

# St Mary's and St Peter's Church of England Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil 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.

## School overview

Detail	Data
School name	St Mary's and St Peter's C of E Primary School
Number of pupils in school	21/22 619 22/23 610 23/24 616
Proportion (%) of pupil premium eligible pupils	21/22 5.3% (33 pupils) 22/23 6.6% (40 pupils) 23/24 6% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022- 23 2023- 24
Date this statement was published	Reviewed December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Helen Swain
Pupil premium lead	Marie Richardson
Governor / Trustee lead	Lucy Fink

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,090
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£60,090</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's and St Peter's it is our intention that all children, irrespective of their background, make age-related progress or better in all subject areas. We strive for them to leave us as confident, well-rounded members of the community with aspirational goals and ambitions. We want all our children to flourish.

Children's needs vary throughout their time with us and we are committed to supporting them and their families emotionally, socially and educationally. We recognise their needs are individual and the positive influence we can have on them and their future successes. We carefully plan how we spend the money to support their learning and emotional well-being as well as support them towards their future and life goals.

We include in our strategy vulnerable children within our school. We incorporate those with English as an Additional Language, families involved with external agencies, children who have found the last year particularly difficult due to their experiences at home and those identified by our staff.

Our plan tackles our current challenges and the actions we will take to overcome them. This is based not only on our myriad of educational experience, assessment data, and understanding of child development but also external research. Our forecast includes all eligible children, not only those working at a lower ability as we understand we need to support the whole child, not solely their academic school experience.

Our plan looks to support children at different stages of their school life depending on need, as such, we do not allocate individual budgets to children. Instead, barriers are identified throughout the child's school career and support allocated as required. Also, money is used to support interventions to address need, this can be done on a one- to- one basis or within a group with a budget allocated as required.

As with any child in a primary education setting; their primary setting input and role model is their class teacher. We support our staff to provide Quality First Teaching to all pupils within their care and our school community. To be inspirational and always be working on their own practice and how this can be improved, through school support, training and guidance.

## Challenges

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

Challenge number	Detail of challenge
1	Lower academic achievement which has been exacerbated by school closures and can be accompanied by SEND and EAL. Children in this group have been less likely to achieve expected or greater depth in statutory assessments, especially in writing.
2	Emotional and Social Needs. More complex emotional and social needs have been identified in PP groups requiring support to fully access learning and build resilience.

3	<p>Enrichment Opportunities and Cultural Capital (including residentials and trips).</p> <p>Access to experiences in groups, sports, hobbies and interests can be inhibited by financial barriers, which can segregate children from team experiences as well as being obstructed by lack of parental engagement. Parental organisation skills and provision of equipment can be issues.</p> <p>Residential trips in year 4 and 6 cause financial burden on families with multiple children across the school. Local trips and visits as well as internal educational experiences all require financial support to provide deeper learning opportunities for children.</p>
4	<p>Attendance and Punctuality.</p> <p>Children within this group have the highest, persistent absences. This issue takes monitoring, engagement with parents/ carers and SLT time to support children in to education and with access to learning when they are not able to come in to school. This can included, but is not restricted to; support with wrap-around-care, follow up meetings with staff/SLT regarding absences, support to manage medical appointments and learning catch-up sessions.</p>
4	<p>Literacy and Reading</p> <p>Prioritising reading, oracy and vocabulary expansion and retention to improve life chances and successes. Children may not have the external support with early reading and phonics.</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
Narrow the gap in attainment for PP children in line with non PP	PP children to make accelerated progress in core subject areas - identified through internal teacher and external statutory assessment, especially within reading, writing and maths. Teachers' targets are aspirational and monitored through the year.
Widen experiences through increased learning opportunities (Cultural Capital)	<p>Children to attend visits, residential trips, internal experiences and extra- curricular clubs.</p> <p>External, borough opportunities are sourced and available for children to be engaged socially during school breaks.</p>
Children's wellbeing, emotional intelligence and resilience are developed	<p>Vulnerable children are identified by teacher and SLT and allocated a school mentor who meet with them and provide support/alleviate barriers.</p> <p>Recruitment continues for a qualified ELSA.</p> <p>Detailed records are kept to ensure children's mental health is monitored through transitions.</p> <p>Work with MHST to provide children and parents groups/ support/ sessions targeted at individual needs.</p> <p>Staff training through PATHS, school EP and MHST to support children through consistent and well informed approaches.</p>
Improved attendance and punctuality	Through working with parents and EWO PP children will have improved levels of attendance- (currently 97.4%) in line with national expectation. When unable to attend they will have access to appropriate work in line with their peers or catch-up sessions upon their return.

## 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: £ 17,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to support Quality Teaching First.	Supporting the Attainment of Disadvantaged Pupils doc 2015.	1, 2
CPD to increase the effectiveness of TAs in supporting groups and promoting improved outcomes. Interventions are short, quality and purposeful.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1
SLT to coach a year group each. Visiting classes to support with behaviour and Quality First Teaching.	As above.	1

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to promote Quality First Teaching. SLT coaching staff with whole school and personal targets.  All school staff trained in supporting children with Attachment Trauma and neurodivergent needs, within the classroom environment.	EEF Guide to PP. Supporting the Attainment of Disadvantaged Pupils- 2015.	1, 2
Curriculum Leaders overseeing subject areas, monitoring and guiding planning. Focus children in year groups for book scrutiny/ pupil voice. Children experience a broad and balanced curriculum.	As above.	1
TAs having regular CPD on how to support and promote children's learning and independence.	As above.	1, 2
Pre-teaching to promote increased technical vocabulary (PP, SEND, vulnerable and EAL). Ensuring interventions do not narrow the breadth of curriculum.	Closing the Gap- Andrews, Robinson and Hutchinson.	1

Targeted phonics groups by trained TAs throughout the day. Children are exposed to a wide variety of high quality texts.	EEF 2020- delivering approx. 5 months progress on average.	1
Small tuition groups with adult known to the children. Children identified from PP, vulnerable and teacher assessment.	EEF 2020- delivering approx. 5 months progress on average.	1
TAs working across year group supporting targeted children in class and through SEND directed interventions. TAs are well-trained in delivering specific interventions.	EEF TA Interventions 'Interventions are likely to be particularly beneficial when the teaching assistants are experienced.	1

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

Budgeted cost: £ 13, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing week with external provider 'Art of Brilliance' to support children with resilience, positive mindset and self- belief.	Government guidance to support non-academic challenges such as mental health.	1, 2
Meetings with parent/s and EWO. SLT involved in relationship building to support attendance.		4
Financial support and encouragement for PP children to attend off-site visits, experiences and activities.	EEF- 2020 The application of non- cognitive skills in the classroom may in turn have a positive effect on academic outcomes.	2, 3, 4,
Provide necessary uniform, sport's equipment etc. for children to engage equally in learning and extra- curricular activities.	EEF- 2020	2, 3
All PP children to be offered a place at an extra- curricular activity. Remove barriers for attendance and club choice to be child led.		2, 3
Implement an accurate and intuitive assessment system for achievement and intervention tracking.	EEF- Improving Literacy in Key Skills KS2, summary of recommendations, section 6.	1

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

Measuring the impact of PPG spending (data 2023-2024)			
Foundation Stage pupils who made a Good Level of Development (GLD)			
	Pupils (88)	Pupils entitled to PPG (4)	Pupils not entitled to PPG (86)
Met GLD	85%	50%	87%
Year 1 who passed the Phonics Check			
	Pupils (88, 1 Disapplied)	Pupils entitled to PPG (5)	Pupils not entitled to PPG (82)
Passed Phonics Check	88%	80%	88%
Key Stage 1 who achieved National Expectations or above			
	Pupils (90)	Pupils entitled to PPG (3)	Pupils not entitled to PPG
RWM	78%	33%	79%
Reading	82%	67%	83%
Writing	79%	33%	80%
Maths	87%	33%	89%
Key Stage 2 who achieved National Expectations or above			
	Pupils (85)	Pupils entitled to PPG (5)	Pupils not entitled to PPG
RWM	84%	80%	91%
Reading	94%	80%	93%
Writing	93%	100%	91%
Maths	93%	80%	92%

## Pupil premium strategy outcomes

Activity	
<p>CPD to promote Quality First Teaching. SLT coaching staff with whole school and personal targets.</p>	<p>All teachers have received coaching and support from SLT. This will continue in to 2023-24.</p> <p>QFT targets have been set for whole staff and individual, short term goals.</p> <p>Data is analysed with SLT and reviewed mid-year to secure children are on track.</p> <p>TAs receive targeted training to support children in class to ensure they experience QFT.</p>
<p>Curriculum Leaders overseeing subject areas, monitoring and guiding planning. Focus children in year groups for book scrutiny/ pupil voice. Children experience a broad and balanced curriculum.</p>	<p>All staff lead a subject and have completed book reviews and learning walks in their specialist area. Outcomes have been fed back to staff and actioned upon. Pupil groups such as SEN/ EAL/ PPG have also been subject to reviews and next steps added for in- class support and scaffolding of learning.</p>
<p>TAs having regular CPD on how to support and promote children's learning and independence.</p>	<p>The school EP, SENCO and ELSA have all led training for TAs on scaffolding to support learning and inclusion and emotion coaching.</p>
<p>Pre-teaching to promote increased technical vocabulary (PP, SEND, vulnerable and EAL). Ensuring interventions do not narrow the breadth of curriculum.</p>	<p>All children are class based for as much of the learning day as possible to ensure full curriculum coverage and QFT. Support plans are implemented in class by TAs or by specialists out of class but arranged around main teaching inputs.</p>
<p>Targeted phonics groups by trained TAs throughout the day. Children are exposed to a wide variety of high quality texts.</p>	<p>ELS has been quickly embedded in the school's teaching day as all staff have received full training on the scheme. Lowest 20% have daily reading sessions with an ELS trained adult.</p> <p>Children in KS1 each have an ELS, individually targeted book as well as a personal choice text.</p>
<p>TAs working across year group supporting targeted children in class and through SEND directed interventions. TAs are well-trained in delivering specific interventions.</p>	<p>TAs have been restructured this year to be based (mainly) in single year class/ groups and to work as cross year-group teams. This allows them to be fully immersed in the year group's learning, know the children and their needs as well as individual support plans.</p> <p>Through the re-structuring they are more able to initiate pre-teaching, follow up sessions to tackle misconceptions and vocabulary wall resources.</p>