

## 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	216
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lee Spencer/Tamara Gulliver
Pupil premium lead	Lee Spencer
Governor / Trustee lead	Ian Simpson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,920
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,820

# 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 (PP 91.2% end of Autumn Term updated)
2	Low level of language and vocabulary upon entry to school – Reception baseline 45%
3	Lack of social and emotional skills can affect relationships in school, self-esteem and academic progress
4	Limited life experiences 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"> <li>Attendance rate of disadvantaged pupils is in line with non-disadvantaged pupils</li> <li>Punctuality improvements results in reduction of learning time lost</li> </ul>
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"> <li>Pupils use a range of higher-level tiered vocabulary across the curriculum</li> <li>Pupils are able to articulate their views clearly</li> <li>Pupils will become more engaged and develop a deeper understanding of their learning through more secured vocabulary knowledge</li> </ul>
Regular support with relationships and social and emotional health will result in greater academic progress	<ul style="list-style-type: none"> <li>Increasing the level of pupil confidence to raise engagement with the curriculum</li> <li>Develop resilience and emotional health strategies</li> </ul>
Provide a range of wider curriculum experiences for all children	<ul style="list-style-type: none"> <li>Widen the experiences for disadvantaged children to raise aspirations</li> </ul>

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Implementation of Read. Write. Inc</b></p> <p>RWI Fast Track Training for Phonics – CG and LW attending – £500</p> <p>Phonics leader holds targeted training for other staff weekly around feedback from weekly drop-ins</p> <p>Training for appropriate KS2 staff</p> <p>Any Additional TA's working in phonics groups that are not in their 'normal year group/KS' supporting phonics groups - £4,600</p>	<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>	<p>2,3</p>
<p><b><i>Pedagogical development</i></b></p> <p>Development of whole class feedback</p> <p>Development of knowledge-rich curriculum</p> <p>External CPD for leaders and members of staff</p> <p>Purchase of research texts and tools to support wider curriculum</p> <p>£3,000</p>	<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>	<p>2,3,4</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Interventions</b></p> <p>Targeted Year 6 interventions in order to fill gaps in learning, carried out by teaching staff beyond the school day</p> <p>5 teaching staff with recent Year 6 experience running small group teaching after school once a week for 1 hour from October half term to support off track pupils in Year 6</p> <p>£3,800</p>	<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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Wider Curriculum Experiences</b></p> <p>Purchase of new resources and wider curriculum texts to match the curriculum</p> <p>Support residential costs, reduce school costs in school trips and provide wider school experiences (including music provision)</p>	<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>	2,3,4

<p>Provide free school clubs for PP pupils to attend</p> <p>To fund visitors into school who enrich the curriculum, including Barnsley Music Service provision, Charanga</p> <p>Take part in Enterprise Project</p> <p>£5,000</p>	<p>EEF sports participation + 2 months</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported (EEF)</p> <p>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>	
<p><b><i>Increased attendance and encourage punctuality rates for disadvantaged children</i></b></p> <p>Sharing Attendance Policy and Trust Attendance Strategy on school website</p> <p>Weekly tracking of attendance rates by PSA, sharing information with SLT at weekly meeting</p> <p>Proactively following up first day absences and fining as outlined in policy</p> <p>Providing support for parents and families</p> <p>Use of PSA from other trust school as next step before EWO support</p> <p>Internal and external panel meetings</p> <p>Home visits</p> <p>Close work with external agencies e.g. Social Care</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> <p>See, ‘Moments Matter, Attendance Counts’ DFE,</p>	<p>1,2,3,4</p>

<p>Specific mental health training for all staff and pupils within school</p> <p>£18,300</p>	<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>	<p>3</p>
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**Total budgeted cost: £34,700**

## Part B: Review of outcomes 2023 - 2024

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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### 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