

Pupil premium strategy statement 2019-22

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 Church of England Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	7.6% (Sept. 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	20.9.21
Date on which it will be reviewed	January 2022
Statement authorised by	Headteachers
Pupil premium lead	Maria Constantinou
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,732
Recovery premium funding allocation this academic year	£2,000
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	£26,732

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is the funding allocated by government to children who are entitled to Free School Meals or who have claimed Free School Meals in the past 6 years. It is also allocated to Looked After Pupils and children of Service Personnel. The funding was given to schools in an attempt to close the gap in attainment between disadvantaged and non-disadvantaged children. Closing this gap has been challenging for schools and the reasons for the gap are numerous and complex. Nationally, a disadvantaged child is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching expected levels in reading and writing. The aim of this money is to try to close the attainment gap between pupils and to try and remove any barriers to learning that pupils may face.

At St. Mary's Primary School, our pupil premium pupils are a defined group but we are careful not to label pupils and make assumptions about their learning. Instead, we look at pupils as individuals in our pupil progress reviews, considering any barriers they be facing and deciding what support each child would most benefit from in order to make the best possible progress. The pupil premium budget has been reducing over past 4 years as take up of Free School Meals has been less. This is likely to be related to free meals being offered to all EYFS and KS1 pupils. Parents who receive benefits are still encouraged to apply for free school meals. We are adopting a 3-year strategy plan to help us plan the most effective use of the pupil premium grant. This plan is a working document and will evolve throughout the year as we carefully monitor the progress and wellbeing of our disadvantaged and vulnerable pupils. We will update the plan annually on the school's website.

Our ultimate objective for our disadvantaged pupils is for them to achieve well, holistically, from their starting points and for them to experience a rich and varied experience at school to contribute to their overall development over time.

Challenges

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

In-school challenges <i>(issues to be addressed in school, such as poor oral language skills)</i>	
1.	Some pupils may not be working at age related expectations/may have conceptual gaps or misconceptions.
2.	Some pupils may have limited language skills which can impact upon learning.
3.	In some cases, 'behaviour for learning' skills may need developing e.g. organisation, commitment, resilience.
External challenges <i>(issues which also require action outside school, such as low attendance rates)</i>	
4.	In some cases, inconsistent attendance and punctuality
5.	In some cases, access to uniform, resources, such as IT equipment, books, libraries and life experiences

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>Challenge No.1: Working at age related expectations/addressing conceptual gaps or misconceptions</p> <ul style="list-style-type: none"> To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills To respond rapidly with targeted teaching for pupils at risk of underachievement. 	<ul style="list-style-type: none"> Pupils will meet (or exceed) age related national expectations in English and maths (where additional needs do not impact on attainment). All staff will receive appropriate CPD to facilitate development and high quality teaching. Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. Teachers will give pupils daily opportunities to consolidate key skills.

	<ul style="list-style-type: none"> • In EYFS and KS1, pupils will receive daily phonics lessons and additional phonics sessions will be provided to help key children to 'keep up'. • Teaching assistants will be carefully deployed to support learning effectively. • Additional intervention sessions will take place, based on gaps/need.
<p>Challenge No. 2: Limited language skills</p> <ul style="list-style-type: none"> • To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.' • To expose pupils to a language rich curriculum • Pupils read regularly and have access to high quality texts. • Pupils will write extended pieces each week and receive effective feedback to improve these pieces. 	<ul style="list-style-type: none"> • Pupils (who need to) will have opportunities for additional reading in school. • Directed reading sessions will include elements of retrieval, meaning and inference, following the principles of Reciprocal Reading. • Teachers will give pupils precise feedback to improve, including written feedback in comprehension tasks. • Pupils with speech and language needs will have accurate assessments and personalised provision programmes to follow.
<p>Challenge No. 3: Behaviour for learning skills</p> <ul style="list-style-type: none"> • Pupils will be proactive, organised and enthusiastic learners. • Pupils will be determined to be the best they can be, and proud of their achievements (in line with the school vision). • School will deliver an engaging, ambitious, broad and varied curriculum. 	<ul style="list-style-type: none"> • Pupils who need it, will have meetings with their teacher/ a member of SLT to support learning behaviour. • High quality and an appropriate quantity of work produced will be evident in book looks. • Age appropriate subject skills will be taught. • Pupils will be exposed to a wide range of social, cultural and enrichment experiences within (and outside of) the school day.
<p>Challenge No. 4: Attendance and punctuality</p> <ul style="list-style-type: none"> • All disadvantaged pupils (where possible) will meet national expectations for attendance and punctuality. 	<ul style="list-style-type: none"> • The school will contact parents proactively if attendance/punctuality slips below expectation. • Families to engage with Educational Welfare Office processes as needed. • Breakfast club will be offered to pupils as needed to support with punctuality.
<p>Challenge No. 5: Access to resources and wider life experiences</p>	<ul style="list-style-type: none"> • Pupils who do not have access to a laptop or similar device will be provided one in order to access online home learning.

	<ul style="list-style-type: none"> • They will also be provided with equipment to support excellent behaviour for learning and learning readiness. • Provision of school uniform as needed so all pupils feel part of the St. Mary's community. • Access to school visits and residential will be offered at a significantly discounted rate enabling no child to miss out.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Staff training on reciprocal reading approach	Education Endowment Foundation : Children in the targeted intervention made an average of +2 months' more progress in terms of reading comprehension and overall reading	Challenge No.1: Working at age related expectations/addressing conceptual gaps or misconceptions Challenge No. 2: Limited language skills
CPD: Staff training on early reading and phonics	Systematic phonics teaching evidence	
CPD: Staff training on initial application of Rosenshine's Principles of Instruction	Rosenshine's Principles of instruction	Challenge No.1: Working at age related expectations/addressing conceptual gaps or misconceptions Challenge No. 2: Limited language skills Challenge No. 3: Behaviour for Learning

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For pupils eligible for PP in to make (or exceed) expected progress as a result of high quality teaching and intervention.</p> <p>Staff to pupil ratio to be increased in key classes to allow for additional teaching groups and interventions. Teaching Assistants will be strategically deployed across classes and according to need.</p> <p>Rigorous basic skills approaches are in place for maths, reading, phonics and grammar teaching.</p>	<p>Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Additional adults mean pre-planned, high quality intervention groups can take place and also ad-hoc according to need. EEF Making Best Use of Teaching Assistants Research on TAs delivering targeted interventions indicates that in one-to-one or small group settings, TAs delivering high quality one-to-one and small group support using structured interventions shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>Systematic phonics teaching evidence. 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</p> <p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations. Daniel</p>	<p>Challenge No.1: Working at age related expectations/addressing conceptual gaps or misconceptions</p> <p>Challenge No. 2: Limited language skills</p> <p>Challenge No. 3: Behaviour for Learning</p>

<p>To embed and sustain a reading culture that ensures all pupils read regularly and develop ‘a love of books.’</p> <p>To have rigorous approaches in place to ensure pupils read regularly.</p> <p>Pupils read regularly and have access to high quality texts.</p> <p>Pupils will receive timely and effective feedback to improve make further improvements to their learning. This will be complimented by clear instructional teaching and metacognitive practice. High expectations of learning behaviours</p>	<p>Willingham (Psychologist at the University of Virginia) states: <u>‘Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.’</u></p> <p>Pupils working at the appropriate level will complete Accelerated Reader Comprehension Quizzes after each book they have read. <u>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader.</u> Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>Targeted ‘priority readers’ will be identified and heard reading between 3 and 5 times a week.</p> <p>Teachers will choose engaging texts and plan learning based on retrieval, meaning and inference.</p> <p>There is <u>evidence to suggest</u> that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Further EEF evidence found <u>here.</u> <u>Principles of instruction Learning behaviours</u></p>	
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<p>will further support attainment and progress.</p> <p>School will deliver an engaging, broad and varied curriculum which inspires pupils to learn and encourages lifelong learning.</p>	<p>Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the attendance of disadvantaged pupils: School administrator to track attendance on a weekly basis, and liaise with HT who will work directly with families.</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice</p> <p>Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.</p> <p>Parental engagement evidence</p>	<p>Challenge No. 4: Attendance and punctuality</p>
<p>To give all pupils the opportunity to partake fully in school life</p>	<p>Assessing pupil needs and talking to parents about what would help them to support their child's learning. See EEF evidence on parental engagement.</p>	<p>Challenge No. 5: Access to resources and wider life experiences</p>

Total budgeted cost: £26,732

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. *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Phonics Screening	Pupils in receipt of PP (3 children) 33% met expected standard in phonics screening	Pupils not in receipt of PP (27 children) 74% met expected standard in phonics screening
End of KS1 2021	No pupils in receipt of PP	Pupils not in receipt of PP (28 children) Reading 83% at ARE or above Writing 83% at ARE or above Maths 79% at ARE or above
End of KS2 2021	Pupils in receipt of PP (5 children including 1 child with SEND)	Pupils not in receipt of PP (23 pupils)
Reading	20% achieved ARE 40% above ARE: 60% at or above ARE	83% at or above ARE

Writing	40% achieved ARE and 20% above ARE: 60% at or above ARE	74% at or above ARE
Maths	40% achieved ARE and 40% above ARE: 80% at or above ARE	82% at ARE or above

Attendance figures 20/21:

Pupils in receipt of PP = 96%, Pupils not in receipt of PP = 98%