

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 School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Cheryl Payne, Headteacher
Pupil premium lead	Kerry Dunford
Governor / Trustee lead	Chris Carr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,245
Recovery premium funding allocation this academic year	£3190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£32,435.00

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive Christian primary school, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Provision will be made through:

- Supporting pupils' access to education
- Supporting pupils' access to the curriculum
- Alternative support and interventions within the school

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Improve children's phonic and reading skills
2	Improve parental understanding of how to support their child's reading
3	Social Emotional and Mental health
4	Attendance of extra-curricular activities is fair to all
5	Adequate resourcing for all
6	Learning needs in class are understood and well resourced
7	Improved parental understanding of their child's behaviour

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
1. Enhance and update the library area and resource with quality texts that encourage a love for reading.	PP students to have an enhanced reading experience through additional use of the library space. PP reading age to improve so it is at least in line with their actual age.
2. Improve phonic knowledge and reading skills through the training and support of parents in using school based strategies.	Empower parents/carers to support reading at home, thereby raise attainment in reading from a young age.
3. Provide meaningful support to pupils with Social Emotional Mental Health difficulties.	PPG children will have increased confidence and self-esteem that will impact positively on their learning. All children reported to have SEMH needs will be picked up by ELSA/D&TT before the end of the academic year.
4. Ensure access to extra-curricular activities and school trips is fair to all.	Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. Subsidised places available for Pupil Premium children.
5. Ensure children have access to resources and a full set of uniform at the start of the school year (and throughout if required).	Disadvantaged students will be confident that they have the correct equipment to enable them to learn and will feel a sense of pride in their appearance leading to enhanced sense of self. End of summer 2022 data will show that 80% of disadvantaged children will make expected progress from their starting point.
6. EP support for Teachers to understand areas of need in the classroom better and how to close gaps.	Teachers will have a better understanding of how to spot learning difficulties in their classes. They will be provided with ideas on how to support a range of difficulties in their classes such as dyslexia, ADHD and ASD. This will be evidenced through improvements in mood, behaviour and attitudes to learning.
7. EP support for parents to understand the psychology behind the behaviour of their children.	Children's behaviours will improve through the consistent use of approaches recommended to parents to use with their children by the EP service. Children who are not yet potty trained will be by the end of the year. Parents will feel empowered to manage tricky behaviours better and this will be evidenced through improved behaviours in school.

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: £5200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to play therapy (Shine Again)	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	3
ELSA supervision	Statistically 89% of ELSA support teachers suggested that supervision supported their needs when supporting the children in their interventions. (Herts for learning 2019 report) This in turn enabled them to manage their own emotional wellbeing and promote good mental wellness in others.	3
Educational Psychologist support and input for teachers	<p>“Teachers and researchers in positive psychology are natural allies. At its core, education is about nurturing strengths, about growth and learning. Furthermore, psychological and social well-being are key concerns for teachers and other educators and for people working in the field of Education Psychology”</p> <p>(Shankland & Rosset, 2017)</p> <p>Educational psychologists support teachers by providing them with the space to sit and reflect about particular children and also offer different ways of helping them to problem-solve around systemic factors within their setting</p>	6

Educational psychology workshop for parents	Educational psychologists work with schools and parents to help them look at the needs of the whole child so they are able to be included fully in class, school and the wider community. They help schools to communicate about a child's needs and support them to fully involve parents.	7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/D&TT	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months. Children who need emotional support benefit from discussing their concerns in a neutral environment with a trained therapist/support worker	3
Training for 2 x support staff in delivering the Thrive Approach	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	3
Learn2Love2Read	Early reading skills and exposure to good quality texts, is crucial for the development of reading and vocabulary with a knock on effect to all other areas of the curriculum. High quality training for parents in teaching their children early reading	2

	skills will improve the quality of reading support at home.	
Inclusion manager to provide support staff training in Target Tracker and use this data to monitor progress and plan for next steps for disadvantaged students	The primary reason for tracking children's progress is to assist in providing a picture of their progress and attainment. It's also used in establishing areas that the child may require additional support. Support staff will know and understand how to use Target Tracker to support learners using the band level descriptors. This will allow for small steps of progress to be measured more accurately.	6

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

Budgeted cost: £11,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform allocation	A consistent dress code which means children don't have to decide what to wear each day or worry about whether they would be bullied or criticised by their peers promotes good mental health and wellbeing. An IE (Independent Education today) study suggests that a uniform promotes commonality among pupils, improves concentration and fosters a sense of pride, especially when they wear it in public.	5
Library redevelopment and resourcing	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	1
Learning resources to support home learning opportunities	Early reading skills and exposure to good quality texts, is crucial for the development of reading and vocabulary with a knock on effect to all other areas of the curriculum. Questionnaire/feedback from previous workshops indicates all attendees record they 'agree or strongly agree' that the workshops have significantly helped their understanding, skills and	5

	knowledge of how to support their child with reading at home.	
Access to extra-curricular clubs and educational trips	Extra-curricular clubs and educational trips provide enhanced opportunities for children to consolidate skills and knowledge within the school context with a qualified teacher.	4

Total budgeted cost: £28,330

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.

Maths mastery to continue to be embedded across the school.

57% (60% 2019-2020) of all PPG children achieved expected attainment or above in Maths. This rises to 75% (100% 2019-2020) of PPG children when SEND children are not included in the data.

Progress is much better with 74% (80% 2019-2020) of all PPG children achieving expected progress or above. Again this jumps to 92% (81% 2019-2020) when SEND children are not included in the data.

Development of a school library, study space and reading resources.

Not achieved this year due to ongoing Covid-19 restrictions. This will carry over to the following year.

Parent/Carer Reading Workshops using a leading, local charity 'Learn2Love2Read.'

Very positive impact and success criteria met. The training was delivered in the Autumn term via Zoom. A survey carried out after the training showed 100% of attendees saying they would recommend the training to a friend and 100% gave an 8+ out of 10 when rating the training.

The impact on the PP children was reported to 100% improved engagement with their reading.

Train and redeploy Teaching Assistants to provide specialist interventions.

Teaching Assistants have been used to support children with carefully identified gaps in their learning.

Attainment expected or above, in Reading - 61% (88% Excl. SEND), Writing - 52% (75% excl. SEND), Maths - 57% (75% excl. SEND).

Progress expected or above, in Reading- 79% (excl. SEND 92%), Writing 63% (excl. SEND 75%),

Maths 74% (excl. SEND 92%).

Progress for children who are only PPG is above 2019-2020 in Reading (92%, 80%), Maths 92% (81%) but lower for Writing (75%, 82%). Trends would indicate that writing has been directly affected by the school closures during the Spring term.

Provide Emotional Support through Draw & Talk and Shine Again.

Two Inclusion Teaching Assistants delivered ELSA and Drawing and Talking Therapy throughout the year to small groups or 1:1 with children. 100% of children who accessed these

interventions made progress, which has had a positive impact on their emotional wellbeing and ability to work effectively in class.

Shine Again therapy sessions have also reported a 100% success rate.

To supply a full set of uniform during the course of the academic year for those who require it.

Pupil Premium children in receipt of school uniform reported that it had a positive impact on their wellbeing as they were able to feel more confident with their presentation at school.

Provide learning resources linked to gaps in learning.

Attainment expected or above, in Reading-61% (88% Excl. SEND), Writing- 52% (75% excl. SEND), Maths-57% (75% excl. SEND).

Progress expected or above, in Reading- 79% (excl. SEND 92%), Writing 63% (excl SEND 75%),

Maths 74% (excl. SEND 92%).

Progress for children who are only PPG is above 2019-2020 in Reading (92%, 80%), Maths 92% (81%) but lower for Writing (75%, 82%).

Provide extra-curricular clubs, educational visits, subscriptions and class music lessons free of charge where they are directly linked to improving attainment for PPG children.

Unable to measure progress due to Covid 19. Most clubs and visits had to be cancelled due to restrictions in place.

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
Reading programme for parents	Learn2Love2Read

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Further information (optional)

For Pupil Premium Spending we allocate a small amount of funds for the purchasing of equipment for pupils to use at home. Previous spending has included purchasing ink for printers and art supplies for children requiring them. We have also supplied specialist equipment for VI students such as darker lined books and specialist pens/pencils.