

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 CE Primary (565)
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	33.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2026
Date this statement was published	Autumn 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Adrian Petty
Pupil premium lead	Adrian Petty
Governor / Trustee lead	Sheila Hoile

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,750
Recovery premium funding allocation this academic year	£5,872
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	£78,622

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a 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 approach is 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 and vulnerable pupils have a carefully adapted curriculum which is well sequenced and does not overload the working memory*
- act early to intervene at the gaps in learning 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.	Maths – Internal and external assessments indicate that Maths attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils across all key stages. The 2023 end of Key Stage 2 data shows that there is a 16% gap between disadvantaged and non-disadvantaged pupils and that the results at St Mary's, overall, were 27% below the national average.
2.	Writing – Internal and external assessments indicate that writing attainment amongst disadvantaged pupils and non-disadvantaged pupils across all key stages needs to be improved. The 2023 end of Key Stage 2 data shows that the results at St Mary's were 19% below the national average.
3	Reading – Internal and external assessments indicate that reading attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils across all key stages. The 2023 end of Key Stage 2 data shows that there is a 2% gap between disadvantaged and non-disadvantaged pupils and that the results at St Mary's, overall, were 14% below the national average.
4.	Gaps in skills, knowledge and understanding in specific areas of the curriculum Assessments (both formative and summative), observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Key Stage 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Attendance & punctuality Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. In the first half of the Autumn term 2023-24 attendance for Pupil Premium children was 85.7% and attendance for their peers was 94.9%. Assessment data and our observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Confidence, self-esteem and social skills Our assessments, observations and discussions with pupils and families identified social and emotional issues for some pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. The legacy of the COVID pandemic continues to impact pupils, particularly those who are disadvantaged, and linked to gaps in knowledge in curriculum areas, these impact on confidence and self-esteem.
7	Behaviour Analysis of internal recording of behaviour indicates that 79% of more serious behavioural incidents involved disadvantaged pupils. This negatively impacts on how they see school.

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
1. Maths – attainment for disadvantaged will be in line with non-disadvantaged for Maths in Key Stages 1 and 2	Key Stage 2 Maths outcomes will demonstrate that more than 70% of disadvantaged pupils will meet the expected standard by July 2026. For 2024 and 2025 it is aimed to reduce the gap between disadvantaged and non-disadvantaged pupils in Key Stages 1 and 2.
2. Writing – attainment for disadvantaged will be in line with non-disadvantaged for Writing in Key Stages 1 and 2	Key Stage 2 writing outcomes will demonstrate that more than 70% of disadvantaged pupils will meet the expected standard by July 2026. For 2024 and 2025 it is aimed to reduce the gap between disadvantaged and non-disadvantaged pupils in Key Stages 1 and 2.
3. Reading – attainment for disadvantaged will be in line with non-disadvantaged for Reading in Key Stage 2	Key Stage 2 reading outcomes will demonstrate that more than 70% of disadvantaged pupils will meet the expected standard by July 2026. For 2024 and 2025 it is aimed to reduce the gap between disadvantaged and non-disadvantaged pupils in Key Stage 2.
4. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>5.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 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 by 5%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers. <p>For 2024/25 it is intended that attendance will continue the upward trend and that the gap between advantaged and disadvantaged pupils will close.</p>
<p>6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys, attendance data and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Increased growth mindset and resilience as evidenced from pupil voice, attendance and progress in the intended whole curriculum
<p>7. Behavioural incidents involving disadvantaged pupils will decline</p>	<p>Logged behavioural incidents will not disproportionately represent disadvantaged pupils. Well-being surveys, observations and discussions with pupils will indicate an improvement in how pupils perceive themselves</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued enhancement of our Maths teaching and curriculum planning, working closely with HfL, in line with DfE and EEF guidance.</p> <p>Training and support for teaching assistants to support in class interventions</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</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: 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: Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Standardised diagnostic assessments to take place termly and baseline testing to be done for pupils on arrival at the school. These assessments will be used to inform future planning with a focus on disadvantaged pupils.</p>	<p>The diagnostic assessment EEF</p>	1, 2, 3, 4

Upskilling staff through effective professional development using the EEF guidance	EEF link	1, 2, 3, 4
Staff work alongside an experienced curriculum lead to ensure high quality teaching and learning is embedded throughout the curriculum focusing on collaborative teaching approached	EEF link	1, 2, 3, 4
School subscription to Letter Join	EEF Teaching & Learning Toolkit 5+ months impact	2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an additional TA to work with children to offer 1:1 support as appropriate	EEF Teaching & Learning Toolkit For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced	1, 2, 3, 4

Engage with National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm_source=/support-for-schools/school-planning-support/2-targeted-academic-support&utm_medium=search&utm_campaign=site_search&search_term=academic%20interventions	1, 2, 3, 4
Running an academic club before school for PPG children to reduce the gap between them and their peers	EEF Teaching & Learning Toolkit This would use programmes like Mathletics, to which we already subscribe, and would be led by Teaching Assistants. We would also offer toast as part of this provision which would ensure that they had eaten before the school day begins	1, 2, 3, 4, 5, 6
Phonics 1:1 and small group intervention	EEF Teaching & Learning Toolkit 5+ months impact	2, 3, 4
Small group Maths tuition	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm_source=/support-for-schools/school-planning-support/2-targeted-academic-support&utm_medium=search&utm_campaign=site_search&search_term=academic%20interventions	1
Targeted interventions: small group interventions based on individual need	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm_source=/support-for-schools/school-planning-support/2-targeted-academic-support&utm_medium=search&utm_campaign=site_search&search_term=academic%20interventions	1, 2, 3, 4, 6, 7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring school readiness including attendance incentives	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance Successful use of the School Family Worker partnership	5, 6, 7
Play therapy	EEF Teaching & Learning Toolkit Metacognition and self-regulation 7+ months impact	6, 7
Art therapy	EEF Teaching & Learning Toolkit Metacognition and self-regulation 7+ months impact	6, 7
School visits and trips	EEF Teaching & Learning Toolkit Arts participation 3+ months impact	5, 6, 7
Improve the quality of social and emotional learning through a whole school approach to neuroscience and behaviour. Deliver staff training and roll out the programme to children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6, 7
After school clubs	EEF Teaching & Learning Toolkit Metacognition and self-regulation 7+ months impact	5, 6, 7
KS2 Instrumental Music lessons	EEF Teaching & Learning Toolkit Arts participation 3+ months impact	6
Investigate programmes offered by the Herts Music Service	EEF Teaching & Learning Toolkit Arts participation 3+ months impact	6
Rock Steady Music Education to start in Spring Term 2024	EEF Teaching & Learning Toolkit Arts participation 3+ months impact Rock Steady allows pupils to learn a musical instrument in a band with their peers. It has been shown to	5, 6, 7

	grow the confidence of pupils, support wellbeing and maximise a child's potential in the classroom	
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Total budgeted cost: £78,622

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 2022 to 2023 academic year.

At Key Stage 2, the gaps between the average marks of PPG and non-PPG pupils in the SATs results were variable, but some were very small, with the PPG pupils actually exceeding the non-PPG pupils in Reading and Writing.

Key Stage 2 SATS Test Results – Analysis – Summer 2023

Comparison by Pupil Premium Grant pupils v Non-Pupil Premium Grant pupils

English grammar, punctuation and spelling

	Average mark (pass = 100)	Percentage achieving standard
Class overall	86.5	45%
Pupil Premium Grant pupils	84.1	29%
Non-Pupil Premium Grant pupils	87.1	50%

English reading

	Average mark (pass = 100)	Percentage achieving standard
Class overall	90.8	59%
Pupil Premium Grant pupils	98.7	57%
Non-Pupil Premium Grant pupils	88.3	59%

Mathematics

	Average mark (pass = 100)	Percentage achieving standard
Class overall	86.7	55%
Pupil Premium Grant pupils	84.1	43%
Non-Pupil Premium Grant pupils	92.4	59%

Writing

	Percentage achieving standard
Class overall	52%
Pupil Premium Grant pupils	57%
Non-Pupil Premium Grant pupils	50%

Science

	Percentage achieving standard
Class overall	59%
Pupil Premium Grant pupils	57%
Non-Pupil Premium Grant pupils	59%

Other supporting evidence

More intervention groups were created during 2022-23, in particular to address the gaps in the Phonics knowledge of some of the pupils in Year 4.

More pupils were able to access trips and activities as a result of the pupil premium funding strategy such as the Year 6 residential in November 2022 and Young Voices at the O2 Arena in January 2023.

There has been a positive social impact for those children who have undertaken a course of art or play therapy, as we have seen a reduction in behavioural incidents with some of these pupils

We have seen KS2 pupils who have received funding for individual music lessons perform at school and their confidence has grown

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.