

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 – 2023 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	215
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£32,670
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£32,670</b>

# 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	Financial barriers to enrichment activities e.g. extra-curricular clubs and trips etc.
2	Low self-esteem and lack of confidence (Social Emotional Mental Health)
3	Attendance and punctuality
4	Academic confidence and resilience
5	Phonic knowledge and reading skills

## 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
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Missing out on enrichment opportunities or access to the correct uniform due to financial implications	Children will have the opportunity to experience everything offered at St Mary's including all extra-curricular trips and clubs, and have access to a full set of uniform throughout the school year.
Low self-esteem and lack of confidence (SEMH)	Structured programmes such as ELSA, The Thrive Approach and Shine Again are implemented to ensure that support is targeted and effective in enabling children to be more confident and resilient in their learning.
Attendance and punctuality	Increased attendance and punctuality for PPG children which is at least in line with non PPG children. Less learning missed will lead to higher attainment.
Academic confidence and resilience	Pupil Progress meetings will monitor disadvantaged student's progress and ensure teaching helps to build on confidence and resilience in class leading to improved outcomes for all.

## 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: £5,550

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.	2

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.	2
Youth Mental Health First Aid Training	Identifying symptoms of mental illness early can help young people on the road to recovery. This training will mean more children receive the timely and sensitive support they need to stay well.  One in 10 school-aged children will have a mental health condition at any time, with half of all mental health conditions beginning before the age of 14, making early intervention and support vital. Gov.Uk website	2
Metacognition and self-regulation training for teachers/TA's to aid PPG children with additional SEND in becoming more resilient learners	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4

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

Budgeted cost: £13,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/D&TT (Social Emotional Learning - SEL Interventions)	Pupils with Social, Emotional and Mental Health difficulties have support to address these problems with a trained specialist and will be given strategies that will lead to improved emotional well-being. The Education Endowment Fund (EEF) Toolkit for Social and Emotional Learning (SEL) shows progress of up to 4 months plus in other academic areas when 1:1 ELSA is delivered by a trained professional. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2
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.	4, 5

	High quality training for parents in teaching their children early reading skills will improve the quality of reading support at home.	
Teaching Assistant interventions - English/Maths	The Education Endowment Fund (EEF) Toolkit shows that overall, small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. See link for more details. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	4
CPD training for Attendance and access to EWO	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	3

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

Budgeted cost: £11,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform allocation and subsidy	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. School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Core components of a school uniform policy might include staff holding high expectations of pupils' behaviour and that their attire reflects the values and culture of the school which the pupils reflect. Taken from: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	1
Learning resources to support home	Early reading skills and exposure to good quality texts, is crucial for the development of reading and vocabulary with a knock on effect	5

learning opportunities	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 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.	1
Contingency fund for critical issues e.g. unexpected hardship, bereavement etc.	Based on our experiences and similar schools in the area, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	1-5

**Total budgeted cost: £30,350**

## 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.

#### Improve children's phonic and reading skills

The school library has been open for the summer term and 100% of children using it have reported that they are enjoying reading more. The increased number of books and the variety has also encouraged reluctant readers to access the space. Children seeking a quiet space to spend time at lunchtime have reported an improvement in their mood and increased their focus when completing their afternoon lessons since the library has opened at lunchtime.

#### Year one – Phonics

	Actual	National	LA
WA	86.2%	75.5%	81.1%

\*WA - Working At

Phonics scores in Year One indicate that access to the library has contributed to positive reading experiences which have resulted in above average phonic screening results.

85% of PPG children have made six steps progress in Reading and 80% are currently working at the expected standard in Reading, which is above national averages.

#### Improve parental understanding of how to support their child's reading

Covid 19 restrictions and booking difficulties prevented the workshop from going ahead this academic year. Will carry over to the next academic year where this will continue to be a focus for parents of PPG children in particular.

#### Social Emotional and Mental health

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 is delivered by an external provider and 100% of children attending these sessions have been reported to have an improved attitude and mood in class by the class teachers.

#### Attendance of extra-curricular activities is fair to all

85% of PPG children have accessed both before and after school clubs. These have included clubs offered by the school and independently and have been allocated based on the individual needs of the child. Those children who have not accessed clubs have been due to parental choice and not through lack of opportunity.

### **Adequate resourcing for all**

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. 55% of PPG children received funding for a full set of school uniform this year. 45% had their uniform topped up with contributions from the preloved uniform sales in school this year.

### **Learning needs in class are understood and well resourced**

100% attendance of CPD delivered by Educational Psychologist to teachers. Teachers reported an increased understanding of how to better support a range of needs in their classes.

### **Improved parental understanding of their child's behaviour**

Attendance at the 'Understanding your child's behaviour workshop' was good. 45 adults attended the training virtually and 80% scored it a 9/10 with 20% scoring it at 8/10. Parents have used the strategies effectively to support bedtime routines, managing their child's mood better and increasing their ability to focus on an undesirable activity for a prolonged period.

### **General attainment and progress in Reading, Writing and Maths for PPG children 2021/22**

<b>Attainment</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>At/Expected</b>	<b>80%</b>	<b>75%</b>	<b>75%</b>

<b>Progress</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>6 steps or more</b>	<b>85%</b>	<b>80%</b>	<b>75%</b>

Children who are both PPG and SEND have made less progress and attainment than those who are just PPG, so will need to be monitored closely during Pupil Progress meetings this year.

### **NEXT STEPS**

Ensure all PPG attend an extra-curricular club for at least one term of the year. IM/PPG Lead to liaise directly with parents to ensure they feel comfortable with this and to ensure appropriateness of the activities. These can include external clubs in addition to those offered in school.



Additional CPD to be sourced for teachers and TA's to ensure academic confidence and resilience is secured for all PPG children.

PPG/SEND pupils to be closely monitored during Pupil Progress meetings to ensure progress is at least 'at' the expected rate.

## 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*

<b>Programme</b>	<b>Provider</b>
Child Mental Health First Aid Training	St John's Ambulance
Reading programme for parents	Learn2Love2Read

## 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, which is not currently covered in our SEND budget.*