

Pupil premium strategy statement 2021-2024

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(A) First School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Joanne Moul, Headteacher
Pupil premium lead	Joanne Moul, Headteacher
Governor / Trustee lead	Danielle Austin, lead for Pupil Premium/LAC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£62,550
Recovery premium funding allocation this academic year	£8,920
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	£71,470

Part A: Pupil premium strategy plan: Statement of intent

At St Mary's, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We have strategies in place to remove barriers created by personal circumstances, gaps in learning, language difficulties and poor communication skills.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers, and intervention for those with additional needs.

We will consider the challenges faced by vulnerable children, such as those who are looked-after, have a social worker or who have special guardianship in place. We intend to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy aims to narrow the attainment gap between disadvantaged and non-disadvantaged children, to improve reading for all children and to support mental health and well being to enable children to access learning at an appropriate level.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure that teaching and learning opportunities meet the needs of all children.
- ensure that appropriate provision is made for all children who may be in vulnerable groups.
- recognise that not all children who are socially disadvantaged qualify for free school meals, and we will ensure that **any** children who are identified will be supported.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The range of provision will include, but is not limited to:

- ensuring all teaching is good or better, to maximise the learning opportunities for all children.
- teaching assistants providing quality Accelerated Reading and Dialogic Reading intervention to improve reading progress and attainment.
- teaching assistants providing a quality spelling intervention to improve writing.
- teachers delivering Mastering Number and Number Sense to improve mathematical fluency.
- 1:1 learning and care support, where appropriate.
- Speech and Language intervention - Wellcom, NELI and Speech & Language Therapy - to targeted children and groups of children.
- whole school commitment to accelerate progress, improve outcomes and move children to at least age-related expectations.
- high quality support for children who require pastoral and mental health support.

Challenges

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

Challenge number	Detail of challenge
1	On entry to Reception class, a higher percentage of pupils arrive below age-related expectations in Speaking and Communication, requiring speech and language support.
2	Children reading significantly below their age related expectation. Lack of engagement with reading at home, children lack fluency, knowledge and understanding of key word, lack confidence in phonics skills and struggle to enjoy reading.
3	Children not retaining knowledge of spelling patterns, spelling rules and spelling of key words, affecting their attainment and progress in writing.
4	Lack of fluency in maths, resulting in children achieving below their age related expectation and lacking confidence in mental skills.
5	Low self esteem and lack of confidence which can lead to poor mental health and wellbeing, social difficulties and behaviour challenges.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in the children who have received Wellcom, NELI Language Intervention and targeted Speech & Language Therapy in school.
Improved reading attainment among disadvantaged pupils.	<p>KS1 reading attainment in 2022 shows that more than 50% of disadvantaged pupils meet the expected standard. In 2023, this will have increased to 65%.</p> <p>KS2 reading attainment in 2022 shows that more than 65% of disadvantaged pupils meet the expected standard. In 2023, this will have increased to 75%</p> <p>Termly reading scores show a reduced gap between disadvantaged children and their peers.</p> <p>Accelerated Reading is successful - the percentage of children making accelerated progress increases each year.</p> <p>Increased number of children reading at home.</p> <p>Pupil voice shows increased confidence and enjoyment in reading.</p>

<p>Improved spelling knowledge improves writing.</p>	<p>Good phonics teaching, using St Mary's Letters & Sounds and Twinkl Phonics, will improve spelling attainment. A new spelling intervention will be piloted in September 2022 and will improve spelling and develop writing.</p> <p>Pupil voice shows increased confidence and enjoyment in writing.</p> <p>The percentage of parents who help their children to practise their spellings at home increases.</p> <p>KS1 writing attainment in 2022 shows that more than 50% of disadvantaged pupils meet the expected standard. In 2023, this will have increased to 65%.</p> <p>KS2 writing attainment in 2022 shows that more than 55% of disadvantaged pupils meet the expected standard. In 2023, this will have increased to 70%</p>
<p>Improved maths attainment for disadvantaged pupils.</p>	<p>The delivery of Mastering Number and Number Sense will improve mental fluency and recall for pupils.</p> <p>KS1 maths outcomes in 2022 show that more than 50% of disadvantaged pupils meet the expected standard. In 2023, this will have increased to 65%</p> <p>KS2 maths outcomes in 2022 show that more than 70% of disadvantaged pupils meet the expected standard. In 2023, this will have increased to 80%</p> <p>Increase in number of children practicing KIRFS at home.</p> <p>Pupil voice shows increased confidence and enjoyment in maths.</p> <p>Effective use of key skills starters in maths and in intervention.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing during 2021-22 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • a significant reduction in the number of children needing referrals for specific support or using friendship club due to social difficulties, low self esteem and mental health issues. • a significant increase in participation in enrichment activities, play-ground games and enjoyment of school, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance during 2022 and beyond, demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: **£4400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech & Language Therapy providing weekly assessment, intervention therapy and recommendations to improve speech for targeted children.</p> <p>Speech & Language specialist - 2.5 hours a week x 38 weeks = £1400</p>	<p>Targeted support, under the guidance of a speech and language specialist, provides effective strategies to support children on a daily basis, and improve their expressive language skills and develop their receptive language.</p> <p>The Midlands Partnership NHS Foundation Trust Speech & Language Team will offer a more specialist and effective approach to improving outcomes for children.</p>	1
<p>Wellcom and NELI activities will provide regular intervention and opportunities for children in EYFS - led by Teaching Assistants 3 hours a week x 30 weeks = £1250</p>	<p>Targeted support, using the Wellcom and NELI resources, to develop early language, vocabulary acquisition, communication and conversation skills</p>	1
<p>Accelerated Reading Programme implemented across school.</p> <p>Refresher training for 10 teaching assistants to deliver the Accelerated Reading Programme, endorsed by the Educational Psychology Team.</p> <p>Training cost (£200)</p> <p>Purchase of Twinkl Phonics (£100)</p>	<p>Accelerated Reading Programme from Staffordshire Educational Psychology Service provides a precision teaching programme for individual children who are reading significantly behind age related expectations.</p> <p>This year's data shows that children have made, on average, 24 months progress in 6 months.</p>	2
<p>Dialogic Reading intervention to target understanding of language and improve vocabulary.</p> <p>Training for 8 teaching assistants to deliver the intervention.</p> <p>Training cost (£100)</p>	<p>Dialogic Reading provides children with quality interactions during reading. Conversations about a text, between adult and child, will develop understanding, clarify meaning and develop vocabulary. It develops a love of reading, following the child's interest. Adults use a mixture of strategies - Completion prompts, Recall, Open ended prompts, Wh?- prompts and Distancing - encouraging talk about the text and relating things to their own life.</p>	2
<p>Spelling Intervention implemented across school.</p> <p>Pilot will be trialled in Year 2 and Year 4 first.</p> <p>Training for 3 teaching assistants</p>	<p>The Spelling Intervention Pilot builds on the success of Accelerated Reading and has been endorsed by the Staffordshire Educational Psychology Service.</p>	3

Training Cost (£100)		
<p>Teacher release time to sustain key elements of guidance in school and to access the Power Maths Hub resources and CPD including Teaching for Mastery training through the TRG research group, Mastering Number programme and Number Sense.</p> <p>£500 + subscription costs</p>	<p>Power Maths TRG research group. Mastering Number: Lead participants from Work Group schools will be three teachers, one each from Reception, Year 1 and Year 2, with some support given to subject leaders and head teachers. This programme is open to all state-funded primary schools in England. Work Group lead participants will be supported by central training and resources. Number Sense subscription and training for staff. This continues to be a priority, following the success from last year. Children increased their mental fluency, which supported progress and attainment.</p>	4
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Mental Health Awareness support and resources £250</p> <p>Hope Project training £500</p> <p>VIP Education Package to target attendance and provide follow-up support for families.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£57,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of NELI (Nuffield Early Language Intervention)</p> <p>Delivery time - 2.5 hours a week for 20 weeks (£1200)</p> <p>Wellcom - a progress tracker for language, communication and interaction.</p> <p>(£200)</p>	<p>NELI is aimed at 4-5 year olds and has been found to improve children's language and early literacy skills. Robust evaluations have found that children make, on average, 3 months or additional progress in language.</p> <p>https://www.elklan.co.uk/NELI/</p> <p>Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. WellComm can help to accelerate these skills.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Speech & Language Therapy follow on sessions for targeted children</p> <p>Speech & Language support</p>	<p>Targeted support, under the guidance and recommendations of a speech and language specialist, provides effective strategies to support children on a daily basis, and improve their expressive language skills and develop their receptive language.</p>	1

<p>Teaching Assistant x 5 hours a week x 38 weeks (£2000)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Twinkl Phonics approach to secure stronger phonics teaching for all pupils.</p> <p>Accelerated Reading Programme delivery 10 staff x 5 hours per week x 38 weeks (£22,000)</p> <p>1:1 Reading Sessions for targeted children Teacher/Teaching Assistant 15mins x 5 times a week x 38 weeks (£7,500) 1:1 reading</p> <p>1:2 Dialogic Reading sessions TA 20 minutes x 3 times a week for 38 weeks 38 weeks (£5,000)</p> <p>Spelling Intervention TA 20 minutes x 3 times a week for 38 weeks 38 weeks (£5,000)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Following the successful implementation of St Mary's Letters & Sounds and the purchase of a new reading book scheme, it was decided to purchase Twinkl Phonics to enhance our teaching of phonics even more. From this, quality phonics teaching and intervention will be used to support children who are falling behind or struggling to retain the acquisition of sounds from each level.</p> <p>Accelerated Reading Programme and Spelling Intervention from Staffordshire Educational Psychology Service provides a precision teaching programme for individual children who are reading /spelling significantly behind age related expectations.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2</p> <p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time to train and embed key elements of guidance in school and to access the Power Maths Hub resources and CPD including Teaching for Mastery training through the TRG research group, Mastering Number programme and Number Sense.</p> <p>Mastering Number delivery £4000</p> <p>Number Sense subscription & delivery £2500</p> <p>Power Maths Intervention - to support children who are falling behind.</p> <p>Teaching Assistant support, targeting children who are</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Mastering Number aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. There is an expectation that they will provide a daily teaching session for all children of 10 to 15 minutes, in addition to their normal maths lesson. There is also the expectation that they will contribute to an online community to share practice and engage in critical reflection.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>Number Sense delivers daily number facts sessions in Key Stage 1 and beyond.</p>	<p>4</p>

<p>working below ARE x 30mins each week for 38 weeks (£8,000)</p>	<p>The systematic and structured programmes enable children to develop both a deep understanding of number and number relationships, and fluency in addition and subtraction facts. Comprehensive professional development and support is included in the programmes to ensure teachers get the best possible outcomes for their children.</p> <p>Access to the programmes is gained through subscription to the Teacher Portal.</p> <p>https://numbersensematics.com/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£9,670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Hope trained staff member to lead Friendship Club and provide emotion coaching for targeted children to support social, emotional, mental health and wellbeing development.</p> <p>Friendship Club - 45 minutes each day x 39 weeks (£2500)</p> <p>Emotion Coaching support for targeted children (£1000)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Friendship Club has provided children with the opportunity to talk and learn strategies to improve their mental health and social interactions. It also provides emotional support for targeted children, many of whom are in vulnerable groups.</p>	5
<p>Whole staff training on restorative conversations with the aim of embedding positive behaviour strategies across school.</p> <p>Training (£150)</p>	<p>Developing practice using "When the Adults Change, Everything Changes" and following the approach proved effective by Paul Dix, which creates an inclusive school where children's behaviour is not only managed, but is changed for the positive.</p> <p>Training from Entrust Behaviour Support Team - Restorative Conversations. Behaviour Audit to validate positive practice. Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Time for staff to develop and implement new procedures - attendance support officers to improve attendance - VIP Education. (£250)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small</p>	All

(£5770)	amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £71,470

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was better than in the previous year in key areas of the curriculum - reading, writing and maths. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were met in most cohorts. Attainment increased in most cohorts for disadvantaged pupils showing a positive impact of the interventions in place. Overall improvement was noted in the percentage of disadvantaged pupils reaching age related expectations.

Age related expectations in reading in 2021 was 32%, in 2022 ARE was 48%

Age related expectations in writing in 2021 was 28%, in 2022 ARE was 44%

Age related expectations in maths in 2021 was 33%, in 2022 ARE was 52%

Progress in reading in 2021 was 3.7 APS, in 2022 progress was 4.4APS

Progress in writing in 2021 was 3.5 APS, in 2022 progress was 4.0 APS

Progress in maths in 2021 was 3.5 APS, in 2022 progress was 4.3 APS

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Our assessment of the reasons for the outcomes in the year 20-21, points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources on Showbie, provided by our teaching staff in school. During the year 2021-22, attendance improved for all pupils, and the quality interventions were delivered as consistently as possible, and this is reflected in the attainment and progress data.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during 2020-21, primarily due to COVID-19-related issues. During 2021-22, the pupil premium funding has been used to continue to provide wellbeing support for all pupils, and targeted interventions where required - in speech & language, reading, writing, maths, behaviour support and mental health and well being strategies. We continue building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle

Service pupil premium funding (n/a)

