



St Mary's Church of England Primary School

Pupil Premium Strategy Plan 2021-24 (2022-2023 academic year)

School overview

Detail	Data
School name	St Mary's Church of England (VA) Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	13.06%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	12 th December 2023
Date on which it will be reviewed	Annually in November
Statement authorised by	Governing Body
Pupil premium lead	Natasha Maxwell
Governor lead	David Gilbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (plus service children)	£27645 + £1005
Recovery premium funding allocation this academic year	£0
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	£28,650

Part A: Pupil premium strategy plan

Statement of intent

St Mary's is a school where everyone is welcomed, aspirations are high, ambition is nurtured and children flourish in our care. We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life.

We have adopted a tiered approach to our Pupil Premium Spending which allows us to focus on a series of targeted strategies which will have the greatest impact. These are:

1. Teaching

Spending on improving the quality of teaching and providing professional development opportunities is a fundamental principle and area of focus for our school to enable all learners, including disadvantaged learners to succeed.

Ensuring an effective teacher is in front of every class, and that every teacher and every support staff member is supported to keep improving, is a key ingredient to the success of our provision and is therefore the top priority for our Pupil Premium spending. None of this work is effective without school leaders driving the vision- that all children should aspire to achieve great things, are nurtured to achieve great things and as a result flourish in developing a full and fulfilling life. School leaders challenge learning culture, setting standards and expectations of self and others- all managed and organised in a framework based on priorities. It is essential that we grow our own leaders within classrooms and school. *'The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort with all staff understanding the strategy and their role within it.'* **Education Endowment Foundation- The EEF Guide to Pupil Premium funding.**

2. Targeted academic support

Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of strategies from one-to-one or small group interventions that work alongside to complement and enhances effective classroom teaching and learning. *'Teachers/teaching assistants using specific teaching strategies and interventions significantly raises outcomes for children living in poverty. Evidence based approaches include cooperative learning (structured group work), frequent assessment and 'learning to learn' strategies.*

C4EO- Schools and Communities Research Review 4- Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty including white working class boys.

3. Wider strategies

The final element of our approach is to provide support in tackling the most significant, non-academic barriers to success at school, including attendance, behaviour, lack of access to cultural capital opportunities, social and emotional support.

Our ultimate objectives are to:

- Remove barriers to learning created by low income, family circumstance and background
- Narrow the attainment gap between disadvantaged and non disadvantaged
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context

- 11.11% of our pupils are in receipt of the Pupil Premium Grant in comparison to 23% national
- Our school is situated on the edge of a village location close to the border of London Borough of Hillingdon, surrounded by fields and high value homes. As a result, a lot of our families reside outside of the catchment area.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching (Tier 1)
- Provide targeted intervention and support to quickly identify and address gaps in learning including the use of small group work and 1:1 support (Tier 2)
- Target funding to ensure that all pupils have access to trips and first hand learning experiences (Tier 3)
- Provide opportunities for all pupils to participate in enrichment activities including sport and music (Tier 3)
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom (Tier 3)

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. (Tier 1)
- Class teachers will identify specific intervention and support for individual pupils which will be reviewed termly. (Tier 1)
- Alongside academic support, we will ensure those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. (Tier 3)
- In making provision for our disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. (Tier 1)
- We also recognise that not all pupils who are disadvantaged qualify for free school meals. We reserve the right to allocate the Pupil Premium Grant to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. (Tier 3)
- The Pupil Premium Grant will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limiting funding and resources means that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time. (Tier 2)

Challenges

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

Many of our vulnerable children will be experiencing more than one of these challenges to learning and due to small numbers of children in receipt of the Pupil Premium Grant, we are not reporting the findings on line for confidentiality purposes.

Challenge number	Detail of challenge
1	Language deficit- a gap in vocabulary and a lack of ability to manipulate language for effect
2	A lack of metacognitive strategies
3	Emotional wellbeing which can impact on behaviours for learning
4	Limited cultural capital and enrichment- lack of experiences and understanding
5	Attendance- irregular punctuality and attendance means that the impact of schooling is lessened due to lack of time
6	Ability to self-regulate emotions- children need support to direct their own behaviour towards a goal, despite the unpredictability of the world and their feelings.

7	The nutritional content of school lunches is better than that of packed lunches, and research suggests that eating school lunches has benefits for children's behaviour, concentration and health.
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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
Disadvantaged children access very high quality Early Years provision	Reception children achieving higher than national Early Years Foundation Stage Profile
Our most vulnerable children have positive learning behaviours.	All staff are trained in supporting working memory, self-regulation, meta-cognition
Reading and vocabulary is enriched throughout all areas of the curriculum.	Attainment in all foundation subjects is at the same standard as their peers
Extracurricular opportunities for all vulnerable children	All children in receipt of the PPG grant will access at least one club.
Phonics	Percentage of pupils passing the phonics screening check will be in line with national data
Reading, Writing, Maths	Achieve outcomes in line with or above, national average by the end of KS2.
Extend the range of reading and library books and train staff/volunteers	Children develop a love of reading
Extend IT provision for vulnerable children	All children are able to access remote learning
Increased attendance for vulnerable groups	Vulnerable group attendance to be 96%

Activity in this academic year (2023 - 2024)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Tier 1: Teaching underpinned by high quality CPD

*'Professional Development programmes must consider both subject knowledge and subject specific pedagogy in order to achieve their full potential'. **Developing Great Teaching- Teacher Development Trust***

Budgeted cost: £ 16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Improvement Partner to work with Curriculum Lead and Foundation Subject Leaders	Ofsted research review series	1
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching	<p><i>Supporting the Attainment of Disadvantaged Pupils</i> (DfE 2015) suggests high quality teaching as a key aspect of successful schools</p> <p><i>The forgotten: how White working class pupils have been let down and how to change it.</i> (Parliament.uk, June 21) found that while while White British pupils are less likely to be FSM eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.</p>	1,2,
School Improvement Partner to work with Curriculum Lead and Subject Leaders to monitor progression and reading across the curriculum	Ofsted research reviews 2021 DfE Reading Framework 2021	4
English advisory training for teachers – writing focus	DfE English Research Review July 2022	1
Embedding the new scheme for phonics across EYFS & KS1 through ongoing support and training for teachers and support staff	DfE Reading Framework 2021	1, 2
Scheduled Pupil Progress Meetings to identify barriers to learning and next steps	Inside the Black Box: Raising Standards Through Classroom Assessment 1998	2

Tier 2: Targeted academic support

Quality of Instruction. *'This includes effective questioning and the use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also found to improve attainment'*. **What makes Great Teaching, Prof Rob Cole**

Budgeted cost: £ 4,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Editing/spelling groups	EEF Toolkit + 6 months for feedback	1,2
Wave 3 FFT	Pedagogy and practice based on the Reading Recovery method	1,2
Phonics interventions	DfE Reading Framework 2021	1,2
Maths Catch Up small group activity	Catch Up ratio gain 2.2 A ratio gain of 2 or more is considered 'good impact' (Brooks, 2004)	1,2
Working memory booster sessions	EEF Toolkit- metacognition and self-regulation +7 months	1,2
Pre-teaching and overlearning sessions	EEF Toolkit- metacognition and self-regulation +7 months	1,2
Wellcom Speech and Language assessment/programme	Weak language and communication skills. Reception on Entry data shows Communication and Language for PPG pupils is below their peers. There is not the breadth of vocabulary that reflects their experience. In KS1/2 pupils find it difficult to use talk to connect ideas and what is happening coherently	1,2

Wider strategies - attendance, behaviour, wellbeing, cultural capital

Budgeted cost: £ 7,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social skills group	EEF Toolkit, Social and Emotional Learning +4 months	3,6
Pastoral support to positively reinforce attitudes to learning	EEF Toolkit +3 months for self-regulation and metacognition strategies	3,6

Targeted lunchtime support- play leader training	EEF Toolkit, Social and Emotional Learning +4 months	3,6
Attendance Support – parental engagement	The higher the overall absence rate across Key Stage 2 , the lower the likely level of attainment KS2 DfE 2016	5
Music tuition	https://www.anewdirection.org.uk/research/pupil-premium-case-studies	4
Sports Coach Led enrichment clubs	https://www.anewdirection.org.uk/research/pupil-premium-case-studies	4,6
Trips	https://www.anewdirection.org.uk/research/pupil-premium-case-studies	4
Free School Meals	DfE Evaluation of the Free School Meals Pilot Impact Report 2010	7

Total budgeted cost: £28,650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2022-2023)

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

- 1. Ensure PPG pupils are on track at the same rate as non PPG by July 2023.**
Outcome achieved. PPG pupils achieved 75% Age Related in Reading, Writing and Maths compared to 71% Reading, 63% Writing, 70% Maths for non PPG pupils
- 2. Ensure PPG pupils can engage with metacognition strategies**
This outcome is ongoing into the next academic year as some training events were cancelled due to COVID.
- 3. Ensure PPG pupils have access to activities which develop cultural capital, health and wellbeing.**
This outcome is ongoing into the next academic year as some events and activities were not carried out due to COVID restrictions.
- 4. Promote positive mental health and wellbeing and behaviour for learning.**
Pupil voice indicates that PPG pupils feel confident and happy at school and able to engage with their learning.

Pupil premium strategy outcomes (2022-2023)

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

- 1. Ensure PPG pupils are back on track at the same rate as non PPG by July 2023.**
Expected Standards or better outcomes 2022:
PPG Reading 62% Non-PPG 69%
PPG Writing 69% Non PPG 58%
PPG Maths 77% Non PPG 69%
- 2. Ensure PPG pupils can engage with metacognition strategies**
This outcome is ongoing into the next academic year as staff development was disrupted during 21-22 due to absence.
- 3. Ensure PPG pupils have access to activities which develop cultural capital, health and wellbeing.**
This outcome is ongoing into the next academic year.
- 4. Promote positive mental health and wellbeing and behaviour for learning.**
Pupil voice indicates that PPG pupils feel confident and happy at school and able to engage with their learning.