

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 CE Primary Academy
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	24.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joanne Booker
Pupil premium lead	Joanne Booker
Governor / Trustee lead	Rev Dr Robert Stephen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,093
Recovery premium funding allocation this academic year	£16,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
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	£152,623

Part A: Pupil premium strategy plan

Statement of intent

We want all pupils, irrelevant of background, to reach their potential and achieve at least in line with age related expectations. We want our pupils to be proficient readers in order to support attainment across the curriculum. Through the use of internal data, we identified the common barriers for our pupils. We aim to remove the barriers identified through high-quality provision and resources, educational support and wider pastoral strategies. In particular we, looked at those that were especially relevant to our disadvantaged pupils. Our strategy is a tiered approach, based on research, focusing on quality first teaching, professional development for all staff, early reading skills alongside speech and language intervention and consistent pastoral support.

Challenges

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

Challenge number	Detail of challenge
1	Pupil's application of a range of reading strategies to decode has diminished over the duration of the pandemic. This is true for all pupils but has widened the gap between pupil premium and non-pupil premium. This is particularly true for boys. Lack of online infrastructure in the home during some of lockdown impacted further.
2	Clarity of speech, on entry to school and beyond, has been impacted upon due in part to lack of social interaction during the pandemic. In particular EAL pupils who have spent time at home during co-vid have had greater exposure to their home language impacting directly on language and phonics acquisition and application in English.
3	Increased persistent absence, mainly as a result of the global pandemic, has impacted negatively on pupil attainment and the rapid closing of gaps. This has increased the attainment gap further between non-pupil premium and pupil premium pupils.
4	Pupils lack academic focus and stamina, partly due to lack of social opportunities, lockdown and choice of activities available in the home. Resilience of pupils is low alongside increased parental anxiety, as a result of the pandemic, resulting in a need for increased pastoral support

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
Reading strategies are improved in order to raise attainment in reading, rapid progress to ensures outcomes are in line with national	<ul style="list-style-type: none"> • Training is received by all staff • ELS Scheme is received and used consistently
Phonics screening outcomes remain in line with national ensuring that knowledge impacts more widely on reading and language skills.	<ul style="list-style-type: none"> • Assessment and monitoring ensure consistency of approach • Outcomes are in line with national for all pupils
Clarity and reception of pupil's speech and language is improved enabling greater success in phonic and reading screening.	<ul style="list-style-type: none"> • Wellcom screening is used to identify needs • Next steps are identified and targeted in intervention groups or 1:1 • Improved S&L positively impacts on phonic awareness and use
A reduction in persistent absence diminishes the difference between outcomes for pupil premium and non-pupil premium children.	<ul style="list-style-type: none"> • Pupils are identified • Strategies implemented according to data • Monitoring in place • Fewer persistent absences • Increased attainment as a result of improved attendance
Improved pupil focus, stamina and resilience enables a sustained approach to learning and diminishes the difference between outcomes for pupil premium and non-pupil premium children.	<ul style="list-style-type: none"> • Pupils identified • Self regulation and executive function strategies supported through group or 1:1 support • Measurable improvement in achievement especially in basic skills

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: £15,000 (£1400 cpd, £8500 Phonics scheme and matched phonics books £5000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics training for all staff through Knowledge Trust</i>	Rose Review EEF-phonics has an impact overall +5months, research shows that disadvantaged pupils are likely to receive slightly greater benefit due to the explicit nature of the instruction. All staff receiving the same training ensures consistency of approach, in turn ensuring consistency for pupils in a systematic approach. Also ensures same linguistic knowledge for all staff	1,2
<i>Introduction of DFE approved Phonics scheme ELS</i>	Rose Review EEF-phonics has an impact overall +5months, research shows that disadvantaged pupils are likely to receive slightly greater benefit due to the explicit nature of the instruction. All staff receiving the same training ensures consistency of approach, in turn ensuring consistency for pupils in a systematic approach Important component of in the development of early reading, particularly for children from a disadvantaged background.	1,2
<i>Introduce a corresponding range of phase matched phonetically decodable texts for both ks1 and ks2 pupils. (Oxford university press)</i>	EEF key findings phonics number 3 – The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns.	1,2
<i>Increase the range of high quality texts available to support</i>	EEF key finding 4 -phonics improves accuracy but not necessarily comprehension and it is important that	1,2

<i>wider reading and develop strategies beyond phonics (Oxford university press)</i>	children are successful in all aspects of reading EEF reading comprehension strategies are high impact+6 months and alongside phonics it is a crucial component of early reading	
<i>Purchase and implement assessment tools to track and analyse gaps to improve pupil progress and monitor groups</i>	EEF – There is evidence that feedback (enabled by assessment) may have greater impact upon disadvantaged pupils	1,2,3

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

Budgeted cost: £ 126,530 (£100,000TAs + £10,000 Booster + possible £16,530 Tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted Tutoring / Booster sessions for grammar and reading</i>	EEF +4 months It is most likely to be effective if it is targeted at pupils specific needs	1,2
<i>TA targeted support for phonics and language, based upon phonics phase, wellcom outcomes and individual needs</i>	EEF +4 months Especially if Tas have training and do not replace time with the teacher. This work should be targeted. When targeted +4-6 months	1,2
<i>TA support in classrooms to address focus and stamina</i>	EEf+5months The development of self regulation and executive function is consistently linked with successful learning, including pre reading skills, early maths and problem solving.	4

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted intervention by mentors for pupils whose SEMH needs prevent accessing of</i>	EEf+5months The development of self regulation and executive function is consistently linked with successful learning, including pre	4

<i>the educational provision in class</i>	reading skills, early maths and problem solving. EEF +4months Social and emotional learning approaches have a positive impact of on average 4 months additional progress over the course of an academic year.	
<i>Attendance lead to implement a wide range of strategies alongside the fast track process to support families with regular attendance</i>	DFE published research 2016 – pupils with no absence are 1.3 times more likely to achieve ARE or above and 3.1 times more likely to achieve at greater depth. It states that there is a clear link between poor attendance and lower academic achievement.	3,4
<i>Pastoral lead to assist families with specific barriers through a bespoke package of support</i>	EEF +4months Social and emotional learning approaches have a positive impact of on average 4 months additional progress over the course of an academic year.	3,4

Total budgeted cost: £ 160,500

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.

<p>Priority 1</p> <p>To improve attainment to bring in line with national and ensure accelerated progress in Maths</p> <ul style="list-style-type: none">- White rose is working well to close the gaps despite co-vid the gap between non pupil premium and pupil premium shortened and internal data demonstrated an improvement in outcomes for all. 1:1 support targeted needs and closed those gaps
<p>Priority 2</p> <p>To improve attainment and ensure accelerated progress in writing</p> <p>In school interventions were effective, working virtually diminished attainment especially in terms of grammar – this will continue to be a focus as part of booster work linked to reading.</p>
<p>Priority 3</p> <p>Maintain national or above outcomes in phonics screening ensuring- above national was maintained however there was a dip on schools previous data, parents found it challenging to support at home despite high quality resources being available to them. This continues to be a need and a renewed focus with a new scheme is a priority for this year.</p>
<p>Priority 4</p> <p>To improve attainment and ensure accelerated progress reducing the gap between disadvantaged and non-disadvantaged further.</p> <p>The gap has decreased.</p>

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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