



St Mary's C.E. Primary School

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
St Marys CE Primary School	
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Deborah Faryniarz
Pupil premium lead	SLT
Governor	Yvonne Guariento

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,150
Recovery premium funding allocation this academic year	£6,817
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
Total Budget for this academic year	£73,967



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Part A: Pupil premium strategy plan

Statement of intent

At St Mary's we believe that 'With God, all things are possible' and we are committed to learning and caring for each other. For us, this means that personal challenges or circumstances should not be a barrier to a child's life chances. We aim for all our children to shine as they enjoy and achieve their full potential in their learning.

The Pupil Premium funding enhances provision and it is used in addition to funds from the school's allocated budget.

The Pupil Premium grant is allocated to children from families who are currently known to be eligible for free school meals (FSM), children who have been eligible for FSM at any point in the last 6 years (Ever6) and children who have been looked after continuously for more than six months at some point in their lives. The reason for this is that, as a group, these children have not consistently reached the standards of educational attainment or have made less progress than those in other groups within primary schools across the country.

Quality first teaching is at the core of our offer and we have established a purposeful climate within our community that allows focus interventions to support daily learning.

At St Mary's the Pupil Premium Grant will target additional support strategies resulting in every child, however disadvantaged, and being able to:

- Maximise attainment and achieve their full potential.
- Have full access to the curriculum, school life and extended learning opportunities.
- Access pastoral support and learning mentor support where required on a needs basis.
- Access to extra-curricular learning, including school trips to enrich learning.

The impact of the Pupil Premium spend is closely monitored and evaluated. This takes place on a termly basis through pupil progress meetings and inline with our whole school monitoring plan. The Pupil Premium plan is also monitored for impact at the termly Governing Board meetings.

Challenges

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

Challenge number	Detail of challenge
1	Maintaining good levels of attendance and punctuality
2	Low self-esteem and aspiration leading to a low level of resilience
3	Delayed speech and language development
4	Disadvantaged pupils also identified as having learning, social and emotional needs.
5	Gaps and lack of opportunities to access learning in school or remotely due to COVID



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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
To further reduce the % of persistent absences and improve attendance.	Attendance is above National. Persistent absence reduced.
To improve resilience, behaviour and attitudes to learning through coaching, mentoring and restorative approaches which will enable pupils to make the right life choices	Children able to articulate how and why they have made life choices. School community is calm and purposeful on a daily basis. Children behave respectfully and they persevere in their learning.
To raise attainment and diminish the difference between disadvantaged pupils and their peers.	No attainment gap between disadvantaged pupils and their peers.
To address identified areas of need in disadvantaged eligible pupils so that they achieve their full potential	Monitoring and assessments of targeted interventions show disadvantaged pupils make good progress in core subjects.
To address any underlying inequalities between disadvantaged eligible pupils and their peers.	Targeted support and resources available and used by disadvantaged pupils so that they are able to access all areas of curriculum learning whether in school or accessing remotely.

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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 Budgeted Cost: £8,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of SALT specialist. Identification of vulnerable pupils and training for staff to implement SALT programmes and recommended strategies.	Qualified SALT Specialist, quality assured by NHS.	3
Purchase of high quality resources for Speech and Language assessment and intervention (Wellcomm and Elklan) Training for staff	Nationally recognised intervention programmes and strategies used to accelerate progress of learners and address misconceptions and learning gaps. EEF Research	3
Purchase of the scheme and training for White Rose Maths and 'Build a sequence' to enable all staff to develop their understanding of the underlying pedagogy of teaching Maths and targeting misconceptions	Trainer evidence of impact in other schools. Review and evidence of impact from other schools. Assessments and monitoring.	5
Whole school training on DEAL (Drama, Engagement and Active Learning) to develop meaningful experiences and widen vocabulary.	LA supported programme. Evidence of impact from other schools. Pupil voice and monitoring.	4 5

Targeted Academic Support Budget Cost £27,003

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled targeted, small group or 1:1 interventions	Nationally recognised intervention programmes and strategies used to	

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implemented from a menu of reliable programmes including SERI, Motivational Maths, Challenge Groups, Nessy, pre-learning groups, re-visit of learning.	accelerate progress of learners and address misconceptions and learning gaps. EEF Research	2 4 5
Audit of library, phonics, reading schemes, other reading resources and books purchased to support reading for purpose and pleasure.	Research evidence of phonics and reading comprehension intensive support. Phonics and reading catch up. EEF	3 4 5

Wider Strategies Budget Cost: £38,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly monitoring of attendance and punctuality. Early identification, including those with medical and health related attendance concerns. Implementation of mentor support and intervention programmes, including ELSA.	DFE published research 2016 showed that the higher the overall absence rate, the lower the likely level of attainment at the end of KS2.	1 4
Deepen learning through enhanced opportunities including forest school, extra curricular clubs, curriculum trips, visits and residential opportunities for year 5 and year 6. (COVID Restrictions may apply)	The British Government recognises that 'learning outside the classroom brings the curriculum to life'. It provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. (H&S Executive 2011)	2 4 5

Total budgeted cost: £73,967

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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.

A summary evaluation of the previous pupil premium plan and how successfully the intended outcomes were met can be found below.

Aims and Priorities:	Summary of Pupil Premium Strategy Planned Completed Actions and Impact
<p>To further raise attainment and diminish the difference between disadvantaged pupils and their peers.</p> <p>To address areas of need in disadvantaged eligible pupils so that they achieve their full potential</p> <p>To address any underlying inequalities between disadvantaged eligible pupils and their peers.</p> <p>To further reduce the % of persistent absences and improve attendance.</p> <p>To improve resilience, behaviour and attitudes to learning through coaching, mentoring and restorative approaches which will enable pupils to make the right life choices</p>	<p>Level of LSA support was maintained throughout the school to enable targeted support for the most vulnerable groups and to challenge higher ability pupils eligible for PPG. (To continue into next academic year).</p> <p>Small group and one-to-one intervention for disadvantaged continued throughout the academic year for eligible pupils and for children identified as vulnerable to underachieve by the end of the year. Remote learning enabled through the implementation of google classrooms and IT provision. (To continue into next academic year)</p> <p>Learning Mentor support time and actions were provided to improve attendance and support wellbeing for individual children.(To continue into next academic year)</p> <p>Enriching the curriculum, for example: extended curricular costs, subsidised educational visits, improved quality lunchtime and after school provision. (pending and not completed)</p> <p>Mental health of pupils was supported through the year through learning mentors and LSAs. (To continue into next academic year)</p> <p>Subscriptions to educational websites which were accessible from home as well as school we supported.(To continue into next academic year)</p> <p>Targeted booster and intervention ensured pupils made progress in the changing and challenging circumstances. (To continue into next academic year).</p>

Parent voice evidenced that families and children were well supported with their mental health. ELSA assessments evidenced and identified those causing concern and impact of support provided.

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Assessments evidenced gaps in learning; attainment and progress were significantly lower than predicted.

When assessment using Salford Reading and Book Banding were completed, reading ages had increased for the majority of children but listening and comprehension had not.

Prior to the pandemic, the end of KS2 data evidenced that the PPG Plan had had a positive impact on pupil progress outcomes. It was therefore decided that the strategies and actions implement, would be continue into the academic year 2021-2022 and be reviewed at the end of the year.

Externally provided programmes

The names of some of the any non-DfE programmes purchased in the previous academic year. This is to assist the Department for Education in identifying which ones are popular in England

Programme	Provider
ELSA	Sheila Burton, Educational Psychologist
SERI	Stockport Early Reading Intervention
Language Link	Speech Link Multimedia Ltd
Memory Fix	TTS
Lego Therapy	The Lego Foundation
Toe by Toe	toe-by-toe.co.uk
Word Wasp	Harry Cowling
Motor Skills United	Occupational Therapy Programme
Wellcomm	GL Education
Elklan	Elklan

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



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Further information (optional)

Further information about St Mary's Pupil Premium Strategy. For example, about our strategy planning and other activity that we are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding:

There is a whole school emphasis on speaking and listening, including text immersion and drama.

Reading for pleasure and purpose is high priority and all teachers strategically plan whole class, guided and individual reading. Children are exposed to a wide range of texts and authors throughout their primary school education.

Outdoor learning has been enhanced with the purchase of planters and seeds so that all the children could grow and nurture fruit and vegetables over the course of the year.

The forest school area is maintained and continually being developed by pupils.

School Council and Eco Council are developing a wellbeing bee and butterfly garden this academic year.

School has purchase a cabin, which has been named 'St Mary's Rainbow Cabin'. This is situated in the school grounds and is used for mentor support and learning intervention group work.

Trips and visits are planned strategically to ensure a breadth of experiences and to deepen learning.

A wide range of extracurricular activities are planned and provided to maximise learning experiences for all children, including PPG.