

Pupil premium strategy statement

This statement details our school's use of pupil premium (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	413
Proportion (%) of pupil premium eligible pupils	25.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2024-2025
Date this statement was published	November 2022 Reviewed July 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Joanne Booker
Governor / Trustee lead	R Paton - Devine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,685
Recovery premium funding allocation this academic year	£15,805
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	£171,490

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, maths and writing strategies to decode, problem solve and produce extended writing 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
5	Lack of support with homework impacts upon opportunities to apply skills, knowledge and understanding beyond the classroom

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
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"> • ELS Scheme is embedded • Assessment and monitoring ensure consistency of approach • Appropriate resources are in place • Parental engagement through workshops in Rec and Y1 • Outcomes are in line with national for all pupils
Reading strategies, especially comprehension 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"> • CPD in place • Assessment and monitoring ensure consistency of approach • Outcomes are in line with national for all pupils
Teaching for mastery enables the application of a range of maths strategies ensuring that outcomes for maths are in line with national.	<ul style="list-style-type: none"> • Teachers are trained through high quality cpd • Planning reflects strategies learnt • Assessment and monitoring ensure consistency of approach • Outcomes are in line with national for all pupils
Writing structure is improved in order to improve technical composition of pupils work	<ul style="list-style-type: none"> • CPD in place • SPaG is emedded in teaching and planned for in learning opportunities to write. • Pupils identified and targeted in intervention groups or 1:1 • 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.

- Pupils are identified
- Strategies implemented according to data
- Monitoring in place
- Fewer persistent absences
- Increased attainment as a result of improved attendance

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access Phonics training for new staff through Knowledge Trust</i>	<p>Rose Review</p> <p>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.</p> <p>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</p>	1,2
<i>Embedment of DFE approved Phonics scheme ELS. Introducing the KS2 continuation of ELS with a focus on spelling patterns</i>	<p>Rose Review</p> <p>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.</p> <p>All staff receiving the same training ensures consistency of approach, in turn ensuring consistency for pupils in a systematic approach</p> <p>Important component of in the development of early reading, particularly for children from a disadvantaged background.</p>	1,2
<i>Use corresponding, phase matched, phonetically decodable texts for both ks1 and ks2 pupils (Oxford university press)consistently.</i>	<p>EEF key findings phonics number 3 –</p> <p>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.</p>	1,2
<i>Purchase and implement assessment tools to track and analyse gaps to improve</i>	<p>EEF – There is evidence that feedback (enabled by assessment) may have greater impact upon disadvantaged pupils</p>	1,2,3

<i>pupil progress and monitor groups</i>		
<i>Access Maths training for all staff through white rose /Maths Hub including targeted training for those staff moving KS.</i>	EEF - Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months) It is especially effective when pupils work in collaboration	1,5
Continued reading training through National literacy trust/Christopher Such and follow up with support from a reading consultant.	EEf -The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. +6months	1

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

Budgeted cost: £ 113,000 (£100,000TAs + £10,000 Booster + Tutoring top up £3,000 (+ possible £7,020 Tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA targeted support for phonics and language, based upon phonics phase, wellcom outcomes and individual needs, Early maths skill, Reading and writing interventions daily. Training for TAs to specialise in one area.</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
Use SPaG Booster teacher to support embedment of SPaG in writing – focus on y6 as	EEF +4 months It is most likely to be effective if it is targeted at pupils specific needs	1,2

y5 pp pupils perform less well than non pp		
Embedded use of spag.com and maths.com homework packages online to support application in a wider context – enables staff to set personalised homework and to track. Also introduce Maths shed/reading shed to further support revision at home	EEF +3 months. Studies involving digital technology typically have greater impact (+ 6 months).	4,5

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 the educational provision in class</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. 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.	4
<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 linke between poor attendance and lower academic achievement.	3,4
<i>Introduce my happy minds programme to support attendance, semh and well being</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. EEF +4months Social and emotional learning approaches have a positive impact of	3,4,5

	<p>on average 4 months additional progress over the course of an academic year.</p> <p>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.</p>	
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Total budgeted cost: £ 173 000

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 2022-2023 academic year.

Intended outcome	Evaluation
<p>Phonics screening outcomes remain in line with national ensuring that knowledge impacts more widely on reading and language skills.</p>	<p>Training received by all staff in Reception/Year 1. Additional training for Reception staff following monitoring by the lead.</p> <p>Phonics outcomes were 79% - 1 child (achieving 40 in practice screens) was absent for the whole screening window and as a result lowered results from 81%. National is 81%</p> <p>Matching reading texts to phonics stages has improved reading strategies but not comprehension and now staff need to focus on both through whole class reading. Further phonetically matched texts have been purchased and these will need to be updated regularly.</p> <p>Next steps are to fully embed and monitor the scheme of work to ensure consistency of practice and attainment for children. Particular focus on pace of delivery in Reception</p>
<p>Reading strategies, especially comprehension are improved in order to raise attainment in reading, rapid progress to ensures outcomes are in line with national</p>	<p>Training from Chris Such has led to improved whole class reading sessions. Structure in place. Embedment and consistency to continue as a focus. New texts purchased and a focus on texts for class libraries to ensure breadth at the appropriate age.</p> <p>KS1 SATs 68% KS2 SATs 70%</p> <p>Broadly in line with national. Tutoring in place.</p> <p>Review to set targets carried out. Work with reading advisor to close gaps has begun.</p> <p>Next steps – embedded structure</p>
<p>Teaching for mastery enables the application of a range of maths strategies</p>	<p>Improved outcomes for maths – KS1 80%</p>

ensuring that outcomes for maths are in line with national.	KS2 72% In line with national. Tutoring in place. Improved maths attainment across the school. Improved teaching and learning as supported by Maths reviews and work with the maths hub. Next steps – further embed use of manipulatives.
Writing structure is improved in order to improve technical composition of pupils work	SPAG – 87% KS2 above national. Writing 75% KS2 above national Writing 66% KS1 above national New texts for power of reading have been purchased to ensure breadth of models for writing. Next steps -Training in the new academic year to focus on cohesion between SPAG and writing
Clarity and reception of pupil's speech and language is improved enabling greater success in phonic and reading screening.	Well-com has been used as a screening tool to identify individual needs. Some targeted work - more consistency required. Next steps – use of well-com to provide input for all children daily.
A reduction in persistent absence diminishes the difference between outcomes for pupil premium and non-pupil premium children.	Strategies in place to support parents and pupils. Improving slowly – fact finding has supported attendance issues in being resolved. Dedicated page on school website. Review identified more strengths than areas for development. Unauthorised absence is low. 1.3 % but has increased on 0.7% last year due to holidays. Next steps- come in line with other Trust schools in terms of consistency of fines across the Trust

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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