

# St Mary's Church of England 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
School name	St Mary's Church of England Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	11.4%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	J Chambers
Pupil premium lead	T Harding
Governor / Trustee lead	J Lamaison

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,455
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,312.59
<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	£61,567.59

# Part A: Pupil premium strategy plan

## Statement of intent

### *Learning for Life*

Kindness Trust Courage

**Our vision is 'Learning for life' with Jesus' promise of 'life in all its fullness' at its heart. We believe that each child and member of the community is special, created and loved by God. We believe that a happy child is a successful one and that childhood is precious.**

**We are privileged to be a part of each and every child's life while they are with us at St Mary's; we love watching them grow and flourish. It is our promise that each and every child will feel loved, inspired, safe and nurtured so that they reach their full potential both personally and academically, in a diverse, fun and aspirational environment.**

St Mary's C of E Primary School is committed to providing an enriching and inclusive educational experience for all pupils. It is our promise that each and every child will feel loved, inspired, safe and nurtured so that they reach their full potential both personally and academically, in a diverse, fun and aspirational environment.

Raising the attainment of disadvantaged pupils is part of our commitment to help all pupils achieve their full potential.

#### **We aim for all children to:**

- Enjoy their learning, make excellent progress and attain high outcomes based on personalised targets;
- Become confident individuals and responsible citizens;
- Benefit from an inclusive ethos, excellent targeted teaching and a broad and balanced curriculum underpinned by strong leadership;
- Be supported and encouraged to lead healthy, active and fulfilled lives.

#### **We focus on supporting school identified barriers for learning:**

- High level of deprivation – IDACI rating;
- Language and Communication skills on entry;
- Significant emotional and mental health difficulties for some pupils, affecting academic achievement;
- Engagement of families (Pupil Premium and Ever-6).
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#### **We provide:**

- Quality wave 1 teaching;
- Small group work with an experienced teacher focussed on overcoming gaps in learning;
- Additional teaching and learning opportunities provided through trained teaching assistants;

- Additional resources and materials aimed at raising standards, particularly in Maths and Literacy;
- A Home School Link Worker to support families and signpost access to a wide range of services within the school and local area;
- ELSA (Emotional Literacy Support Assistant) to provide 1:1 support for pupils with social and emotional needs;
- Financial support for curriculum resources (including school uniform)/ residential visits / day trips/ events in association with Byfleet United Charities on application;
- Technology to support learning in school and at home;
- A variety of extra-curricular clubs and activities.
- Up to date CPD for our staff.

*In order to make informed decisions about the allocation of Pupil Premium spending, we have referred to the EEF's Guide to a tiered approach. The three focus areas closely reflected the needs of the children in our school and therefore create the basis for our strategy.*

## Challenges

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

Challenge number	Detail of challenge
1	On average, children who receive Pupil Premium are not achieving in line with their peers in reading, writing and maths. The widest attainment gap is in writing.
2	Language and communication skills on entry, on average, are lower.
3	Emotional and mental health difficulties for over 50% of our pupils in receipt of Pupil Premium.
4	Access to enrichment opportunities and resources needed for school and their 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
Pupils in receipt of Pupil Premium make expected or accelerated progress to ensure that they achieve at least in line with their prior attainment targets and their peers.	All disadvantaged children make expected progress from previous summer 2 data and from their prior attainment data. Parents are regularly informed of their child's progress through termly progress reports and through the Marvellous Me app.  Class teachers and support staff lead and facilitate learning effectively. Misconceptions are addressed in a timely manner through cut-away groups and pre-

<p>All pupils receive good and outstanding wave one quality first teaching. Teaching is tailored to the needs of the children and targeted.</p> <p>Interventions put in place for identified children are robust and effective in ensuring accelerated progress.</p> <p>Improvement in language and communication skills for our Pupil Premium children.</p>	<p>teaching. This is evident through our monitoring schedule and half-termly pupil progress meetings.</p> <p>Pupils will have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic through directed teaching and online resources, such as Times Tables Rockstars.</p> <p>All interventions implemented are monitored by SLT. Interventions are planned and delivered to fill gaps in learning and the impact of these interventions are evaluated half-termly.</p> <p>Diagnostic assessment is carried out termly, using a range of programmes dependant on the needs of the children to ensure the effective delivery of the Pupil Premium and Recovery strategy. These include but not limited to: CAT Test, WRIT, WRATT, CTOP, NFER, and PM Benchmarking.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Teaching staff, SLT, Home School Link Worker and SENCO work together to identify and support children and families and work to alleviate barriers to learning.</p> <p>Our Home School Link Worker signposts families to support and engages effectively with outside agencies and charities (e.g. Matthew Hackney Foundation, Your Sanctuary, CAMHS) to ensure that identified children and families are provided with appropriate expert support.</p> <p>Identified children are invited to attend clubs and provision in school with the Home School Link Worker and trained members of support staff, including a Nurture Club, Cool Carers (if eligible) and Lego Therapy sessions.</p>
<p>All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.</p>	<p>All Pupil Premium children have access to funding from the school and Byfleet United Charities to engage with and attend extra-curricular activities and school trips.</p> <p>Pupils who are eligible, will receive Pupil Premium funding as soon as possible.</p> <p>A greater number of EYFS parents will complete the forms necessary to receive Pupil Premium funding.</p>
<p>All children in receipt of Pupil Premium have the resources needed to engage with learning at home as well as in school.</p>	<p>All Pupil Premium children have access to a Chromebook in school to engage with online learning programmes (e.g. TTRS, Numbots)</p> <p>All Pupil Premium children receive a Kindle Fire to enable learning at home.</p> <p>All Pupil Premium children have a complete and correct school uniform because vouchers to contribute towards the cost of the uniform are available to all Pupil Premium children on request.</p>



## 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. We have created a separate table to detail our recovery premium spend.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wave-1 quality-first teaching including the effective use of support staff	EEF Teaching and Learning Toolkit: Feedback, Individualised Instruction, Collaborative Learning Approaches, Small Group Tuition	1 2
Teacher and staff CPD	EEF Teaching and Learning Toolkit: Feedback, Individualised Instruction, Collaborative Learning Approaches, Small Group Tuition	1 2
Funding of Precision Teaching training for support staff	EEF Teaching and Learning Toolkit: Individualised Instruction	1
Targeted interventions	EEF Teaching and Learning Toolkit: Individualised Instruction	1

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

Budgeted cost: £12,606

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for identified pupils	EEF Teaching and Learning Toolkit: Small Group Tuition, Individualised Instruction, Teaching Assistant Interventions	1 2
Kindle Fire and Chromebook allocation to all pupils in receipt of Pupil Premium funding.	EEF: Using Digital Technology to Improve Learning	1
Rhythmic Movement Therapy: physical intervention for EYFs and	<a href="https://www.rhythmicmovement.org/rmt-explained">https://www.rhythmicmovement.org/rmt-explained</a>	1

KS1 pupils and some identified KS2 children		
Access to online intervention and learning programmes	EEF: Using Digital Technology to Improve Learning	1 2
Resourcing of Dandelion Readers (phonetically decodable texts for use in lower years and for intervention)	EEF Teaching and Learning Toolkit: Small Group Tuition, Individualised Instruction, Teaching Assistant Interventions	1 2

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

Budgeted cost: £18,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support Home School Link Worker support	EEF: Improving Social and Emotional Learning in Primary Schools	3
WAS Wellbeing Award	EEF teaching and Learning Toolkit: Metacognition and Self-regulation, Behaviour Interventions	3
Funding for school uniform and extra-curricular activities	EEF Teaching and Learning Toolkit: school uniform, Arts Participation	4
12 weeks of Play Therapy support from external provider	EEF: Improving Social and Emotional Learning in Primary Schools	3
ELSA training to increase ELSA provision	EEF: Improving Social and Emotional Learning in Primary Schools	3
Nurture Club	EEF: Improving Social and Emotional Learning in Primary Schools	3

**Total budgeted cost: £ 53,737**

## Use of Recovery Premium Funding

Budgeted cost: £5800

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN training and running of intervention for identified children. (Speech and Language Intervention)	EEF Teaching and Learning Toolkit: Individualised Instruction	1
Hearts and Minds sessions. Three children will access this provision half-termly.	EEF: Improving Social and Emotional Learning in Primary Schools	3 4
Access to Nessy Dyslexia Spelling programme	EEF: Using Digital Technology to Improve Learning	1 2
Standardised CAT4 testing for identified pupils	EEF Teaching and Learning Toolkit: Individualised Instruction	1
Kindle Fire and Chromebook allocation to children identified as vulnerable	EEF: Using Digital Technology to Improve Learning	1



## 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 2020 to 2021 academic year.

#### **Consistent high-quality wave-1 teaching**

*Please note that this summary of outcomes is written in the context of COVID and in spite of the disruption caused by national lockdowns and bubble closures in school.*

On average, 74% of our pupils in receipt of Pupil Premium funding made expected progress across Reading, Writing and Maths. 29% of these pupils made accelerated progress over the course of the 2020/21 academic year. A larger proportion of our children in receipt of the Pupil Premium funding made accelerated progress in Maths compared to their non-PP peers (37% vs 30%).

Overall, 43% of our Pupil Premium children in Reception achieved GLD. However, if we consider our Pupil Premium children without any additional barriers to learning, 60% achieved GLD with 80% reaching the expected standard in Number and Shape, Space and Measure. This is in line with their non-PP peers.

46% of pupils in receipt of Pupil Premium funding achieved the expected standard in Reading, Writing and Maths at the end of Key Stage Two. 85% of our Pupil Premium children in Year 6 either met or exceeded their prior attainment target in Reading, with 69% doing the same in Writing and Maths.

#### **2 x trained Emotional Literacy Support Assistants who provided targeted and timely ELSA intervention and support**

These sessions (1:1 course and drop-ins) were personalised to suit the needs of the children. Each child and the progress made in these sessions was discussed and monitored during half-termly pupil progress meetings.

#### **Our Home School Link Worker provided early intervention for parents, providing and signposting support where needed**

Over 25% of our children and families in receipt of the Pupil Premium accessed support from our Home School Link Worker in the academic year 2020/21. Our HSLW provided support for a range of issues, such as toileting, attendance and behaviour, and supported families in accessing mental health services e.g. Matthew Hackney Foundation counselling.

#### **IT Equipment: Chromebooks, Kindle Fires and Mobile Internet Dongles**

Each child in receipt of Pupil Premium was given a Chromebook to enable their learning during lockdown and to subsequently support their learning in the classroom. Internet dongles were distributed to PP families that needed support with their internet connection at home during the lockdown at the beginning of 2021.

**Other uses of PP Spending:**

Use of Breakfast Club and The Hive

Uniform Voucher (upon request)

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Times Tables Rock Stars	Maths Circle Ltd.
Numbots	Maths Circle Ltd.
Spelling Shed	Edshed
Marvellous Me	Marvellous Me