

# Pupil premium strategy statement

## Supporting SIAMS strand 2: Wisdom Knowledge and Skill

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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 C of E Primary School
Number of pupils in school	632
Proportion (%) of pupil premium eligible pupils	11.87%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 (Year 2 of 3)
Date this statement was published	December 2021 Updated July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Lewis Headteacher
Pupil premium lead	Anna Woodward Deputy Head
Governor / Trustee lead	Emma Lally

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,285
Recovery premium funding allocation this academic year	£5,691
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£132,976

## Part A: Pupil premium strategy plan

### Statement of intent

*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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*

*We pride ourselves in the strong professional relationships we build with our pupils and their parents and carers. This together with Quality First teaching, focusing on areas in which disadvantaged pupils require the most support is at the heart of our approach. Quality First teaching and staff/ pupil relationships are proven to have the greatest impact on all pupils' progress as well as closing the disadvantage attainment gap.*

*It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.*

*We have considered the challenges faced by vulnerable pupils, and the strategies we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.*

*Our approach responds to common challenges and individual needs based on our analysis of our internal data and on the National data available as well as dialogue between our stakeholders.*

*To ensure our strategy is effective we will:*

*adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

*act early to intervene at the point need is identified*

*ensure disadvantaged pupils are challenged in the work that they're set*

*The approach we have adopted takes into account the complex needs of pupils. As well as whole school initiatives, we will continue to treat all pupils as individuals and respond to their needs so they leave St. Mary's confident in themselves as a person with a strong sense of community and the ability to contribute to the wider society.*

*Confidently Me, Belonging Together, Challenged to contribute*

## Challenges Year 2 of 3

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

Challenge number	Detail of challenge																									
1	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p><i>NB No National data for 2021</i></p> <table border="1"> <thead> <tr> <th>2019</th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> <th>2022 PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>50%</td> <td>88.5%</td> <td>(3/3) 100%</td> <td>84.2%</td> </tr> <tr> <td>Year 1 phonics</td> <td>50%</td> <td>93.8%</td> <td>(3/6) 50%</td> <td>85.2%</td> </tr> <tr> <td>KS1 Reading</td> <td>50%</td> <td>87%</td> <td>(2/9) 22.2%</td> <td>76%</td> </tr> <tr> <td>KS2 Reading</td> <td>86%</td> <td>87%</td> <td>(12/23) 52.2%</td> <td>86.5%</td> </tr> </tbody> </table>	2019	Pupil Premium	Non-Pupil Premium	2022 PP	Non PP	EYFS GLD	50%	88.5%	(3/3) 100%	84.2%	Year 1 phonics	50%	93.8%	(3/6) 50%	85.2%	KS1 Reading	50%	87%	(2/9) 22.2%	76%	KS2 Reading	86%	87%	(12/23) 52.2%	86.5%
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2	<p>2019 assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>Maths 2019</th> <th>Pupil premium</th> <th>Non-Pupil premium</th> <th>2022 PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>EYFS number</td> <td>57%</td> <td>94%</td> <td>(3/3) 100%</td> <td>84.2%</td> </tr> <tr> <td>KS1 maths</td> <td>38%</td> <td>85%</td> <td>(2/9) 22.2%</td> <td>64%</td> </tr> <tr> <td>KS2 maths</td> <td>56%</td> <td>90%</td> <td>(13/23) 56.5%</td> <td>85.4%</td> </tr> </tbody> </table> <p>This has been reflected in internal data</p>	Maths 2019	Pupil premium	Non-Pupil premium	2022 PP	Non PP	EYFS number	57%	94%	(3/3) 100%	84.2%	KS1 maths	38%	85%	(2/9) 22.2%	64%	KS2 maths	56%	90%	(13/23) 56.5%	85.4%					
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3	<p>Attendance continues to be a focus for our vulnerable pupils.</p> <p><u>2021-2022</u></p> <p>Whole school attendance 94.7%</p> <p>FSM 90.3%</p> <p>Non FSM 95.2%</p> <p>PP 90.5%</p> <p>Non PP 95.3%</p>																									
4	<p>Before the Covid 19 Pandemic and definitely afterwards our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils,</p>																									

	<p>including their attainment. Teacher referrals for support have markedly increased year on year.</p> <p>2021 2022 Autumn term</p> <p>42 pupils (22 of whom are disadvantaged) current required additional support with social and emotional needs with 17 receiving 1:1 Learning Mentor Support and 5 receiving small group or 1:1 ELSA Support.</p> <p>Summer term 2022</p> <p>47 children receiving support for emotional wellbeing, 23 of which are PP/Disadvantaged.</p>
5	<p>Discussions with pupils and families have identified that disadvantaged pupils may have limited access to certain life experiences and other opportunities beyond school - creating a further gap between our disadvantaged pupils and their peers.</p>

## 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 & Progress so far
1a. Improved phonics attainment among disadvantaged pupils.	<p>KS1 phonics attainment in 2024/2025 show that 95% of disadvantaged pupils met the expected standard.</p> <p>2022 = 50%</p>
1b. Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>2022 = 52.2%</p>
2. Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. 2022 = 56.5%</p>
3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The overall absence rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>Autumn Term 2021 = 4.5%</p> <p>Spring Term 2022= 4.9%</p> <p>Summer Term 2022 = 4.8%</p> <p>The proportion of PP children who make up the persistently absent group is reduced</p> <p>Autumn Term 2021 = 80%</p> <p>Spring Term 2022 = 87.5%</p> <p>Summer Term 2022 = 69.23%</p>

<p>4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>																																	
<p>5.</p> <p>a. A higher proportion of disadvantaged pupils will be involved in pupil roles and responsibilities.</p> <p>b. A higher proportion of disadvantaged pupils will have access high quality extracurricular activities. Activities will focus on building life skills such as confidence, resilience, and socialising</p>	<ul style="list-style-type: none"> <li>➤ Disadvantaged pupils will be encouraged and supported to participate in pupil groups.</li> <li>➤ A significant increase in participation in enrichment activities, among disadvantaged pupils</li> </ul> <p>a. 2021 2022</p> <ul style="list-style-type: none"> <li>• All Year 6 pupils have a 'pupil role'.</li> <li>• In every year group, there is at least one child who is Pupil Premium and one of the roles such as Eco-warrior, School Councillor or Faith Team.</li> </ul> <p>Disadvantaged pupils' attendance at extracurricular activities will have increased.</p> <p>2021 2022</p> <ul style="list-style-type: none"> <li>• All clubs have Pupil Premium Children within them. These children then have the opportunity to be part of tournaments, dance shows, the Barn theatre event, concerts etc.</li> </ul> <p>Sports Clubs KS1</p> <p><b>Total</b></p> <table border="1" data-bbox="810 1473 1246 1610"> <tr> <td><b>Au</b></td> <td><b>Sp</b></td> <td><b>Su</b></td> <td></td> </tr> <tr> <td>93</td> <td>82</td> <td>0</td> <td></td> </tr> <tr> <td>52%</td> <td>46%</td> <td>0%</td> <td></td> </tr> </table> <p><b>PP</b></p> <table border="1" data-bbox="810 1675 1246 1812"> <tr> <td><b>Au</b></td> <td><b>Sp</b></td> <td><b>Su</b></td> <td></td> </tr> <tr> <td>5</td> <td>1</td> <td>0</td> <td></td> </tr> <tr> <td>31%</td> <td>6%</td> <td>0%</td> <td></td> </tr> </table> <p>Sports Clubs KS2</p> <table border="1" data-bbox="810 1899 1246 2036"> <tr> <td><b>Au</b></td> <td><b>Sp</b></td> <td><b>Su</b></td> </tr> <tr> <td>281</td> <td>246</td> <td>10</td> </tr> <tr> <td>60%</td> <td>53%</td> <td>2%</td> </tr> </table>	<b>Au</b>	<b>Sp</b>	<b>Su</b>		93	82	0		52%	46%	0%		<b>Au</b>	<b>Sp</b>	<b>Su</b>		5	1	0		31%	6%	0%		<b>Au</b>	<b>Sp</b>	<b>Su</b>	281	246	10	60%	53%	2%
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**PP**

Au	Sp	Su
36	27	4
71%	53%	8%

2021 2022

Represented the school at a sports tournament

Yr 3=1 out of 12

Yr4=5 out of 15

Yr5=5 out of 23

Yr 6=12 out of 23

Junior Choir 9 members are PP

Infant choir 2 member are PP

Pupil surveys will show disadvantaged pupils are happy and show aspirational tendencies.

## 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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to resource and embed Read Write Inc. to secure stronger phonics teaching for all pupils.	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:	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Having completed the embedding phase of our Teaching for Mastery journey we will fund teacher release time to further embed in school and accessing Maths Hub CPD, alongside the support of our own Mastery specialist.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
To enhance our maths teaching with the introduction of 'Mastering Number' a daily activity in EYFS and KS1 to secure a knowledge of number and number facts.	Mastering Number is a large-scale nationwide programme for teachers of pupils in Reception, Year 1 and Year 2, designed to help children embed good number sense. It is offered by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.	2

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing to continue to deliver Phonics Fast Track Tutoring (Read Write Inc.) c£13,500</p>	<p>Fast Track Tutoring provides a simple, but powerful solution to accelerate pupils' reading progress.</p> <p>The training and Tutoring Packs have been written and developed by Ruth Miskin who developed Read Write Inc. a systematic approach to teaching literacy which has a proven track record</p>	1
<p>Staffing to deliver sneaky peeks and follow up maths work c£18,200</p>	<p>Sneaky peeks enable pre-teaching of aspects of maths that pupils may find challenging when encountering for the first time. This pre-teaching gives pupils more confidence in lessons which results in them taking a more active part in lessons which helps to secure their learning.</p> <p>Maths follow up sessions enable staff to address areas with pupils who haven't quite secured their knowledge before the next session, so the gap doesn't widen.</p>	2
<p>To introduce Mastering Number as an intervention for some Year 3 pupils</p>	<p>Mastering Number aims to develop solid number sense, including fluency and flexibility with number facts.</p>	2
<p>Tuition-School's 20% contribution to 'School Led Tutoring'</p> <ul style="list-style-type: none"> <li>• small group</li> <li>• 1:1</li> </ul> <p>Anna Bisett's work/Sue R The boosters Yr 6 will set up for PP children</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eef">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-toolkit-strand-eef">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 & 2



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

Budgeted cost: £30,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice by setting up an extended Well-being Team, which enables staff to work alongside pupils and their families to support their emotional health and well-being, attendance and access to other agencies.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3 & 4
All Learning Mentors and ELSA staff attend supervision provided by Psychologist First. £3,000	High quality supervision of Learning Mentors and ELSA staff supports their understanding of the psychological development of pupils. It gives them the space to consider the reasons behind children's behaviours and apply psychological principles to support change.	3 & 4
Disadvantaged pupils will be offered support to engage in extracurricular activities. £10,000	Evidence shows that enrichment activities boost confidence and self-esteem. When pupils have a high level of confidence and self-esteem they are more likely to show resilience when facing challenges in their learning.	5
Contingency fund for acute issues. £10,000	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.	All

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of outcomes in the previous academic year 2021-2022

### 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 suggest that the majority of pupil premium children are progressing at the same rate as their peers with the exception of those children who are also SEND. As pupils have returned to school, there has been a big focus on learning behaviours as well as quality first teaching, which has contributed to this. However, for most children we are not at the point of accelerated progress which means gaps have not been narrowed.

We have tracked the impact of Read Write Inc. (RWI) and the interventions related to it, which include RWI 1:1 tutoring and RWI reading groups these in conjunction with Rapid Reading and Reading fluency interventions have had a positive impact on pupils' progress. We now need to continue to embed the scheme and the related interventions as well as further CPD for staff.

Our pupil premium children overall have made good progress in maths with the exception of some infant children. To support all EYFS and KS1 pupils 'Mastering Number' will be introduced as a daily maths activity, which may be extended to Year 3 after looking at the data for our current Year 2s. Moving forward we will benchmark pupil premium children where their progress or attainment is less robust. This will identify gaps and barriers to learning which will then be used to inform additional support in or out of class. We have an additional adult available in KS2 who will be able to pick up immediate misconceptions so that the children are ready to progress to the next small step the following day. In addition to this - we will continue to use 'Sneaky Peeks' which is pre-teaching - it's all about 'keep-up' not 'catch-up'.

The SENDCo and Pupil Premium lead analyse the data for individual children and work together to identify children who would benefit from specific interventions. These children will automatically be part of certain groups from September.

The link between progress and attendance has been monitored and as expected, there is a strong correlation between the two. During the year, we have trialled using a member of staff to liaise with pupils and families. Unfortunately, due to circumstances beyond our control this did not prove fruitful. We have now employed additional staff to join our Emotional Wellbeing Team for September who will be working with parents and carers to improve outcomes for pupils and families. They will support our vulnerable families especially where the attendance is low with preventative work to provide early

intervention, signposting and guidance. Attendance will remain a focus on our current plan.

Our assessments and observations indicated that disadvantaged pupils are significantly impacted by wellbeing and mental health problems. We continue to fund ELSA and Learning mentor work through pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

In addition, Boxall Software bought this year has so far been used to diagnose 5 of our PP children across the school. It helps us identify within the different areas of emotional health and well-being, areas of strength for those children and those with which they need support. It then suggests ideas and activities of how to support these children within the classroom environment. In four out of the five children area in which pupils needed support were identified. This can allow us to deploy the Learning mentor and ELSAs to more specialised interventions outside the classroom environment. Its use now needs to be embedded further for its full impact to be utilised.

All disadvantaged pupils have access to high quality extracurricular activities. All pupils have the opportunity to be part of tournaments, dance shows, the Barn theatre event, concerts etc. Disadvantaged pupils are actively encouraged to participate by staff. Any potential barriers e.g. funding for costumes/equipment are discussed with families and facilitate using pupil premium monies.

## 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>
Synthetic Phonics	Read Write Inc
Piano & guitar lessons	Surrey Arts
Afterschool provision	Premium Education
Lego Club	Lego Club