

Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium and recovery 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.

This is the 3rd year of the 3 year strategy structure.

School overview

Detail	Data
School name	St Mary's CE(A) First School
Number of pupils in school	198
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	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Joanne Moulton, Headteacher
Pupil premium Lead	Joanne Moulton, Headteacher
Governor Lead	Rev Margaret Sherwin Lead for Pupil Premium/LAC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£64,020
Recovery premium funding allocation this academic year	£5,360
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	£69,380

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, additional needs, 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, oracy and vocabulary acquisition 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 focusing on oracy skills and the acquisition and retention of Tier 2/3 vocabulary.
- teachers delivering Mastering Number and Number Sense to improve mathematical fluency.
- 1:1 learning and care support, where appropriate.
- Language intervention 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	Children not knowing important vocabulary - Tier 2 and Tier 2 - which has an impact on their oracy and writing.
5	Lack of fluency in maths, resulting in children achieving below their age related expectation and lacking confidence in mental skills.
6	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 - July 2024**, 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 Language Intervention and targeted Speech & Language Therapy in school.
Improved reading attainment among disadvantaged pupils.	<p>KS1 reading attainment in 2024 shows that more than 60% of disadvantaged pupils meet the expected standard. In 2023, this reached 50%.</p> <p>KS2 reading attainment in 2024 shows that more than 60% of disadvantaged pupils meet the expected standard. In 2023, this reached 54%.</p> <p>Termly reading data shows a reducing gap between disadvantaged children and their peers. Accelerated Reading is successful - the percentage of children making accelerated progress increases each year. 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 Twinkl Phonics, will improve spelling attainment. The Codebreaker intervention will be used consistently and will improve spelling.</p> <p>Focus on oracy and the acquisition of Tier 2 and Tier 3 vocabulary, will improve the quality of writing.</p> <p>Quality feedback and marking will improve children's 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 2023 shows that 23% of disadvantaged pupils meet the expected standard. These pupils will be targeted and supported intensively in 2023-24. In 2024, this will have increased to 50%.</p> <p>KS2 writing attainment in 2023 shows that 32% of disadvantaged pupils meet the expected standard. These pupils will be targeted and supported intensively in 2023-24. In 2024, this will have increased to 50%.</p>
<p>Improved maths attainment for disadvantaged pupils.</p>	<p>The delivery of Mastering Number will improve mental fluency and recall for pupils.</p> <p>KS1 maths outcomes in 2023 show that 45% of disadvantaged pupils meet the expected standard. In 2024, this will have increased to 60%.</p> <p>KS2 maths outcomes in 2023 show that 37% of disadvantaged pupils meet the expected standard. These pupils will be targeted and supported intensively in 2023-24. In 2024, this will have increased to 50%.</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 2022-23 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 2022-23 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: **£3500**

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>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 accelerated progress in reading (on average 18-22 months progress in 10 months) as a direct impact from the intervention.</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>Codebreakers (Twinkl) intervention implemented across KS2</p> <p>Training for 2 teaching assistants</p> <p>Training Cost (£50)</p>	<p>The Level 3 and Level 5 Codebreakers intervention programme is designed to improve KS2 pupils' basic reading and spelling skills. It is an engaging, age-appropriate practice activity for each grapheme and tricky word covered. The fun activities and a structured approach, ensures that KS2 learners develop their knowledge of Level 3 and Level 5 sounds and graphemes.</p>	3
<p>Bedrock Vocabulary Learning programme for 60 targeted children in KS2.</p> <p>Subscription cost (£700)</p>	<p>Bedrock is a website programme which helps children to learn very important Tier 2 and Tier 3 academic vocabulary. As children progress through the Bedrock curriculum, they will study hundreds of words, whilst reading fiction and non-fiction texts regularly. Bedrock Vocabulary is all done on-line, and is completed at home and in school.</p>	4

<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</p> <p>£500 + subscription costs</p>	<p>Power Maths TRG research group.</p> <p>Mastering Number: The Maths Lead has time out of school to work with a Work Group and be supported by central training and resources.</p> <p>Mastering Number 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>	5
<p>To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Mental Health Awareness support and resources £250</p> <p>Emotion Coaching training £200</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>	6

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

Budgeted cost: **£53,440**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 38 weeks (£2500)</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Twinkl Phonics approach to secure stronger phonics teaching for all pupils.</p> <p>Accelerated Reading Programme delivery</p> <p>8 staff x 5 hours per week x 38 weeks (£18,240)</p> <p>1:1 Reading Sessions for targeted children</p> <p>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</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 Twinkl Phonics in Autumn 2022, 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 & Spelling Intervention from Staffordshire Educational Psychology Service, and</p>	2

<p>38 weeks (£5,000)</p> <p>Spelling Intervention TA 20 minutes x 3 times a week for 38 weeks</p> <p>38 weeks (£5,000)</p>	<p>Twinkl Codebreakers phonics intervention, 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>3</p>
<p>Enhancement of our oracy and vocabulary teaching - using Bedrock in KS2, and explicitly teaching Tier 2 and Tier 2 vocabulary.</p> <p>Targeted intervention for individual children - preteaching.</p> <p>Teacher/TA support 10 minutes x 6 times a week for 38 weeks (£3200)</p>	<p>Children are taught the words and phrases in relation to certain topics, without these, they cannot develop a sound knowledge of the subject itself. Tier 2 and 3 vocabulary is the gateway to developing a sound understanding of all disciplines. It is explicitly taught in all subjects and revisited regularly, to ensure it remains in children's memory.</p> <p>https://educationendowmentfoundation.org.uk/reading-house/vocabulary</p>	<p>4</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.</p> <p>Mastering Number delivery £4000</p> <p>Power Maths Intervention - to support children who are falling behind.</p> <p>Teaching Assistant support, targeting children who are working below ARE x 30mins each week for 38 weeks (£8,000)</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 secures firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. 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.</p> <p>A daily teaching session for all children of 10 to 15 minutes, in addition to their normal maths lesson supports the aims. There is also the expectation that staff will contribute to an online community to share practice and engage in critical reflection.</p> <p>A parent workshop and 5 week programme for families is delivered and children are supported at home.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p>	<p>5</p>

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

Budgeted cost: **£9,670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>MiniMeMindfulness support for targeted children (£500)</p> <p>Individual support for children who find changes in routine difficult, who have attachment difficulties and struggle to maintain behaviour for learning.</p> <p>TA support 1:1 for specific children @ 3 hours a week x 38 weeks (£4104)</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> <p>MiniMeMindfulness provided support for 8 targeted children who struggle with worry, anxiety and mental health.</p> <p>Staff are experienced to manage a range of behaviours which impact on learning. Attachment, attention deficit and ASC can impact on learning, especially in managing changes in routine and ensuring that learning is in manageable chunks. Some children need support during particular lessons.</p>	6
<p>Whole staff training on restorative conversations with the aim of embedding positive behaviour strategies across school.</p> <p>Training (£150)</p>	<p>Continued 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 (Nov 2022) validated positive practice. Both targeted interventions and universal approaches have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
<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>	6
<p>Contingency fund for acute issues. (£3756)</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: £66,610

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 between 2021 and 2023.

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%, in 2023 ARE was 53.6%
Age related expectations in writing in 2021 was 28%, in 2022 ARE was 44%, in 2023 ARE was 37.8%
Age related expectations in maths in 2021 was 33%, in 2022 ARE was 52%, in 2023 ARE was 48.6%

Progress in reading in 2021 was 3.7 APS, in 2022 progress was 4.4 APS, in 2023 progress was 3.9 APS
Progress in writing in 2021 was 3.5 APS, in 2022 progress was 4.0 APS, in 2023 progress was 2.8 APS
Progress in maths in 2021 was 3.5 APS, in 2022 progress was 4.3 APS, in 2023 progress was 3.7 APS

Our assessment of the reasons for the outcomes in the year 20-21, points primarily to Covid-19 impact, which disrupted the attainment and progress in 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 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. During 2022-23, attendance continued to improve, and all children had quality first teaching and appropriate interventions to address gaps in knowledge and skills, and to accelerated progress. An increased percentage of children with additional needs impacted on the attainment and progress data (48% of disadvantaged children were also on the SEND register)

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. During 2022-23, we continued building on a similar approach with the activities and interventions detailed in this plan.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle
Bedrock Vocabulary Learning	Bedrock Learning

Service pupil premium funding (n/a)

