

Pupil premium strategy statement



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.

School overview

Detail	Data
School name	St Mary's CE (Aided) Primary School
Number of pupils in school	YR – Y6 209 YN – Y6 231
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year that our current pupil premium strategy plan covers	2022 – 2023 2023 – 2024 2024 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Full Board of Governors
Pupil premium lead	Sarah Jones
Governor lead	Fr Shaun Conlon

Summary Overview

What is Pupil Premium?	
<p>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.</p>	
<p>The Pupil Premium Grant (PPG) per pupil for 2022 to 2023 is as follows:</p>	
Disadvantaged pupils - Pupil premium per pupil	
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,385
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	£2,410
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	£2,410
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	£320
Early Years Pupil Premium Grant	£342
<p>Recovery premium allocations for mainstream schools will be based on pupil premium eligibility. This includes:</p> <ul style="list-style-type: none"> • pupils who are eligible for free school meals (FSM), including eligible children of families who have no recourse to public funds (NRPF) • pupils who have been eligible for FSM at any point in the last 6 years • children looked after by local authorities, referred to as looked-after children (LAC), and children previously looked after by local authorities, referred to as previously looked-after children (PLAC) 	
Recovery Premium	£145

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,855
Recovery premium funding allocation this academic year	£ 4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,495

Part A: Pupil premium strategy plan

St Mary's Vision

One family: school, church, home and community.

At St Mary's we believe in a culture where:

- Everyone is special, unique and valued: diversity and difference are celebrated. We are all God's treasure.
- Education is holistic; spiritual and moral growth is nurtured.
Life in all its fullness – John 10:10.
- Inspirational and reflective worship enables all in the school community to encounter the risen Christ.
- Wisdom, knowledge and skills are a focus in everything.
- Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.
- Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do.
I know the plans I have for you. Plans to make you prosper – Jeremiah 29:11.
- Creativity and joy in learning is valued.
- The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.
- A community of global citizens of God is created through social action – on local, national and global levels.

All of these are underpinned by our spiritual, moral, social and cultural understanding and experiences; respect of our British values and through our core Christian values of hope, peace, compassion, forgiveness, trust and endurance.

'We will grow up in every way into Christ, who is the head. The whole body depends on Christ, and all the parts of the body are joined and held together. Each part does its own work to make the whole body grow and be strong with love'. *Ephesians 4:15-16*

Statement of intent

At St Mary's we have the highest aspirations for all the children in our school community and believe that every child should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

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 aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

High Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Based upon research, this approach has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained in our school and improved alongside progress for their disadvantaged peers.

Our Pupil Premium strategy supports our wider school plans for educational recovery as well as our whole school priorities laid out in the school development plan to provide targeted support for all pupils' educational outcomes affected by Covid, including non-disadvantaged pupils.

Our Pupil Premium Strategy Approach takes into consideration common challenges faced by our pupils across school, as well being responsive to more specific individual pupils' needs. The approaches we have adopted have been embedded into our curriculum and lesson design across school and are aimed to compliment one another to help our pupils excel to ensure our strategy is effective.

We will:

- Ensure all pupils including those who are not classed as disadvantaged are challenged in the work they are set.
- Provide interventions at the earliest point when a need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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	Internal and external data evidence that attainment outcomes for pupil premium children in RWM is below that of non-disadvantaged.
2	A higher proportion of our pupil premium children also have identified additional needs (SEMH, EAL, SEND, CP, CIN or Early Help).
3	Lower academic starting points compared to peers

4	Lower levels of early reading, vocabulary and oracy skills
5	Less access to external 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, case studies 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.
Early Years - Improve the acquisition of speech and language skills to develop vocabulary among disadvantaged pupils.	Assessments, interventions and observations indicate improved oral language amongst disadvantaged pupils. This is seen in engagement in lessons, observations and ongoing formative assessment, as well as EOY summative assessment. Disadvantaged pupils achieve GLD in communication and language.
Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers across the school. Early interventions secure phonic knowledge and application on reading and writing. Interventions close the gaps in phonic knowledge through effective assessment, tracking and teaching.	Pupils are secure in their phonics knowledge. Gaps are identified and targeted interventions secure the missing elements. Pupils can confidently apply their phonics skills and knowledge in their reading and writing.
Disadvantaged pupils' oracy skills improve. Vocabulary is extended and widened to develop confidence and ability when contributing in class, in reading and making effective vocabulary choices in their writing across the curriculum.	The gap between dis-advantaged and non-disadvantaged is narrowed in writing. Intervention, reading and phonics trackers evidence positive progress and a closing of the gap.

Improve reading progress for disadvantaged pupils from KS1 to the end of KS2	KS2 reading progress score in 22/23, 23/24 and 24/25 show an increase in the number of disadvantaged pupils meeting the expected standard and higher standard.
Improved writing progress for disadvantaged pupils from KS1 to the end of KS2	KS2 writing progress score in 22/23, 23/24 and 24/25 show an increase in the number of disadvantaged pupils meeting the expected standard and higher standard.
Improved maths progress for disadvantaged pupils from KS1 to the end of KS2	KS2 maths progress in 22/23, 23/24 and 24/25 show an increase in the number of disadvantaged pupils meeting the expected standard and higher standard.

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: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff in class to provide high quality interactions and to carry out interventions e.g. additional reading, phonics, basic skills, conferencing	EEF Toolkit states that TA interventions can make up to 4 months additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4
Invest in Twinkl phonics and additional training for phonics for teachers and teaching assistants, including resources and interventions	EEF toolkit states that high quality consistent phonics teaching can make up to 5 months additional progress 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:	1,3,4

	Phonics EEF (educationendowmentfoundation.org.uk)	
CPD for Early Years staff to deliver oral language interventions to develop early language skills and close the gap between disadvantaged and non-disadvantaged pupils at the earliest stage.	EEF toolkit states that Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress, 7 months in Early Years. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,4
Feedback – to effectively use feedback and marking to move learning on and to support progress of individuals and/or small groups. Review feedback policy and explore the research behind effective and less effective forms of feedback.	Pupil progress reports and case studies Updated feedback policy Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy.	1,2,3,4

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language programmes (NELI + Wellcomm) trained TAs to impact on the development of early language and reading – further impacting	EEF toolkit states that Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support	1,3,4

<p>upon writing outcomes across the whole school</p>	<p>learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress, 7 months in Early Years.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Additional phonic sessions targeted at children not at ARE including disadvantaged children who require further phonic support in EYFS, KS1 and KS2</p> <p>TWINKL phonics</p> <p>Dojo videos to support parents with phonics at home.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, and school-led tutoring for pupils whose education has been most impacted by the pandemic and are working below their expected attainment level. PP Pupils who receive tutoring will include disadvantage and those who are high attainers.</p> <p>Third space maths tuition</p> <p>Coram beanstalk readers</p> <p>School led tuition</p> <p>NELI</p> <p>Wellcomm</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Coram Beanstalk</p> <p>94% of our schools saw overall progress in reading as a direct result of the our one-to-one support;</p> <p>94% of our schools saw this extended to an improvement in the children's general attitude to learning;</p> <p>91% witnessed an improvement in confidence and self-esteem;</p> <p>90% reported improved engagement with reading.</p>	1,2,3,4
<p>Small group and 1:1 provision for all PP children</p>	<p>EEF Toolkit states 1:1 tuition can lead to an additional 5 months progress. Small</p>	1,2,3,4

as required following Pupil progress meetings	group tuition can lead to an additional 4 months progress.	
CLAS – EAL support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	

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

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Enrichment Funding per year group.	<p>Children’s experiences enhanced by financial contribution to curriculum related trip.</p> <p>Evidence shows that these extra-curricular activities help pupils make links to their classroom learning, result in cerebral development and raise self-esteem.</p> <p>These include:</p> <ul style="list-style-type: none"> Curriculum visits Residentials – Y4,5 &6 Peripatetic music lessons Extra-curricular clubs Access to technology to support home learning Breakfast club provision 	5
Rainbows and time to talk nurture groups	<p>Rainbows impact data</p> <p>75% of young people agreed that the Rainbows programme helped them to feel calmer in themselves.</p> <p>79% of young people agreed that they felt more confident and less worried about their problems.</p> <p>95% of children agreed that the Rainbows group gave them a safe place to talk about their feelings.</p>	5
Mental Health First Aid staff training	<p>There has been a significant rise in SEMH in staff and pupils because of the covid-19 pandemic. Every pupil has experienced an ACE.</p> <p>Staff are with the children for the majority of their time in school and are</p>	2,5

	one of the first points of contact and support. In order to effectively and sensitively support pupils – specific mental health training is required.	
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Total budgeted cost: £36,000 (*£495 contingency*)

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 2021 to 2022 academic year.

As a school we have analysed the performance of our school's disadvantaged pupils during the 2021/2022 academic year, using Keystage1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 Keystage 2 results as the DFE are not publishing this data. The last set of published data is 2019. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruptions caused by the pandemic. This is a transitional arrangement for one year only, and the DFE plans to publish Keystage 2 school performance data in 2023.

Covid -19 had a significant impact on the education system and this disruption affected schools and pupils differently.

To help us to gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at national levels – although these comparisons are to be considered with caution given the caveats stated above.

We also looked at these comparisons using pre-pandemic data from 2019, in order to assess how the performance of our pupils has changed during this period.

Phonics

Number and % - Y1 Phonics Check

	2019			2020			Aut 2020			2021			Aut 2021			2022		
	No	%	Nat	No	%	Nat	No	Sch	*Nat	No	%	Nat	No	%	*Nat	No	%	*Nat
PP	2	50.0	71			71	0	0.0	64			71	4	80.0	66	2	50.0	63

Difference from National - Y1 Phonics Check

* NCER National (no ragging for Aut 20 & Aut 21)

	2019			2020			Aut 20			2021			Aut 2021			2022		
	%			%			%			%			%					
PP																		
PP																		

Number and % - Y2 Phonics Check

	2019			2020			2021			2022				
	No	%	Nat	No	%	Nat	No	%	Nat	No	%	Nat		
PP			50			50			50			0	0.0	40

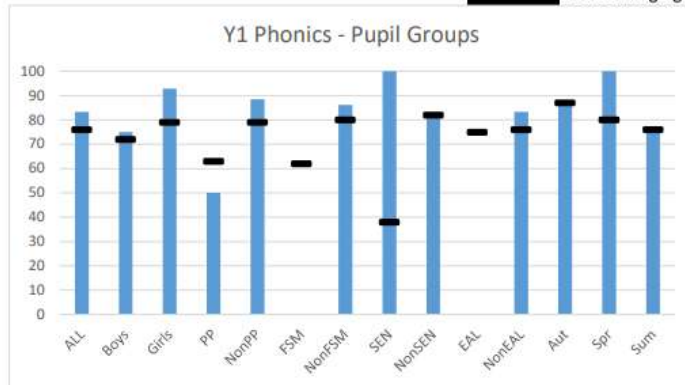
PPG numbers in Years 1 and 2 are small. There are no significant gaps between PPG and non-PPG. Interventions and support are in place for any child who is not achieving the

expected level in Phonics or has identified gaps in knowledge and understanding. Tracking and assessment systems enable this to happen.

Action for 22/23 – introduction of Twinkl phonics to support gap analysis and intervention across the school. It is important that pupils in Keystage 2 have age appropriate materials for their support and intervention phonics.

2022

St Mary's CE Primary, Prestwich
2022 Emerging National



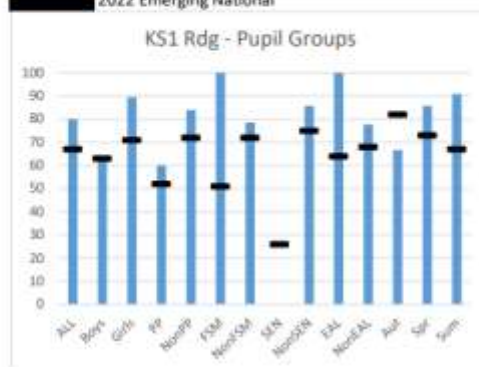
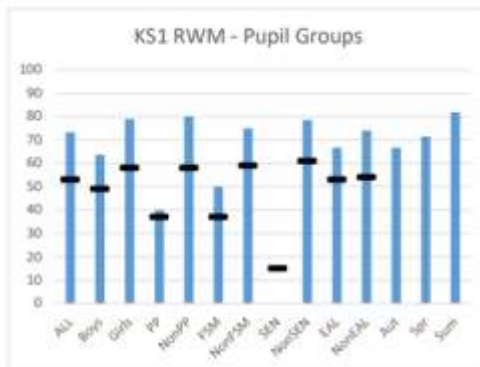
No. in group	
All Pupils	30
Boys	16
Girls	14
PP	4
Non PP	26
FSM	1
Non FSM	29
SEN	1
Non SEN	29
EAL	0
Non EAL	30
Autumn	8
Spring	6
Summer	16

Keystage 1

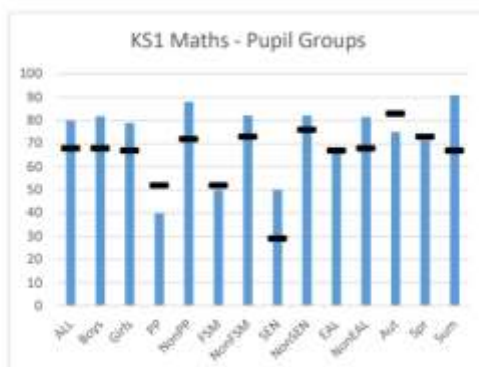
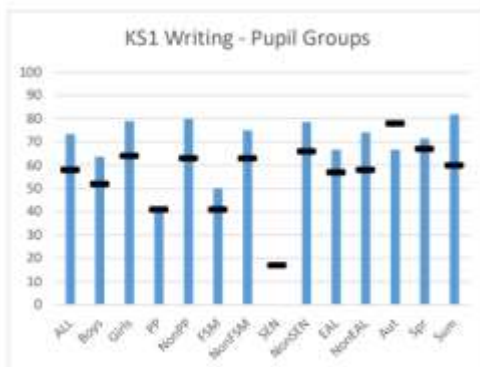
PUPIL GROUPS

2022

St Mary's CE Primary, Prestwich
2022 Emerging National



No. in group	
All Pupils	30
Boys	11
Girls	19
PP	5
Non PP	25
FSM	2
Non FSM	28
SEN	2
Non SEN	28
EAL	3
Non EAL	27
Autumn	12
Spring	7
Summer	11



*Please apply caution when analysing this data as some of the groups may be quite small

Data from tests and assessments suggest that, despite some strong individual performances and accelerated progress upon return to fulltime school, the progress and attainment of disadvantaged pupils is below that of non-disadvantaged. Disadvantaged pupils in Key stage 1 attainment are in-line or above national in RWM, reading and writing, but not in maths.

It is important to note that there were only 5 PPG pupils, therefore data comparison should be treated with caution due to the small group size.

3 out of 5 pupils had multiple vulnerabilities – 2 of which are SEND pupils.

Keystage 2

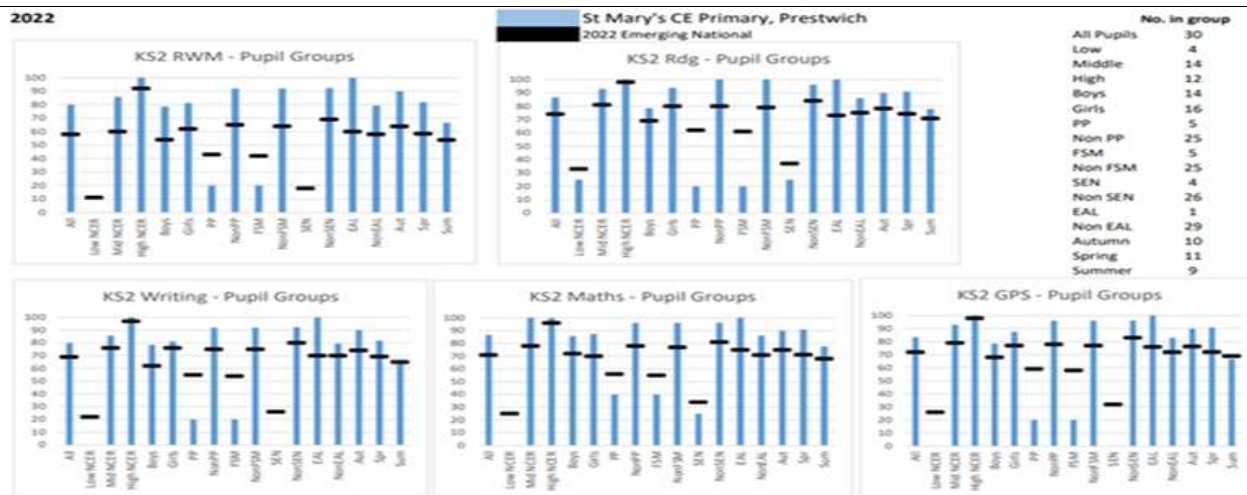
Key Indicators	EAL				Pupil Premium			
	2019	2020	2021	2022	2019	2020	2021	2022
Attainment Cohorts	0			1	6			5
Expected Standard+ (RWM) %				100	33			20
Progress Scores								
Reading				2.0	-2.1			-2.0
Writing				-1.4	-3.1			-1.8
Maths				7.6	-2.6			0.4
Difference from National								
Expected Standard+ (RWM) %				39	-18			-23
Progress Scores								
Reading				1.1	-1.5			-1.2
Writing				-2.6	-2.6			-1.1
Maths				5.5	-1.9			1.5

School Vulnerable Groups Gap	EAL				Pupil Premium			
	2019	2020	2021	2022	2019	2020	2021	2022
Expected Standard+ (RWM) %				21	-54			-72
Reading Progress Score				0.1	-4.6			-4.5
Writing Progress Score				-1.4	-4.9			-2.1
Maths Progress Score				6.0	-3.0			-1.7

A positive figure indicates that the results for the vulnerable group are higher than for the rest of th

	School vulnerable groups gap is wider than the national gap	
	School vulnerable groups gap is the same as the national gap	
	School vulnerable groups gap is narrower than the national gap	

National Vulnerable Groups Gap	EAL				Pupil Premium			
	2019	2020	2021	2022	2019	2020	2021	2022
Expected Standard+ (RWM) %	-1	-1	-1	3	-20	-20	-20	-22
Reading Progress Score	0.9	0.9	0.9	1.1	-0.9	-0.9	-0.9	-1.2
Writing Progress Score	1.4	1.4	1.4	1.4	-0.8	-0.8	-0.8	-1.1
Maths Progress Score	2.5	2.5	2.5	2.5	-1.1	-1.1	-1.1	-1.7



Data from tests and assessments suggest that, despite some strong individual performances and accelerated progress upon return to fulltime school, the progress and attainment of disadvantaged pupils is below that of non-disadvantaged and below national.

Pupil premium group size = 5 pupils = 17%

In this cohort:

3 out of 5 pupils were SEND. 2 of which had an EHCP.

4 out of 5 pupils were categorised in multiple vulnerable cohort groups

For the above reasons, the data must be treated with caution.

Attendance 2021 – 2022

Whole School – 95.20%

PPG attendance – 93.72%

Non – PPG attendance – 95.44%

Persistent absence for PPG – 93.72%

Whole school persistent absence – 7.14%

There are no significant issues with pupil premium school attendance, in comparison with non-pupil premium attendance. The school attendance policy is used to inform parents of any falling attendance rates or causes for concern.

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

Programme	Provider
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Beanstalk reading support	Coram beanstalk
Wellcomm speech and language	GL assessment
Third space maths tuition	Third space learning
X tables rockstars	TT rockstars
White Rose Maths	White Rose
Classroom secrets maths	Classroom secrets
All Aboard Phonics	All Aboard Learning

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.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Environmental developments to support active play and learning, outdoor learning, nurture spaces and recreation spaces. All of this supports our curriculum, health and wellbeing across the school.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, subject monitoring, appraisal reviews, and pupil voice in order to identify the challenges faced by disadvantaged pupils.

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. This will be used to forge PPG partnerships for the future to explore good practice and in-person school visits and support.

<https://v2.educationendowmentfoundation.org.uk/tools/families-of-schools-database/summary-s-church-of-england-aided-primary-school-prestwich-m25-1bp#yourFamily>

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF teaching and learning toolkit to help us develop our strategy.

Pupil premium is being used to support pupils where EAL is a barrier to learning. The CLAS strategy is targeted to support phonics, reading and maths of our EAL learners, including disadvantaged children and those high attainers.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.