

Pupil premium strategy statement

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 CE Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
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	£32,000
Recovery premium funding allocation this academic year	£2,900
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	£34,900

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	<p>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)</p> <p>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)</p> <p>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)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes (EEF)</p>	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	<p>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)</p> <p>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)</p>	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 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 2022 - 2023

Pupil premium strategy outcomes

May Review of Actions

End of year Review

Regular attendance and improved punctuality will lead to improved outcomes

- PSA and office staff have worked proactively to ensure that specifically targeted pupils with traditional low rates of attendance have a closer watch. First day absences are record and phonecalls are logged. Bespoke support is given for families e.g. third day home visits (this could be earlier if the pupils are at particular risk). Barriers to attendance are discussed.
- Attendance is tracked for pupils at risk of becoming less than 90% and for those with low levels of attendance. Informal panel meetings are held when necessary
- Attendance is shared in weekly in Special Mentions, with a trophy for the class with the highest attendance
- Internal panel meetings are held when thresholds are met. Time is given for the family to make improvements. External panel meetings are also held for extreme cases
- Current Attendance from start of year
 - Non-PP = 95.54% (National 94.5%)
 - PP = 93.49% (National 91.4%)

Further actions taken following the May Review

- School has continued to closely monitor the attendance and punctuality of PP pupils
- Ensure that attendance and punctuality continues to be promoted within school, through regular reminders on the school newsletter, letters sent out to individual families who are close to falling below 90%. Meetings were held with families of children with low rates of attendance
- Further work to target specific children's punctuality, all children logged coming in through the front door (if late). Parents asked to give specific reasons for lateness, these were followed up if it became a regular pattern

End of Year attendance data

Non-PP = 95.43% (National %)

PP = 92.95% (National %)

From September 2023, school will be sending all unauthorised holiday absences to the Local Authority for fining.

Pupils develop high levels of speaking and listening skills and have a greater understanding of a range of vocabulary

- Read Write Inc. training has enable fidelity to the RWI scheme and supported staff with ensuring assessment is accurate.
- Bespoke training has enabled specific staff to support off track pupils through one to one coaching to develop their speaking and listening skills

- Alongside developments with the wider curriculum, language has been sequenced in order to develop pupils understanding and broaden their vocabulary
- Knowledge Organisers now contain subject specific and topic specific vocab which is explicitly taught to pupils. These are sent home to enable parents to be actively engaged in pupils learning and to ensure that parents are using the correct vocabulary and terminology when speaking to the children about their learning

Further actions taken following May Review

- Staff meeting on Oracy was delivered by the Lead Practitioner for the Trust to develop understanding around Tier 1, 2 & 3 vocabulary expectations for each specific year group.
- School held a Vocabulary Day (children dressed to reflect a work of their choice and took part in a vocabulary parade) to promote Oracy and Vocabulary within school and also to promote the importance of this at home

Regular support with relationships and social and emotional health will result in greater academic progress

- New behaviour policy has been written and implemented with a clear focus on positivity, this has been shared with all staff and is monitored by SLT
- New timetable of interventions for pupils across school to specifically address SEMH needs, following training for specific support staff – 6 bricks, ELSA, Socially Speaking, Jump Ahead
- Specific children have access to a CAMHS therapist.

Further actions taken following May Review

- Staff undertook specific training to support the delivery of intervention this had supported with staff confidence
- School changed the organisation of the intervention groups resulting in staff taking on board an area of focus e.g. ELSA and delivered these sessions across the Key Stage rather than class specific. This has helped to make staff specialists within their area of support and also increase the range of interventions offered across school
- Further adaptation has been made to the Nurture Nest to make this more accessible for pupils in need
- Whole school training for teachers around SEMH needs

Provide a range of wider curriculum experiences for all children

- Uptake in the number of pupil premium children accessing after school clubs.
- This academic year has seen a broadening of wider curriculum experiences including street dance club and gardening club
- All classes are either accessing a trip or a visit into school this year – pupil premium pupils are not expected to pay.

Further actions taken following May Review:

- Continued to track and target PP pupils to encourage a greater uptake in wider curriculum after school activities
- Taking into account pupils views in order to broaden the range of clubs available to children before/after school. Resulting in increases in art club provision and mental maths clubs at lunchtime and gardening club

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