

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(A) First School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	15%
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	Jo Moulton, Headteacher
Pupil premium lead	Jo Moulton, Headteacher
Governor / Trustee lead	Danielle Austin, lead for Pupil Premium/LAC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£67,145
Recovery premium funding allocation this academic year	£7,000
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	£74,145

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 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 are not limited to:

- ensuring all teaching is good or better, to maximise the learning opportunities for all children.
- teaching assistants providing quality Accelerated Reading intervention to improve reading progress and attainment.
- 1:1 support, where appropriate.
- Speech and Language intervention - NELI and Speech 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.
- maths pre-teaching opportunities to engage learners and narrow the gaps to increase attainment.
- 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 of key words and lack confidence in phonics skills.
3	Lack of fluency in maths, resulting in children achieving below their age related expectation and lacking confidence.
4	Partial school closures, reduced remote learning at home and current attendance have affected the mental health and well being of children, which has created gaps in confidence, as well as learning.

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 NELI Language Intervention and targeted Speech 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.</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>
Improved spelling knowledge improves writing.	Good phonics teaching, using St Mary's Letters & Sounds, will improve spelling attainment and make children more confident writers.

	<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>
Improved maths attainment for disadvantaged pupils.	<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 pre-teaching.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<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, playground games and enjoyment of school, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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: **£3660**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI (Nuffield Early Language Intervention)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly and delivery is consistent and effective.</p> <p>Training time - 5 staff x 6 hours (£360)</p>	<p>This programme is aimed at 4-5 year olds and has been found to improve children's language and early literacy skills. It involves a trained teaching assistant providing daily small group and individual teaching sessions to 3-6 children for 20 weeks. 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<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 30 weeks</p> <p>£1000</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>As the Midlands Partnership NHS Foundation Trust Speech & Language Team have had the capacity to support the children for 2 years, this will provide a valuable service until they can offer a more effective approach to improving outcomes for children.</p>	1
<p>Accelerated Reading Programme implemented across school.</p> <p>Training of 10 teaching assistants to deliver the Accelerated Reading Programme, endorsed by the Educational Psychology Team.</p> <p>Training cost (£200)</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>	2
<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>£500 + subscription costs</p>	<p>Power Maths TRG research group.</p> <p>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.</p> <p>This programme is open to all state-funded primary schools in England. Work Group lead participants will be supported by central training and resources.</p> <p>Number Sense subscription and training for staff.</p>	3

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Lead Mental Health training for HT £1000</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>	4
---	---	---

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

Budgeted cost: **£57,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of NELI (Nuffield Early Language Intervention)</p> <p>Delivery time - 2 staff x 3.5 hours x 20 weeks (£1,700)</p>	<p>This programme is aimed at 4-5 year olds and has been found to improve children's language and early literacy skills. It involves a trained teaching assistant providing daily small group and individual teaching sessions to 3-6 children for 20 weeks. 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>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>Teaching Assistant x 5 hours a week x 35 weeks (£2000)</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>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Development of St Mary's Letters & Sounds approach to secure stronger phonics teaching for all pupils.</p> <p>Accelerated Reading Programme delivery</p> <p>10 staff x 5 hours per week x 36 weeks (£21,600)</p> <p>1:1 Reading Sessions for targeted children</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>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>	2

<p>Teacher/Teaching Assistant 30mins daily x 35 weeks (£10,500)</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</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 - Pre-teach sessions - targeted support for children 3 times each week.</p> <p>8 teacher led groups x 20mins each week for 35 weeks (£7,000)</p> <p>Teaching Assistant support in Power Maths lessons for targeted children</p> <p>8 Teaching Assistants x 30mins daily for 35 weeks (£8400)</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 provides schools with everything they need to deliver daily number facts sessions in Key Stage 1 and beyond. 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. Access to the programmes is gained through subscription to the Teacher Portal.</p> <p>https://numbersensematics.com/</p>	<p>3</p>

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

Budgeted cost: **£3,500**

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 - 1 hour 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>	4
<p>Whole staff training on behaviour management and restorative practice with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Using the training "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>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Training and release time for staff to develop and implement new procedures and appointing attendance support officers to improve attendance - VIP Education. (£285)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Contingency fund for acute issues. (£9000)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £74,145

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes 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.

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

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle

Service pupil premium funding (optional)

Measure	Details
N/A	

