



St Mary's C of E School
LEARNING WITH HOPE

Pupil Premium Strategy Statement 2021-2024



An Baya

TOGETHER WE CAN MAKE A DIFFERENCE

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.

This strategy should be read in conjunction with our School Improvement Plan 2021-2022.

School overview

Detail	Data
School name	St Mary's C of E Primary School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31.12.21
Date on which it will be reviewed	01.07.22
Statement authorised by	Hilary Tyreman
Pupil premium lead	Hilary Tyreman
Governor / Trustee lead	Rev Sian Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,525
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,099
Total budget for this academic year	£87,874

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy plan is underpinned by the vision and ethos of our school:

Governors' Mission statement

At An Baya Primary Schools our mission is to educate all children spiritually, intellectually, socially, morally, aesthetically and physically to be able to make a difference by following the example of Jesus in the gospels living out 'life in its fullness.'

The schools aim to achieve this by:

- **Educating for Wisdom, Knowledge and Skills** by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.
- **Educating for Hope and Aspiration** by providing a safe, nurturing and caring environment where all children can take risks, build resilience, flourish and demonstrate courageous advocacy in action.
- **Educating for Community and Living well together** by building positive relationships with our local, national and international communities and for the schools to be hubs of learning in the community, making a positive difference to children and their families.
- **Educating for Dignity and Respect** by promoting perseverance, generosity, and courage so that children leave our schools equipped with the character virtues to make a difference.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. An Baya Schools are strongly committed to making a positive difference to the lives of our pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have SEN needs, social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed

below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in our targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In 2021 11/17 pupils in our reception class were below expected level for oracy on entry.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that writing attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in three years, between 60 - 100% of our disadvantaged pupils arrive below age-related expectations compared to 0-25% of other pupils. This gap remains steady to the end of KS2.
4	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

	This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations, reading in KS1, writing throughout the school, greater depth in maths and from end of KS1 data for boys in maths. .
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their engagement, aspiration and attainment.</p> <p>Teacher referrals for support have increased during the pandemic. 8 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs, with 8 (8 of whom are disadvantaged) receiving individual or small group interventions.</p>
6	<p>Our attendance data over the years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Embed oracy in our curriculum (See SIP)</p> <p>We will purchase resources and fund ongoing teacher training and release time</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 writing outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.</p>

<p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% higher than their peers.

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: £33,342.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessments</p> <p>Purchase of NFER standardised diagnostic assessments in Maths, Reading and Grammar and Punctuation</p> <p>Purchase of Motional toolkit for assessing and tracking well being. Use as a class snapshot and for targeted work,</p> <p>Purchase of B squared or similar assessment toolkit for supporting pupils with SEN to tailor the curriculum to meet needs of pupils.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Motional is used by TIS practitioners to assist in assessing, planning and tracking pupils emotional health and well being.</p> <p>B squared provides a framework for SEN pupils working below the National Curriculum expectations and will give small step guidance and support to all class teacher.</p>	<p>1, 2, 3, 4, 5</p>
<p>Coaching approaches</p> <p>Continue to develop coaching approaches across the school to improve teaching and learning for all.</p>	<p>The school has started to use coaching and strategies to good effect.</p> <p>This has developed staff confidence, knowledge and constructive discussion for improving teaching and learning</p>	<p>1,2,3,4,5</p>
<p>Teaching support</p> <p>Quality support in class for disadvantaged children</p>	<p>Experienced HLTA provision in Year 6 to support class teacher ensuring engagement, challenge and picking up on misconceptions immediately.</p> <p>Historic evidence from our school has demonstrated the effectiveness of this strategy.</p>	<p>1,2,3,4,5</p>

<p>Oracy</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time for the subject leader to implement this strategy across the school.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>1</p>
<p>Phonics</p> <p>Purchase of additional reading books to ensure that Early reading books are closely matched to phonics stage,</p> <p>We will review our phonics programme with view to purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Books need to closely match teaching and reading books that are taken home should be developing fluency of reading.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>2</p>
<p>Reading comprehension</p> <p>Development of a consistent approach to the teaching of reading comprehension across the schools</p>	<p>Using Reading VIPERS approach is helping pupils to feel confident about question types and to be able to articulate and develop written comprehension skills for reading</p>	<p>4</p>
<p>Writing</p> <p>Adapt our writing curriculum in light of data and observations following return to school in March 2021 and continued impact on writing,</p> <p>In reception class and Early Year 1 ensure time is given to securing sentence concepts and building vocabulary,</p> <p>Purchase of Jane Con-sandine 'Fantastics' approach for Reception class and extend this into Year 1.</p>	<p>Extend EYFS approach into Year 1 to ensure children have good foundation of 'sentence-ness' to build on</p> <p>Ensuring children have more short regular opportunities to write to build fluency and stamina for writing.</p> <p>Short mini lessons on grammar, punctuation and spelling revisiting key concepts will secure improvements.</p>	<p>3, 4</p>

<p>Fantastic Foundations - Writing in the Early Years (jane-considine.com)</p> <p>Purchase of Literacy SHED resources, Grammarsaurus and Spelling Frame</p>		
<p>Development and enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to enable our Maths Lead (who is a trained Maths Mastery Lead) to embed key elements of guidance in school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £31,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy/Speech and Language</p> <p>NELI programme used for children in reception who are working below age related expectations.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4

<p>This will include training time for the Teaching assistant.</p> <p>ICAN Boost programme to be introduced as an intervention for KS1 and KS2 children</p> <p>Targeted SAL provision for pupils who need a high level of SAL support.</p> <p>Cost of HLTA to support delivery of this.</p>		
<p>Phonics</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Targeted intervention</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Small group intervention and tutoring will cover Phonics, Reading comprehension and Maths across KS1 and KS2</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Interventions will be monitored rigorously and reviewed regularly to ensure that they are having the planned impact</p>	4

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

Budgeted cost: £22,791.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Health and Well Being</p> <p>Refresher whole school staff meeting on TIS to embed this approach Staff engage with regular updates from TIS.</p> <p>Develop a staged approach to developing children’s vocabulary for Emotional Literacy to increase children’s awareness of feelings and emotions</p>	<p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5
<p>Attendance</p> <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Inclusion Leader (HLTA) to work with pupils and families supporting disadvantage pupils with SEN needs and co-ordinating SMEH work across the school, Our Inclusion Lead is also our Mental Health Lead in schools</p>	<p>Engagement and support for disadvantaged pupils and families is crucial.</p>	4.5.6
<p>Additional resources</p> <p>Contingency fund to ensure disadvantaged children can fully access all areas of education</p>	<p>We use some PP funding to ensure that all children in receipt of PP can take part in enrichment activities, including trips and visits that are central to our curriculum delivery.</p>	5

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £87,874

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. The impact of COVID19 and school partial closures was overall greater with younger children and for disadvantaged children, particularly those with SEN needs (School Support).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by our remote learning strategy with consistent approaches across the schools, target inclusion of disadvantaged pupils in school and some support from Oak Academy resources. As a school we placed strong emphasis on the social and emotional well-being of all children, posting daily assemblies in line with our Christian Ethos and well-being activities. The pupil in our school 'landed back' well due to carefully thought out approaches to the curriculum which took into account children's emotional and social needs, the need to build concentration and community again whilst also having a targeted approach to the curriculum to ensure pupils had a balanced curriculum and also readily engaged with the excitement of being back as a school learning community.

Although overall attendance in 2020/21 was lower than in the preceding years due to school closures from March 2021 – July 2021 it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was generally in line with other pupils. However, gaps have widened during the Autumn term due to level of COVID in school and the need for children to obtain PCR tests. The gaps between disadvantages and non-disadvantaged as have emerged again, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year for some pupils last year, primarily due to COVID-19-related issues. The impact was more noticeable for disadvantaged pupils.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. We will use Pupil Premium to support this if there is a cost involved and it cannot be supported by Sports Premium.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Our School I

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours we are joining the nearest research school network for our school and contacting schools with high performing for disadvantaged pupils to improve our practise.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have developed a comprehensive and detailed School Improvement Plan for 2021-2022 which follows the principles of this PP plan 1) Teaching and Learning Focus, 2) Targeted Academic Support and 3) Wider Issues. We find this way of structuring our SIP beneficial and also keeps pupils learning at the heart of our work.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.