

Pupil premium strategy statement

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 Primary School |
| Number of pupils in school | 207 |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Lee Spencer/Melanie Priestley |
| Pupil premium lead | Lee Spencer |
| Governor / Trustee lead | Ian Simpson |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £35,830 |
| Recovery premium funding allocation this academic year | £2,632,50 |
| 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 | £38,462.50 |

Part A: Pupil premium strategy plan

Statement of intent

When making decision about Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all children who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year.

Our aim at St Mary's is for every child to flourish. We strive to create the conditions for staff flourishing, for family flourishing and for community flourishing so that the children of St Mary's are well rounded with individual areas of expertise and choices open to them for the next phase of their education.

We aim to ensure that our Pupil Premium Strategy underpins and enhances the schools' overall strategic aims and planning. We review and report termly to the Governing Body the use and impact of the Pupil Premium grant.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance and punctuality issues |
| 2 | Weak language and communication skills |
| 3 | Lack of social and emotional skills can affect relationships in school, self-esteem and academic progress |
| 4 | Limited life expectations and aspirations resulting in lack of experiences to enrich learning |

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 |
|---|---|
| Regular attendance and improved punctuality will lead to improved outcomes | <ul style="list-style-type: none"> Attendance rate of disadvantaged pupils is in line with non-disadvantaged pupils Punctuality improvements results in reduction of learning time lost |
| Pupils develop high levels of speaking and listening skills and have a greater understanding of a range of vocabulary | <ul style="list-style-type: none"> Pupils use a range of higher-level tiered vocabulary across the curriculum Pupils are able to articulate their views clearly Pupils will become more engaged and develop a deeper understanding of their learning through more secured vocabulary knowledge |
| Regular support with relationships and social and emotional health will result in greater academic progress | <ul style="list-style-type: none"> Increasing the level of pupil confidence to raise engagement with the curriculum Develop resilience and emotional health strategies |
| Provide a range of wider curriculum experiences for all children | <ul style="list-style-type: none"> Widen the experiences for disadvantaged children to raise aspirations |

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: £12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Implementation of Read. Write. Inc Purchase of Read Write Inc phonics and take-home books Training for all FS and KS1 staff Training for appropriate KS2 staff Additional member of staff to support phonics teaching in Year 1 mornings 1 x pm phonics booster work | Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading and language development, particularly for children from disadvantaged backgrounds (+5 months EEF) The teaching of phonics should be explicit and systematic to support children in making connections between sound patterns they hear in words and the way that these words are written (EEF) The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (EEF) Teaching assistants can provide a large positive impact on learner outcomes (EEF) | 2,3 |
| Pedagogical development Development of whole class feedback Development of knowledge-rich curriculum External CPD for leaders and members of staff Purchase of research texts and tools to support | Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve (6 + months EEF) Different methods of feedback delivery can be effective, and feedback should not be limited to written marking. Studies of verbal feedback show slightly higher impact overall (7 + months EEF) | 2,3,4 |

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

Budgeted cost: £8,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Interventions Targeted Year 5 and 6 interventions in order to fill gaps in learning, carried out by teaching staff beyond the school day | <p>Small group tuition has an average impact of four months' additional progress over the course of the year (EEF)</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy (EEF)</p> <p>Small group tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</p> | 2, 4 |

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

Budgeted cost: £18,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Wider Curriculum Experiences Purchase of new resources and wider curriculum texts to match the curriculum Support residential costs, reduce school costs in school trips and provide wider school experiences (including music provision) Provide free school clubs for PP pupils to attend | <p>EEF evidence, Overall, the average impact of arts participation on other areas of academic learning appears to be about an additional three-month progress.</p> <p>EEF outdoor adventure learning + 4 months</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p> <p>EEF sports participation + 2 months Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported (EEF)</p> | 2,3,4 |

| | | |
|---|--|---------|
| To fund visitors into school who enrich the curriculum, including Barnsley Music Service provision, Charanga | Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and special awareness | |
| <p><i>Increased attendance and encourage punctuality rates for disadvantaged children through additional support of Parent Support Advisor including,</i></p> <p>Tracking attendance rates</p> <p>Providing support for parents and families</p> <p>Internal and external panel meetings</p> <p>Home visits</p> <p>Close work with external agencies</p> <p>Attendance rewards – weekly for cohorts and termly for individuals</p> | <p>EEF Parental engagement +3 months</p> <p>See 'The Link Between Absence and Attainment at Key Stage 2 and Key Stage 4' (DFE)</p> | 1,2,3,4 |
| Specific mental health training for all staff and pupils within school | <p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> | 3 |

Total budgeted cost: £38,500

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 2021 to 2022 academic year.

Improving Attendance Rates

Attendance rates of all pupils (including those on PP) were tracked closely by PSA. Weekly attendance awards were celebrated in whole school assemblies including trophy for winning class.

PSA and SENCO worked closely to support our most vulnerable families, including home visits and where necessary internal and external panel meetings.

Attendance rates (September 2021 – March 2022)

Whole School – 94.60%

Non – Pupil Premium – 94.58%

Pupil Premium 94.80%

Attendance Rates (April 2022 – July 2022)

Whole School – 92.73%

Non – Pupil Premium – 92.93%

Pupil Premium – 90.82%

Improving language and communication skills

Throughout the academic year there was big drive to encourage speaking and listening between pupils, and pupils were also given additional opportunities to speak with adults. One member of support staff completed ELKLAN training and she worked regularly with a small group of children to work through the programme. This encouraged confidence and ability in using a wider range of vocabulary in a range of settings for these pupils.

The Reception class benefitted from daily vocabulary driven session. Opportunities were taken across the curriculum for pupils to take part in speaking and listening activities e.g. the use of Stem Sentences across the curriculum.

The impact of implementation of the Read Write Inc scheme in phonics, additional training for staff and the use of the phonics booster sessions resulted in positive results

Year 1 phonics results

90% of all pupils met the expected standard. Of the Pupil Premium Pupils 100% reached the standard. Scoring 38 and 39 respectively.

Year 2 phonics results

96.7% of all pupils met the expected standard. The PPP in that cohort attained a mark of 37.

Regular support with relationships and social and emotional health

Reception class pupils were supported to join the school through additional home and nursery visits. Once in school they received regular sessions to discuss their feelings in order to support their social and emotional mental health.

Specific targeted interventions were carried out to support children social and emotional needs resulting in greater engagement.

Pupils could talk more meaningfully about their learning in school to a wider range of adults (including visitors in school). Parents also reported wider engagement and enthusiasm for learning at home.

Staff benefited from training Mental Health Lead training. This information was disseminated to the rest of the staff and online learning around wellbeing was accessed. This linked well to the work we were carrying out to support PSHCE within the school curriculum.

Additional support was given to pupils in Years 5 and 6 through targeted intervention to support learning in addition to the normal school day.

For the PP year 6 pupils (2021-2022) this resulted in
Reading 100% making expected progress from Year 2, 33% making above expected progress

Writing 100% making expected progress from Year 2

Maths 100% making expected progress from Year 2, 33% making above expected progress

Provide a range of wider curriculum experiences for all children

During 2021 – 2022 the school further developed its wider curriculum offer in a number of ways. SLT provided and sourced specific CPD to all staff (including support staff) to look at the ways pupils learn and which methods are best suited to ensure accelerated progress. The knowledge rich curriculum assisted to ensure that pupils retained more information about their learning.

A significant amount of new texts were purchased linked to the wider curriculum to ensure that all pupils had opportunities to access age-related books which developed their understanding of content specific vocabulary.

Pupils have access to Knowledge Organisers to build up understanding of the language to be covered in their learning. These we also sent home for parents to consolidate this new learning at home. Brain dumps, low stake quizzes are used to assess pupils understanding of vocabulary.

Funding towards Year 6 residential, and other day visits, gave PP pupils wider opportunities to access activities they wouldn't normally have opportunities to engage in as well as developing independence skills whilst away from school.

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 |
|-------------------|--------------|
| X table rockstars | TT Rockstars |