

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 Mary's Primary School |
| Number of pupils in school | 53 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/23 to end of 2024/25 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | January 2023 April 2023 September 2023 |
| Statement authorised by | Anna Cook |
| Pupil premium lead | Anna Cook |
| Governor / Trustee lead | Andrew Wood |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £12,080 |
| Recovery premium funding allocation this academic year | £1,000 |
| 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 | £13,080 |

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. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the 1-1 tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 in the work that they're 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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | To develop vocabulary acquisition and oral language skills for our most disadvantaged pupils. |
| 2 | <i>To improve phonics/spelling and reading attainment among disadvantaged pupils.</i> |
| 3 | <i>To improve standards in writing for disadvantaged pupils.</i> |

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| 4 | <i>Improved maths attainment for disadvantaged pupils at the end of the Key Stages,</i> |
| 5 | <i>To promote aspiration through the deepening of cultural capital.</i> |
| 6 | <i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</i> |

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 improve oral language skills and vocabulary among disadvantaged pupils, so that this significantly impacts on children's writing. | 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 |
| To build on the secure foundation of phonetical knowledge to ensure pupils make good progress in spelling acquisition. <i>Children in receipt of Pupil Premium make accelerated progress in reading.</i> | Pupils who are making less than expected progress in spelling will be swiftly identified and targeted intervention will be put in place by skilled practitioners to halt decline and close the gap. Assessment data shows pupils are making at least good progress in spelling. Evidence that pupils in receipt of Pupil Premium make good progress from their starting points and the expected standard in writing is reached by pupils or regular assessment data shows very good progress from their starting points. |

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| <p><i>Improved writing attainment for disadvantaged disadvantaged pupils</i></p> | <p>Pupil voice will evidence enjoyment of writing and a secure understanding of the writing process.</p> <ul style="list-style-type: none"> • Lesson observations, • Planning • Work scrutiny <p>Which will evidence secure teacher subject knowledge and clear planned sequence of teaching.</p> |
| <p><i>Improved reading fluency.</i></p> | <p>Most children reach at least expected standard in National and school assessments. Pupils with special needs make good progress from their starting points.</p> |
| <p><i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i></p> | <p><i>Pupils falling behind will be quickly identified and targeted intervention put in place.</i></p> <p><i>Pupil voice will evidence a secure understanding of mathematical concepts.</i></p> <p><i>Teachers will confidently plan and teach high quality maths sessions embedded in the principles of maths mastery.</i></p> <p><i>Teaching Assistants will confidently support the teacher by supporting individual children or groups.</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: £6000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><i>Embed Talk Boost Reception/Key Stage1 and Pre-School Staff</i></p> <ul style="list-style-type: none"> • <i>Release time for planning sessions</i> • <i>Release time for monitoring activities.</i> <p><i>Sessions to support pre-school/Reception parents in understanding the importance of high-quality language development activities.</i></p> <p><i>Staff Development sessions to support the integration of a structured Oral Language approach into curriculum planning and delivery.</i></p> | <p>Talk Boost is a targeted and evidence-based intervention, which supports language delay for children in the Early Years and in Reception and Key Stage One (KS1) to make progress with their language and communication skills. The structured programme boosts children's progress in language and communication in Reception/Year 1 by an average of 18 months after a ten -week intervention.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>1 3</p> |
| <p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i></p> <ul style="list-style-type: none"> • <i>Purchase Programme</i> | <p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i> Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2 3</p> |

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| <p><i>(Pearson Phonics Bug)</i></p> <ul style="list-style-type: none"> • <i>Training</i> • <i>Release time</i> • <i>Resources to match the programme.</i> | | |
| <p><i>To improve writing attainment for disadvantaged pupils at the end of KS2</i></p> <p><i>Purchase Literacy Tree resources.</i></p> <ul style="list-style-type: none"> • <i>Provide training for staff in implementation</i> • <i>Release time to plan with colleagues.</i> • <i>Release time to view implementation in other settings</i> • <i>Release time for monitoring activities.</i> | <p><i>An integrated approach which supports the teaching of spelling and grammar as part of the writing process. High quality texts model high quality language and writing as well as developing comprehension skills.</i></p> | <p>1 2 3</p> |
| <p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i></p> <p><u>To support this we will also:</u></p> <ul style="list-style-type: none"> • <i>Purchase Power Maths Scheme.</i> • <i>Provide training for the implementation of power maths.</i> | <p><i>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</i></p> <p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p><i>And in small groups:</i></p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> | <p>4</p> |

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| <p>Release staff to visit other settings.</p> <p>Release of staff to undertake training.</p> <p>Purchase resources to support the implementation of the scheme.</p> <p>Monitoring release</p> <p>Work scrutiny</p> <p>Data classroom practice</p> | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Trained TA to provide targeted intervention.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 3 |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support,</p> <p>Trained TA to provide additional support</p> <p>Additional reading support for pupils making poor progress in in reading including more able.</p> <p>Trained TA to provide additional support in KS 2</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 2 3 |

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| <p>Tutor to provide additional support with regards to comprehension in KS2</p> <p>Purchase Accelerated Reader.</p> | | |
| <p><i>Targeted Maths Support TA Intervention</i></p> <p><i>Trained TA to provide intervention</i></p> <p><i>Trained Tutor to provide intervention.</i></p> | <p><i>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</i></p> <p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</i></p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p><i>And in small groups:</i></p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> | <p>4</p> |

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

Budgeted cost: £ 4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Ensuring that pupils have access to high quality curriculum and extra-curriculum activities to enhance cultural capital and aspiration</i></p> <p><i>This will be achieved through activities and experiences such as:</i></p> <ul style="list-style-type: none"> • <i>Visits-to museums/art galleries/theatre etc</i> • <i>Out -door adventures</i> • <i>Contrasting areas</i> • <i>Curriculum visits</i> • <i>Residentials</i> • <i>Visiting experts in school</i> • <i>Working with visiting experts in the wider community.</i> | <p>Opportunities to develop cultural capital play an essential role in:</p> <ul style="list-style-type: none"> • developing pupils' sense of identity • enhancing problem solving skills • encouraging a love of learning • building social and communication skills • encouraging teamwork and cooperation • developing leadership skills • enhancing critical thinking. <p>“offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate” DfE</p> | <p>5</p> |

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| <ul style="list-style-type: none"> • <i>Extra -Curricular clubs</i> | | |
| <p><i>Support for pupils in developing Health life styles.</i></p> <p><i>Breakfast club</i></p> <p><i>Cooking Club</i></p> <ul style="list-style-type: none"> • <i>Staffing</i> • <i>Resources</i> | <p><i>Breakfast clubs can be an important way of supporting a whole school focus on healthy lifestyles. Breakfast clubs allow children to have a healthy breakfast in a safe and secure environment before school and can be particularly essential for families who do not have the resources or the time to provide breakfast for their children. They are able to offer children a social environment to have breakfast with their peers. The food provided in breakfast clubs is still expected to follow the healthy food policies which schools follow throughout the day.</i></p> <p><i>The club also offers a range of activities and games or opportunities to work on school work.</i></p> | 6 |
| <p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p> | <p><i>Sustained high attendance from 2024/25 demonstrated by:</i></p> <ul style="list-style-type: none"> • <i>the overall absence rate for all pupils being no more than 96%,</i> <p><i>Both targeted interventions and universal approaches can have positive overall effects:</i></p> <p><i>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</i></p> | 6 |
| <p><i>Developing the role of Mental Health Lead.</i></p> | <p><i>utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</i></p> | 6 |

Total budgeted cost: £ 15,000

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 2021-2022 academic year.

Additional Phonics sessions have had a positive impact on pupils' progress. 88% reached the expected standard. 100% of Pupil Premium pupils reached the expected standard.

Additional support in mathematics ensured pupils in receipt of pupil premium made progress. However, this was limited by identifiable gaps in knowledge. 66% of pupils reached the expected standard in the times table test. 25% of Pupil Premium made the expected standard.

Mathematics is key area for school development. We have sought advice from external consultants. We have provided cover time to support additional training of teaching and support staff. We recognise the importance of training staff and purchasing appropriate resources to implement a mastery approach to the teaching of maths to ensure even and secure progress across the year groups. Interim assessments are indicating stronger progress than expected. Autumn 2022.

The school made use of the National Tutoring Programme. The focus was specifically on closing the gap in reading comprehension and grammatical knowledge. The approach was effective and assessment showed that targeted pupils had made good progress 66% (4/6) reached the National expectation for Spelling and Grammar. Spelling has been identified as a specific weakness. In reading 83% (5/6) reached the expected standard. To build on this, we will implement the tutoring programme at an earlier time in the school year in order that more pupils have the opportunity to benefit.

Children have had access to a range of enrichment and extension activities to develop cultural capital. This is especially important in our rural environment where access to cultural activities is limited. Pupil voice supports our belief that offering a wide range of high-quality extracurricular activities is important to wellbeing, behaviour, attendance, and aspiration. The school has recently been identified as having the highest attendance figure in Shropshire (Autumn 2022). Activities have focused on building life skills such as confidence, resilience, and socialisation. No child has been disenfranchised from any activity due to economic constraints.

Pupils in receipt of Pupil Premium have had access to a wide range of clubs and activities. These are targeted at the needs of the pupils. These clubs support learning and engage the children in a wider range of activities. We target clubs to address pupil need and to widen experience and aspiration. For example, a "Fungineers Club" was run to allow the children to take part in STEM activities.

Pupils have benefitted from the support of a Teaching Assistant who has focused specifically on the mental health of pupils through a targeted programme. This has been very well supported by parents who have asked for the support to continue. Pupils who have been supported by this intervention have also reported that it has helped them to manage feelings of anxiety. Pupils with PP in receipt of this intervention are engaging with our whole Federation Award system.

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To support support families finding it difficult to manage, the school has put a great amount of time into working with Early Help and associated agencies to improve outcomes for both pupils and their families.