# Pupil premium strategy statement 2022 - 2025

## This statement details our school’s use of pupil premium (and recovery premium for the 2024/25 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

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| Detail | Data UPDATED SEPT. 2022 |
| School name | St. Mary’s Church of England Primary School |
| Number of pupils in school | 217 |
| Proportion (%) of pupil premium eligible pupils | 11% (Sept. 2024) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | 10.10.24 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Maria Constantinou |
| Governor / Trustee lead | Alec Corio |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £35,520 |
| Recovery premium funding allocation this academic year |  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) |  |
| **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 | £35,520 |

# Part A: Pupil premium strategy plan: Statement of intent

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| 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 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.

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| 1. **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. |
| 1. **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.** | **BEHAVOUR FOR LEARNING AND THE IMPACT OF SEND ON THIS**  In some cases, ‘behaviour for learning’ skills may need developing e.g. organisation, commitment, resilience. 20% of our disadvantaged pupils also have SEND, including 12.5% who have an EHCP. |
| **4.** | **ATTENDANCE**  Our attendance data 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.

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| 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 for our disadvantaged pupils and those who also have SEND. | Sustained behaviour for learning skills demonstrated by:   * 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:   * 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. |

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| **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: BEHAVOUR 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 * Staff CPD on specific SEND e.g. Autism, ADHD |
| **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 offered 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)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD: Staff training on reciprocal reading approach | [Education Endowment Foundation](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading): 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](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) |
| CPD: Staff training on Mental Health Awareness and engagement in Barnet Resilient School’s Programme | Behaviour - [EEF (educationendowmentfoundation.org.uk](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)) | Challenge No. 3: Behaviour for Learning |
| CPD: Staff training on Autism and ADHD | Work with Barnet advisory teachers with evidence of successful impact | Challenge No. 3: Behaviour for Learning |
| CPD: Staff training on Restorative Practice principles | See evidence from [Anti Bullying Alliance](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative) | Challenge No. 3: Behaviour for Learning  Challenge No. 4: Attendance |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Providing small group teaching before school for pupils in year 5 and 6 whose attainment in maths in causing concern. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | Challenge No.1, 2 and 3 |
| 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | Challenge 1 and 2 |
| Embedding high quality adult/child interactions in the early years and across the school.  Developing language rich learning environments.  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.  Language Enrichment programme in EYFS focusing on the development of different areas of speech and language including:   * Attention and listening * Understanding * Vocabulary/Expression * Peer interaction | 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 throughput the day in a language rich environment is crucial.    <https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf>  **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  **IMPROVING LITERACY. Supporting oral language development. EEF**  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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) |  |
| Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  Provide half termly opportunities for internal skills sharing and modelling of best practice. | 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:  EEF Improving Mathematics in the Early Years and KS1  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | Challenge 1 |
| Further develop the quality of social and emotional (SEL) learning.    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. | 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)  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | Challenge 3 |
| Additional intervention sessions will take place, based on gaps/need. Where beneficial, children will access IDL online intervention daily for Maths/English. Toe by Toe. | [IDL Research studies](https://idlsgroup.com/case-studies) – illustrating the impact of this intervention on Literacy and Maths learning, Toe by Toe - <https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf> | Challenge No.1 and 2 |
| Structured approach to spelling | Spelling Shed using The Science of Spelling – see [evidence base](https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf) | Challenge 1 |
| Pupils receiving 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 will further support attainment and progress. | Providing feedback is a well-evidenced and has a high impact on learning outcomes.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> |  |
| Targeted academic support in classrooms; recruiting excellent support staff. | See [Making Best Use of Teaching Assistants report and evidence base](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants). | All challenges |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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.  Embed the principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) 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. | [Supporting the attainment of disadvantaged pupils: articulating success and good practice](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf)  Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.  Parental engagement [evidence](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | Challenge No. 4: Attendance |
| Use the Barnet Resilient Schools Toolkit to evaluate current practice and direct practice, focusing on:   * Mental health awareness * Identifying Need and Monitoring Impact * Social and emotional learning and promoting personal resilience * Working with parents/carers   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.  Revised behaviour policy to take account of restorative practice principles and time taken on CPD to shape policy and practice at strategic level before cascading to staff and pupils. | Anna Freud Centre  [Resilient Schools Programme](https://wwc.barnet.gov.uk/wwc/working-children-barnet/information-schools/resilient-schools-programme/about-resilient-0)  Behaviour interventions  [EEF (educationendowmentfoundation.org.uk](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)) | Challenge No. 3 |
| To give all pupils the opportunity to partake fully in school life:   * 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 | Assessing pupil needs and talking to parents about what would help them to support their child’s learning. See EEF evidence on [parental engagement](file:///C:\Users\SENCO\Documents\Pupil%20premium\21%2022\Start%20by%20assessing%20needs%20and%20talking%20to%20parents%20about%20what%20would%20help%20them%20support%20learning). | Challenge No. 5: Access to resources and wider life experiences |

**Total budgeted cost: £35,520**

# 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 2023 to 2024 academic year.

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|  | **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**  **2024** | 1 child  0% achieved a Good Level of Development | 29 children  22/29 children 76% achieved a Good Level of Development |
| **Phonics Screening 2024** | 5 children  80% met expected standard in phonics | 24 children  75% met expected standard in phonics |
|  | | |
| **End of KS1 2024** | 3 children  Reading: 67% at ARE or above  Writing: 33% at ARE or above  Maths: 100% at ARE or above | 28 children  Reading 89% at ARE or above  Writing 82% at ARE or above  Maths 78% at ARE or above |
|  | | |
| **End of KS2 2024** | 8 children  Reading: 100% at ARE or above  Writing: 75% at ARE or above  Maths: 76% at ARE or above  GPS: 75% at ARE or above | 22 pupils  Reading: 86% at ARE or above  Writing: 77% at ARE or above  Maths: 91% at ARE or above  GPS: 91% at ARE or above |

**Attendance figures 23/24:** Pupils in receipt of PP = 93%, Pupils not in receipt of PP = 96%