



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	October 2021 <i>Updated October 2022</i>
Date on which it will be reviewed	October 2022 October 2023
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
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	£61,567.59

Part A: Pupil premium strategy plan

Statement of intent

Learning for Life

'Learning for life' with Jesus' promise of 'life in all its fullness' is at the heart of St Mary's. At our school children are seen as unique and will feel loved, safe and empowered to flourish so they reach their full potential both academically and personally.

Kindness Trust Courage

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).

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;

- Play Therapy sessions for identified children.
- Counselling for identified children.
- 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 (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>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.</p> <p>All pupils receive high-quality wave one quality first teaching. Teaching is tailored to the needs of the children and targeted.</p>	<p>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.</p> <p>Class teachers and support staff lead and facilitate learning effectively. Misconceptions are addressed in a timely manner through cut-away groups and pre-teaching. This is evident through our monitoring schedule and half-termly pupil progress meetings.</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>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, 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, including but not limited to, attendance support and support with emotional wellbeing and mental health.</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>Identified children receive a programme of support through Play Therapy or counselling 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: £ 13,500

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
Precision teaching intervention	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: £6,876

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
Access to online intervention and learning programmes	EEF: Using Digital Technology to Improve Learning	1 2
Resourcing of phonetically decodable	EEF Teaching and Learning Toolkit: Small Group Tuition, Individualised	1 2

texts for use in lower years and for intervention, linked to our systematic, synthetic phonics Monster Phonics programme.	Instruction, Teaching Assistant Interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,391

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
Play Therapy support from external provider	EEF: Improving Social and Emotional Learning in Primary Schools	3
Counselling sessions	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: £ 61,567

Use of Recovery Premium Funding

Budgeted cost: £5800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of Precision Teaching provision (2022-2023)	EEF Teaching and Learning Toolkit: Small Group Tuition, Individualised Instruction, Teaching Assistant Interventions	1
ELKLAN training and running of intervention for identified children. (Speech and Language Intervention) (2021-22)	EEF Teaching and Learning Toolkit: Individualised Instruction	1
Hearts and Minds sessions. Three children will access this provision half-termly. (2021-2022)	EEF: Improving Social and Emotional Learning in Primary Schools	3 4
Access to Nessy Dyslexia Spelling programme (2021-2022)	EEF: Using Digital Technology to Improve Learning	1 2
Standardised CAT4 testing for identified pupils (2021-2022)	EEF Teaching and Learning Toolkit: Individualised Instruction	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 2021 to 2022 academic year.

Teaching and Targeted Academic Support

On average, 67.4% of our pupils in receipt of Pupil Premium funding made expected progress across Reading, Writing and Maths. 21% of these pupils made accelerated progress over the course of the 2021/22 academic year. A larger proportion of our children in receipt of the Pupil Premium funding made accelerated progress in Writing (20.9% vs 13%) and Maths (18.6% vs 8.7%) compared to their non-PP peers. Accelerated progress in reading for our Pupil Premium children was in-line with their non-PP peers.

100% of our Pupil Premium children in Reception achieved GLD.

100% of children in receipt of Pupil Premium reached the expected standard in Reading at the end of KS2. 50% of children in receipt of Pupil Premium reached the expected standard in Writing and Maths.

67.4% of our Pupil Premium children reached expected attainment across the school in Reading. 60.4% of our Pupil Premium children reached expected attainment across the school in Maths. Writing continues to be our weakest attainment area, with 46.5% of children achieving expected attainment. However, as stated above, progress in writing for our Pupil Premium children is improving.

Wider Strategies

In the 2021-2022 academic year, 61% of our children in receipt of Pupil Premium funding received support from our Home School Link Worker. Our Home School Link Worker 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, or support with completing CAMHS referrals.

Play Therapy was a successfully run intervention, with 60% of the children accessing the provision being those entitled to Pupil Premium. Individual areas of need were identified and supported through at least 10 weeks of support per child, with outcomes and next steps reported back to parents. Due to its success, it will be continued for the 2022-2023 academic year, alongside 2 days of counselling provision.

Externally provided programmes

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