Using a tiered approach to vocabulary instruction assists in the development of language acquisition</i>	1 2
<i>Ensure phase planning time has a clear focus</i>		

on vocabulary teaching.	and promotes a strong foundation for literacy-Alex Quigly-Closing the Vocabulary Gap	
Training for staff and regular coaching sessions to support the implementation of the Little Wandle Approach to teaching phonics.	Phonics has a positive impact overall (5 months) with very extensive evidence and is an important component in the development of early reading skills. Particularly for children from disadvantaged backgrounds. EEF	1 2
Training for staff to revisit and build upon the principles of the importance of reading for pleasure and developing the reading culture. Book Talk training to support pupils' enjoyment in and understanding of texts through parental engagement.	Education Endowment Foundation (2018). Working with parents to support children's learning. Ofsted Reading Report 2023 OU research-Reading Communities.	1 2
Continue staff development for support staff to ensure a robust understanding of the teaching for mastery approach in order to support pupils falling behind.	Targeted deployment of teaching assistants Where they have been trained to deliver an intervention to individuals or small groups of pupils has a higher impact on pupils achievement than in providing general class room support. EEF	3
Training for all key staff Referrals Liquid Logic Domestic Abuse Mental Health and wellbeing. Attendance Regular meetings with South Shropshire Development Officer.	Early intervention means intervening as soon as possible to tackle problems that have already emerged for children and young people and aims to stop those problems from becoming entrenched" Early Intervention. Dept for Children Schools and Families (2010)	4
Train TA as ELSA through Shropshire Psychology Service.	An ELSA is a teaching assistant who has received 5 days of training in psychological theory and intervention to enable them to plan and deliver individual and small group support programmes in schools to children and young people (4-16 year olds) with social, emotional and mental health needs. ELSAs are regularly supervised by Educational Psychologists to ensure the effectiveness of their work. ELSA training enables schools to have a 'go-to' person in school for providing mental health guidance and intervention,	4

	<p><i>working towards the Government agenda set out in the 2017 Green Paper on 'Transforming Young People's Mental Health Provision'. ELSA training can reduce the need to refer for specialist support.</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Talk Boost Sessions</i> Children screened and take part in regular planned Talk Boost Sessions. Progress clearly monitored and swift intervention provided.</p>	<p><i>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence. Evidence that pupils in receipt of Pupil Premium make good progress from their starting points and the expected standard in writing is reached</i></p>	1 2
<p><i>Keep up/Catch up sessions for pupils not reaching ARE in phonics and reading.</i></p>	<p><i>Phonics has a positive impact overall (5 months) with very extensive evidence and is an important component in the development of early reading skills. Particularly for children from disadvantaged back grounds. EEF</i></p>	1 2
<p><i>Little Wandle Resources including Rapid Catch up books.</i></p>		1 2
<p><i>Keep Up/Catch up sessions for pupils not reaching ARE in maths..</i></p>	<p><i>Toolkit Strand Education Endowment Foundation EEF</i></p>	3

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued support for pupils experiencing emotional difficulties and anxiety.	<i>The report – Improving Social and Emotional Learning in Primary Schools stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. EEF</i>	4
Whole School approach to the teaching of PSHE - through purchase and implementation of the Jigsaw programme.	<i>Though, on average, all children benefit, there is also some evidence that SEL approaches can benefit disadvantaged children more than their peers. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. 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.</i> Education Endowment Fund	4
Continue engagement with external agencies ie targeted Early Help to ensure the best outcomes	<u>national safeguarding guidance across the UK.NSPCC</u>	
1 set of free uniform per year		4
Breakfast Club	<i>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</i>	5
Club participation 3x free clubs per week.	<i>Extra-curricular activities are important to young people and result in a range of positive outcomes</i> <i>Social Mobility Commission.</i>	4 5
Visits up to £20 free of charge Visits/Residential over £20 half contribution.	<i>Extra-curricular activities are important to young people and result in a range of positive outcomes</i> <i>Social Mobility Commission</i>	4 5 5

<i>Release staff to ensure that sufficient time is given to support pupils and families in need. Eg working with the EWO or targeted Early Help.</i>	<u>national safeguarding guidance across the UK</u> . NSPCC	4
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Total budgeted cost: £ 13,000