



# St Mary's Church of England Primary School



## Pupil Premium Statement

### St Mary's C of E Primary School Pupil Premium Strategy Statement 2022/23

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
School name	St Mary's C/E Primary School
Number of pupils in school	172
Proportion (%) of Pupil Premium eligible pupils	43.6%
Academic year that our current pupil premium plan covers (3 year plans are recommended)	2020-21 2021-22 2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorized by	Genevieve Prayag
Pupil Premium lead	Genevieve Prayag and Laura Mayende
Governor lead	Standards and Curriculum Committee

#### Funding Overview

Detail	Amount
Pupil premium funding allocation for the academic year	<b>£156,505</b>
Recovery premium funding allocation for the academic year	<b>£16,038</b>
School Led Premium Grant	
School Led NTP	

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	<b>£172,543</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

We employ strategies that we know will support our pupils increase their attainment, and 'narrow the gap'. In order to meet the above requirements, the Governing Body of St Mary's C of E Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priority in the academic year 2022-23 is to support our disadvantaged pupils to make at least good progress and achieving in line with non- disadvantaged pupils nationally.

As a result of lockdown due to Covid 19 from Spring term 2020 onwards, many of the 'gaps' in learning for our disadvantaged pupils are now even greater than before and we will be using both Pupil Premium and Catch Up Premium to help address this.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and pupil premium. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged, including children who are supported by children's services.

Pupil premium spending is most effective when used across 3 areas:

1. high-quality teaching, such as staff professional development
2. targeted academic support, such as tutoring
3. wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Our overarching objectives are:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- To narrow and ultimately close the attainment gap between disadvantaged and non disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our pupils' health and well-being to enable them to access learning at an appropriate level.

## Challenges

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

Challenge Number	Details of Challenge
1	Low attendance levels and persistent absence
2	Development of Early learning skills
3	Language development – oracy skills and vocabulary
4	Development of phonics and early reading skills
5	Low progress and/or attainment in reading, writing and maths
6	Well-being of pupils

## 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.

Challenge Number	Intended Outcome	Success Criteria
1	Improved attendance for our pupil premium children.	Attendance for PP children is in line with that of non PP children. Increase in PP children attending school at 96% and above. Reduced number of persistently absent PP children.
2	Increase in % of PP children achieving Prime areas and GLD at the end of Reception.	Assessments show that amongst disadvantaged children in the Reception class an increased number are working at age related expectations in the prime areas and GLD areas.
3	Improved oracy skills and extended vocabulary.	Children are more confident using a range of vocabulary.
4	Increased phonic skills and ability to apply them to reading and writing.	Proportion of PP children achieving the expected level in phonics assessment is in line with their peers at LA/NA. Increase in % of PP children achieving 'Threshold Met' in Year 1 Phonics Screening Check.
5	Increase of % of PP children achieving Expected in RWM at KS1 and KS2	Greater proportion of children reading at home. Increase % of PP children achieving Expected and above in writing at KS1 and KS2.

		<p>Children enjoy the core texts they study as part of the CLPE units.</p> <p>Increase in % of PP children achieving 'Met' in Year 4 Multiplication Check.</p> <p>Children are more confident recalling and applying their timestables and number bonds.</p> <p>Tracking sheets show an increasing proportion of pupils are confident in maths.</p>
6	Children are supported in addressing their mental health and wellbeing concerns	<p>Targeted support planned for focus children by ELSA.</p> <p>Staff feel confident and have the necessary skills to support children's wellbeing.</p> <p>There is a reduction in behaviour incidences at playtime and in the lunch hall as children are more able to manage their emotions effectively and with increased independence.</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.

<b>Teaching (for example, CPD, recruitment and retention)</b>		
<b>Budget cost: £67,701.00</b>		
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge numbers/s addressed</b>
Training and subscription for phonics scheme (Little Wandle) <ul style="list-style-type: none"> <li>• <i>training for new staff and refresher training for current staff</i></li> </ul>	DfE – the reading framework Evidence from EEF Teaching and Learning Toolkit that targeted approach phonics intervention has a high impact of +5 months for very low cost based on very extensive evidence.	2, 3, 4,5
Training, resources and subscription for CLPE	EEF – <a href="#">Effective professional development recommendations</a>	2, 3, 4, 5
Training for Reading with Literacy Consultant	Evidence from EEF Teaching and Learning Toolkit that reading comprehension strategies has a very high impact impact of +6 for very low cost based on extensive evidence.	2, 3, 4, 5
TLR for Literacy leader	EEF – <a href="#">Effective professional development recommendations</a>	2, 3, 4, 5
Oxford Reading Owl Timestable Rockstars	Evidence from EEF Teaching and Learning Toolkit that home	2, 3, 4, 5

	learning linked to classroom learning has a positive impact of +5 months progress	
Developmental Language Disorder Training ( <i>to support identification and in class adjustments</i> ) BOX Clever training ( <i>play based training to develop language for story telling</i> ) Attention Builders training ( <i>to build attention and engagement</i> )	Evidence from EEF is that oral language interventions has a very high impact of 6+ months for very low cost based on extensive evidence.	2, 3
IDL Literacy and Maths software Small Group Tuition of IDL Literacy Small Group Tuition of IDL Maths	EEF evidence suggests that teaching assistant interventions have moderate impact of 4+ months based on moderate cost, based on moderate evidence.	5
Whiterose ( <i>Jigsaw CPD</i> )	EEF <a href="#">Improving KS1 Maths recommendations</a> and <a href="#">KS2</a>	5
Early Years Islington consultancy	EY EEF evidence suggests early literacy and maths approaches have moderate impact of +4-6 months for very low cost. EY EEF evidence suggest developing play-based learning has high impact of +5 months for very low cost.	2, 3
Library SLA Service	Evidence from EEF Teaching and Learning Toolkit that reading comprehension strategies has a very high impact impact of +6 for very low cost based on extensive evidence.	1, 2, 3, 4, 5, 6
To further develop the curriculum intent with consultancy support	EEF – Effective professional development recommendations	2,3,4,5,6
Metacognition and self-regulation CPD <i>Additional Educational Psychology time</i>	EEF evidence suggests that metacognition and self-regulation has very high impact of 7+ months for very low cost, based on extensive evidence	1, 2, 3, 4, 5, 6
To increase the access to technology	EEF <a href="#">evidence Using Digital Technology to improve learning</a>	5
<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>		
Budget cost: <b>£103,744.48</b>		

Activity	Evidence that supports this approach	Challenge numbers/s addressed
Dyslexia teacher	EEF evidence suggests that small group tuition has moderate impact of +4 months for low cost on moderate evidence.	4, 5
Additional teacher UKS2	EEF evidence suggests that small group tuition has moderate impact of +4 months for low cost on moderate evidence.	5
UKS2 TA for delivery of wide range of interventions and support within class	EEF evidence suggests that teaching assistant interventions have moderate impact of 4+ months based on moderate cost, based on moderate evidence.	3, 4, 5, 6
Booster Sessions Y6 small group for Autumn and Spring term  Targeted homework Y6 CPG books for homework Y5 CPG books for homework	EEF evidence suggests that Homework has high impact of +5 months for very low cost, this is based on very limited evidence.	5
<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>		
Budget cost: <b>£9,460</b>		
Activity	Evidence that supports this approach	Challenge numbers/s addressed
Magic Breakfast  To reduce childhood hunger to allow pupils to focus during the school day.	Evidence from the Fiscal Study report has evaluated the impact of the Magic Breakfast model of school breakfast provision on Key Stage 1 academic results.	1, 6
Arbor ( <i>attendance management system</i> ) <ul style="list-style-type: none"> <li>• <i>review of procedures</i></li> <li>• <i>training of staff</i></li> </ul>	DfE – Review of best practice in parental engagement  Evidence from the EEF draft rapid attendance review suggests that small changes in attendance can lead to meaningful impact in outcomes.	1, 6
Little Angel Puppet Theatre project	EEF evidence suggest that arts participation has moderate impact for very low cost of 3+ months based on moderate evidence.	3

Residential Costs: To support pupils' cultural capital and wellbeing	No specific evidence suggested. The review commissioned by Outdoor Play and Learning (OPAL) CIC (October 2021), a mentoring project that helps schools 'create happier playtimes and better play spaces. Studies have shown that this leads to the following benefits: I. Health and wellbeing II. Cognitive and academic benefits III. Social and emotional IV. Physical	1, 6
Playground development		1, 6
ELSA – emotional literacy support assistant training and allocated time	EEF evidence suggests that social and emotional learning has moderate impact of +4 months based on very limited evidence.	1, 6
First aid training for 2 staff members		1, 6
<b>Total Spend</b>		<b>£180,905.48</b>

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021. However, all classes undertook termly summative assessments to support their teacher judgements about pupil attainment. These assessments included reading, writing, phonics and maths.

### Externally provided programmes

Please include names of any non-DfE programmes that you purchased in the previous academic year. This will help the DfE identify which ones are popular in England.

Programme	Provider
Little Wandle (Phonics and Reading)	Little Wandle
Whiterose (Maths)	Whiterose
Big Cat Collins (Guided Reading)	Collins UK
Power of Reading	Centre for Literacy in Primary Education

### Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil or recovery premium.

This will include:

- [Embedding more effective practice around feedback](#). As EEF suggest that feedback has very high impact of +6 months for very low cost based on extensive evidence.