

Pupil premium strategy statement 2022 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2022/23 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 UPDATED SEPT. 2022
School name	St. Mary's Church of England Primary School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	11.1% (Sept. 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	23.11.22
Date on which it will be reviewed	October 2023
Statement authorised by	Headteacher
Pupil premium lead	Maria Constantinou
Governor / Trustee lead	Michael Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,980
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	£27,980

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 eligible 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 have seen a 2% increase in 2022 compared with 2021 however.

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 gather information and 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.

1.	ATTAINMENT AT ARE Some pupils may not be working at age related expectations/may have conceptual gaps or misconceptions. Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies.
2.	LANGUAGE SKILLS Some pupils may have limited language skills which can impact upon learning. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from through to KS2 - in general, these are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.
3.	BEHAVIOUR FOR LEARNING In some cases, 'behaviour for learning' skills may need developing e.g. organisation, commitment, resilience. Some pupils may also be experiencing challenges with their mental health, impacting on behaviour for learning.
4.	ATTENDANCE Our attendance data 2021-22 indicates that attendance among disadvantaged pupils was 2% lower than for non-disadvantaged pupils. Our assessments and observations indicate absenteeism is negatively impacting on some disadvantaged pupils' progress.
5.	ACCESS TO WIDER RESOURCES In some cases, access to uniform, resources, such as IT equipment, books, libraries and life experiences. Analysis and observation indicate that many disadvantaged children have less access to these items and less hands on experience of some activities that would add 'cultural capital'.

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
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1 & KS2.	Pupils will meet (or exceed) age related national expectations in English and maths (where additional needs do not impact on attainment).
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved behaviour for learning skills for all pupils in our school, particularly our disadvantaged pupils.	Sustained behaviour for learning skills demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations
To sustain improved attendance for all pupils, and to improve this, particularly for our disadvantaged pupils.	The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.
To sustain and further improve access to wider resources associated with a sense of belonging to the school learning community	All disadvantaged pupils will have access to a device to complete online learning and any necessary resources in school. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Evaluations indicate that only a small proportion of disadvantaged pupils take up instrumental lessons: all children will have regular, hands on experience of musical instruments in curriculum time. Observations indicate that only a small proportion of disadvantaged pupils engage in extracurricular activities. This number will increase with at least 10-15% of this cohort making up total numbers in clubs that run during and after school.

Challenge 1: ATTAINMENT AT AGE RELATED EXPECTATIONS

- 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.
- 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.
- As required, children will access targeted interventions to support attainment and progress.

Challenge 2: LANGUAGE SKILLS

- Pupils (who need to) will have opportunities for additional reading and language enrichment interventions in school.
- Some pupils will have access to small group, school led tuition
- 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.

Challenge 3: BEHAVIOUR FOR LEARNING

- 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.
- Staff CPD on Mental Health Awareness and wellbeing

Challenge 4: ATTENDANCE

- 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.

Challenge 5: ACCESS TO WIDER RESOURCES

- Pupils who do not have access to a laptop or similar device will be provided one in order to access online home learning.
- 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.
- All pupils will have 'hands on experience' of musical instruments

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 Mental Health Awareness and engagement in Barnet Resilient School's Programme	Resilient Schools Behaviour - EEF (educationendowmentfoundation.org.uk)	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
Providing small group, school-led tutoring for pupils in year 5 whose education has been most impacted by	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	Challenge No.1, 2 and 3

the pandemic. (40%of the cost of this will be from PP)		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	Challenge 1 and 2
<p>Embedding high quality adult/child interactions in the early years and across the school.</p> <p>Developing language rich learning environments.</p> <p>Embedding dialogic activities across the school curriculum and making the best use of paired/group talk within the classroom. These can support pupils to articulate key ideas, consolidate understanding and extending vocabulary.</p> <p>Language Enrichment programme in EYFS focusing on the development of different areas of speech and language including:</p> <ul style="list-style-type: none"> • Attention and listening • Understanding 	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development by Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>IMPROVING LITERACY. Supporting oral language development. EEF</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as highquality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	

<ul style="list-style-type: none"> • Vocabulary/Expression • Peer interaction 		
<p>Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Provide half termly opportunities for internal skills sharing and modelling of best practice.</p>	<p>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:</p> <p>EEF Improving Mathematics in the Early Years and KS1 Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	Challenge 1
<p>Further develop the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by external professional as required. Prioritise key year groups for targeted work as required.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	Challenge 3
<p>Additional intervention sessions will take place, based on gaps/need. Where beneficial, children will access IDL online intervention daily for Maths/English/</p>	<p>IDL Research studies – illustrating the impact of this intervention on Literacy and Maths learning</p>	Challenge No.1 and 2
<p>Pupils receiving timely and effective feedback to improve make further improvements to</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	

<p>their learning. This will be complimented by clear instructional teaching and metacognitive practice. High expectations of learning behaviours will further support attainment and progress.</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 further improve the attendance of disadvantaged pupils: School administrator to track attendance on a weekly basis, and liaise with HT who will work directly with affected families as required.</p> <p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice. This involves training and release time for staff to develop and implement new procedures. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Challenge No. 4: Attendance</p>

<p>Use the Barnet Resilient Schools Toolkit to evaluate current practice and direct practice, focusing on:</p> <ul style="list-style-type: none"> • Mental health awareness • Identifying Need and Monitoring Impact • Social and emotional learning and promoting personal resilience • Working with parents/carers <p>Both targeted interventions and universal approaches can have positive overall effects: beneficial relationships with all of our children and families – understanding where they are coming from and that all behaviour is communication</p>	<p>Anna Freud Centre Resilient Schools Programme</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge No. 3</p>
<p>To give all pupils the opportunity to partake fully in school life:</p> <ul style="list-style-type: none"> • Subsidised access to paid clubs on offer and prioritised spaces in free, extracurricular clubs for disadvantaged pupils. • Subsidised costs for all workshops, trips, residential visits for disadvantaged pupils • Support with provision of school uniform 	<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: £27,980

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 to 2022 academic year.

	Statutory assessment data: Attainment of Pupils in receipt of Pupil Premium (and number of children in this data group)	Statutory assessment data: Attainment of Pupils NOT in receipt of Pupil Premium (and number of children in this data group)
End of EYFS 2022	2 children 50% achieved a Good Level of Development	28 children 80% achieved a Good Level of Development
Phonics Screening 2022	2 children 50% met expected standard in phonics	28 children 86% met expected standard in phonics
End of KS1 2022	3 children 33% working at Age Related Expectations (ARE) in Reading, Writing and Maths	27 children Reading 73% at ARE or above Writing 70% at ARE or above Maths 70% at ARE or above
End of KS2 2022	2 children including 1 child with significant EAL 50% met the expected standard in Reading, Writing and Maths	27 pupils Reading: 89%, Writing 81%, Maths 81%

Attendance figures 21/22:

Pupils in receipt of PP = 95%, Pupils not in receipt of PP = 97%