

Pupil Premium Strategy Statement 2021 - 2022



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 (Aided) Primary School
Number of pupils in school	YR – Y6 212 YN – Y6 238
Proportion (%) of pupil premium eligible pupils	15%
Academic year that our current pupil premium strategy plan covers	2021 – 2022 2021 – 2022 2022 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Full Board of Governors
Pupil premium lead	Sarah Jones
Governor lead	Fr Shaun Conlon

Summary Overview

What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

The Pupil Premium Grant (PPG) per pupil for 2021 to 2022 is as follows:

Disadvantaged pupils - Pupil premium per pupil

Pupils in year groups reception to year 6 recorded as Ever 6 free school meals **£1,345**

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority **£2,345**

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order **£2,345**

Service children Pupil premium per pupil

Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence **£310**

Early Years Pupil Premium Grant **£302**

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,695
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£52,190

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's we strive for our disadvantaged pupils to feel as valued and respected as any other group of our school community. We aim that, regardless of a child's socio-economic context, they experience the same high expectations within a high quality, broad and balanced curriculum and are given the same opportunities to succeed and achieve their potential as their non-disadvantaged peers.

Our aims lie in three key areas: academic achievement, wellbeing and social/emotional development, and wider enrichment opportunities.

Our plan works towards achieving these objectives through a broad deployment of resources into all these three areas which we believe have equal importance and are largely interchangeable.

Children will be supported to achieve well academically by receiving additional support to fill gaps in learning and support specific needs, develop teacher practice and by levelling starting points.

Those pupils requiring mental health and wellbeing support will be supported to self-regulate their emotions and behaviour, articulate their experiences and emotions and engage in activities which are therapeutic and supportive.

They will also be given wider opportunities that their peers may experience e.g. access to extra-curricular activities, school trips, visits and experiences that would not otherwise be readily available to them, supporting their self-esteem, building cultural capital and providing contextual understanding for their classroom learning.

All these strategies will be regularly reviewed for impact and adjusted as appropriate to seek the best value for money for our children.

Challenges

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

Challenge number	Detail of challenge
1	Despite provision of IT, comprehensive remote learning package and invitations into the setting, some PP children had disrupted access to education during the covid pandemic and are therefore presenting with gaps in knowledge.
2	A high proportion of our pupil premium children also have identified complex additional needs, either social and emotional, EAL or SEND.
3	Lower academic starting points compared to peers

4	Lower levels of early reading, vocabulary and oracy skills
5	Lack of enrichment opportunities

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
Pupil progress reports and targeted interventions track positive progress for PP pupils.	Gaps that have presented during the pandemic are closed and there is a return to at least pre-pandemic attainment levels, with some pupils making accelerated progress. Attainment for PP pupils without complex needs is in line with non-disadvantaged peers nationally.
Disadvantaged pupils will have barriers removed, where ever possible and equality of opportunity is presented.	Pupils access extra-curricular activities, breakfast club, learning support and access to technology, which positively impacts upon the SEMH, academic progress and inclusion.
Disadvantaged pupils' oracy skills improve. Vocabulary is extended and widened to develop confidence and ability when contributing in class and make effective vocabulary choices in their writing across the curriculum.	Phonics and reading is in line with non-disadvantaged peers. Attainment for PP pupils without complex needs is in line with non-disadvantaged peers nationally

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:

Phonics CPD and decodable reading resources £5,000

Growth mindset CPD and workshops £2,000

Teaching staff CPD to enhance Quality First Teaching £5,000

Total £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed minimal strategic marking to enable self determination	EEF Toolkit states that pupils make up to 7 months additional progress when taking responsibility for their own learning and behaviour. Timely and individualised feedback can lead to up to 6 months additional progress.	2
Invest in additional training for phonics teaching (following recruitment of new staff) including resources	EEF toolkit states that high quality consistent phonics teaching can make up to 5 months additional progress	1,3,4
Invest in Growth Mindset training for staff and workshops for pupils and parents.	Children taught that a positive attitude towards learning, and a determination to succeed even in the face of failure, are much more engaged and confident.	1,2,3,4,5
Additional adult in class to provide high quality interactions and to carry out interventions with children lacking support at home e.g. additional reading, phonics, basic skills	EEF Toolkit states that:- TA interventions can make up to 4 months additional progress	1,3,4

<p>Strong CPD offer for teachers to ensure QFT (quality first teaching) with a particular focus on gathering and using formative assessment information.</p>	<p>Sutton Trust Research evidences that effective formative assessment has the greatest cost-effective impact on pupil progress. If teachers can accurately assess pupil progress within and between lessons, they can ensure they reshape their teaching so that pupils make the best possible progress and close any gaps.</p>	<p>1,3,4</p>
<p>Strong CPD offer for TAs to ensure they are supporting pupil progress and contribute to assessment process within lessons.</p>	<p>Disadvantaged pupils deserve the best possible support. In the case of a primary classroom this is from the class teacher, along with remaining in class rather than being removed from whole class sessions. TAs will receive training to both support the class teacher to do focused group work with disadvantaged pupils within the classroom, along with supporting them within lessons rather than continually removing them for interventions. Interventions will be short and sharp with clear entrance and exit points and regularly reviewed for impact. TAs require a clear understanding of learning barriers and support strategies for pupils with additional or complex needs, so that they can best support the individual needs of the child.</p>	<p>1,2</p>

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

Budgeted cost:

Third Space £4,000

Beanstalk Readers £1,600

Additional Teaching Assistant Support £20,000

Total: £25,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NTP - Third space maths – online weekly 1:1 tuition 15 pupils</p>	<p>NTP offers cost-effective, high quality support via qualified teachers to support pupil progress. EEF Toolkit states 1:1 tuition can lead to an additional 5 months progress.</p>	<p>1,3</p>

	Sessions are tailored for pupil's specific gaps in learning.	
Beanstalk 1:1 readers 7 pupils / 2 tutors – 2 sessions per week	EEF Toolkit states 1:1 tuition can lead to an additional 5 months progress.	1,3,4
Small group and 1:1 provision for all PP children as required following Pupil progress meetings	EEF Toolkit states 1:1 tuition can lead to an additional 5 months progress. Small group tuition can lead to an additional 4 months progress. Oral language interventions can lead to up to 6 months additional progress.	1,2,3,4
TAs to attend speech and language sessions with pupils, to enable effective delivery of speech and language programmes, which will also benefit other children.	EEF Toolkit states that:- TA interventions can make up to 4 months additional progress 1:1 tuition can lead to an additional 5 months progress. Small group tuition can lead to an additional 4 months progress. Oral language interventions can lead to up to 6 months additional progress.	3,4

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

Budgeted cost:

Access to enrichment activities £2,500

Access to Technology £4,000

External counselling support £3,000

Total £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for all PP children to attend trips, extracurricular activities, music tuition and access breakfast club if required	Off site visits, after school clubs and peripatetic music lessons are expensive additional costs to parents on low income. Evidence shows that these extra-curricular activities help pupils make links to their classroom learning, result in cerebral development and raise self-esteem.	5
Access to technology for home learning – iPad or laptop dependent upon home learning requirements	There is an inequality in terms of access to appropriate technology and connectivity to support home learning and independent study, between Disadvantage and non-disadvantaged	1

	pupils. Provision of appropriate technology and support to use it will aid to bridge the gap and provide equality of access.	
Access to external counselling support where required	Place2be – 80% of pupils with the highest level of need show an improvement in wellbeing after 1:1 counselling according to parents.	2
Rainbows training updates for TA Rainbows leaders	<i>Rainbows impact data</i> <i>75% of young people agreed that the Rainbows programme helped them to feel calmer in themselves.</i> <i>79% of young people agreed that they felt more confident and less worried about their problems.</i> <i>95% of children agreed that the Rainbows group gave them a safe place to talk about their feelings.</i>	2

Total budgeted cost: £ 47,100

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Teacher assessments at the end of KS2 (using 2019 SATS papers) indicated that 100% of Y6 PP children made at least expected progress over the year in reading and 37.5% made greater than expected progress.

100% made at least expected progress in writing and 75% made greater than expected progress.

87.5% made at least expected progress in maths and 62.5% made greater than expected progress.

Our aim as a school is to maintain this progress to result in better attainment by the time pupils leave Year 6.

PP children were offered places in school during the lockdowns, an average of 82% of children took this offer up.

Electronic devices were lent out to help those accessing learning from home due to isolating, shielding or home learning. A full curriculum was available to all children during lockdown; along with additional small group online support and interventions. Access to free e-books and a reading book exchange system was in place to maintain reading interest and activities.

Attendance 2020 – 2021

Attendance September 2nd 2020 – January 4th 2021

Whole school = 98.46%

Pupil premium pupils = 97.98%

Attendance since school opened fully on March 8th 2021 – post national lockdown (Whole school) = 98.16%

Attendance for PPG (Pupil Premium Grant pupils) since school opened fully on March 8th 2021 – post national lockdown = 98.03%

Interventions were affected by lockdowns, Covid cases, and the school operating in class bubbles, so that children could not mix across the year group. This meant that interventions were led by staff working within the bubble to avoid cross-contamination.

Further information

At multiple points of the school year, information regarding Free School Meals eligibility is shared with parents via Class Dojo to ensure that parents are aware of how to apply and whether they are eligible due to circumstance change.