

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 Marys CEVA Primary		
Number of pupils in school	257	259	
Proportion (%) of pupil premium eligible pupils	28%	29%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021-22, 2022-23, 2023-24		
Date this statement was published	13.12.2021		
Date on which it will be reviewed	10.12.2022	10-12-2023	
Statement authorised by	Diane Wright		
Pupil premium lead	Amanda Brown		
Governor / Trustee lead	Mark Broughton		

Funding overview

Detail	Amount		
Pupil premium funding allocation this academic year	£84285	£89545	
Recovery premium funding allocation this academic year	£8845	£8845	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£93130	£98390	

Part A: Pupil premium strategy plan

Statement of intent

- St Mary's strives to achieve excellence for all its children. We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised. 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. All children will be challenged to achieve the best possible outcomes and be provided with opportunities to maximise their potential in all areas of the curriculum.
- We believe success in learning is the best way to support disadvantaged pupils. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching.
- We are committed to developing children as independent learners through developing life skills of resilience and perseverance and building strong relationships that are valued in all aspects of school life.
- All children need opportunities to enrich their lives through experience and we endeavour to make sure that where children are unable to access these through home the opportunities are provided for them by school.
- Although financial support is provided for schools, specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way, all vulnerable children achieve the best possible outcomes according to their starting points.
- At St Mary's Primary School, we understand we need to address the needs of all learners, including those that we may identify as vulnerable, but who do not receive the Pupil Premium funding.
- In summary, our strategy is to provide high quality, inclusive teaching to create successful learners, support the well-being of our pupils and provide equality of opportunity for pupils and families.
- Therefore, we will also use the funding to cover the cost of additional curriculum opportunities such as clubs or trips. As a school we continually evaluate the success of this funding in securing the pupil's academic progress, with an aim of ensuring there is no achievement gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school.

Challenges

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

Challenge number	Detail of challenge
1	Area of deprivation – deprivation indicator for Kettering – LSOA England – lowest 25 councils for adult unemployment. According to the Department for Children School and Families, “deprivation has a negative impact on educational attainment, leaving young people with fewer qualifications and skills which in turn affects future employment” (DCSF, 2009, p. 6)
2	Low value on lifelong learning – low aspirations of children and families including ownership of their learning journey and parental engagement.
3	Reduced readiness and preparedness for school – baseline data indicates very low attainment and key skills for learning on entry historically
4	A significant number of our PP children also have SEND, 50% of SEND children are PP 50% of PP children have had social care involvement

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 - measures
Relating to Challenges 1 and 2	<p>To Raise aspiration and knowledge of career opportunities among disadvantaged learners particularly in upper KS2.</p> <p>To expose children to a range of different professions and encourage a 'can do' attitude towards learning.</p> <p>To inspire children to achieve by seeing the outcomes in 'real life'. "If you can see it, you can be it"</p> <p>To have a timetabled career of the month to ensure that the children meet a range of professionals over the year.</p> <p>To take upper KS2 children to visit local colleges and universities</p> <p>To have an aspirations/careers day fair for all children to attend.</p>	<ul style="list-style-type: none"> • Increase in careers known by children • Increase in knowledge of certain careers • Pupil voice - showing excitement and interest in a range of careers and professions • MAJ conversations • Careers built into the school's curriculum • Pupil Voice – before and after attending colleges and universities – how do they feel about further education – what would they be interested in doing. • What do you want to be? – Before and after child's voice and attitudes survey towards careers and what do they need to do in order to progress with their career choice.

<p>Relating to challenges 1,2 and 3</p>	<p>To improve outcomes for all children in terms of attainment and progress.</p> <p>To provide all children with a knowledge rich curriculum, which enables all children to have improved reading comprehension and writing skills</p> <p>To continue to develop MAJ (metacognition) across the school. (The EEF recognizes the positive impact of metacognition.)</p> <p>Time given for teachers to carry out MAJ timetabled into the year.</p> <p>All children will receive a 3x yearly MAJ meeting.</p> <p>All PP children will receive an ADDITIONAL 3 sessions (one per short term) with a member of SLT or inclusion team.</p>	<ul style="list-style-type: none"> • Children will be able to articulate where they are on their learning line and to be able to articulate (in KS2) next steps in learning. • Dip-sampling of MAJ books for PP by inclusion team and SLT to ensure quality conversations.
<p>Relating to challenges 2 and 4</p>	<p>To develop the 'whole child,' building emotional resilience and self-esteem leading to an ability to flourish in the world around them, and demonstrate resilience</p> <p>To provide support for children's mental health and wellbeing.</p> <p>Measured through:</p> <ul style="list-style-type: none"> • School has gained TAMHS accreditation. • Children requiring additional support will be assessed before and after any interventions. • Sessions with schools learning mentors and wellbeing team. • Pupil, staff and parent voice • Assessment data • To have a member of staff who leads mental health and well-being 	<ul style="list-style-type: none"> • Children to have improved mental health and wellbeing through access to a high quality PSHE curriculum with additional pastoral support from the wellbeing team and learning mentors – child's voice, PSHE book look. • Evidence of identification of vulnerable pupils – discussions with inclusion team, interventions identified on Edukey • Evidence of impact of interventions and targeted groups - Edukey • Groups and 1:1 interventions in place to support disadvantaged children -All staff to make appropriate referrals to learning mentors – teachers to input and update on Edukey • Targeted support meets the needs of children who have emotional barriers to learning.

<p>Relating to challenges 2 and 4</p>	<p>To narrow the attainment gap between children eligible for Pupil Premium and Non-Pupil Premium.</p> <p>For all children to achieve age related expectations or exceed expectations in all core subjects.</p> <p>Provide all children with a knowledge rich curriculum, which enables all children to have improved reading and writing comprehension.</p> <p>To improve rates of progress and attainment across KS2 specifically in reading and writing for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Class teachers and TA's work together to identify and support underachieving learners and their barriers to attainment and achievement and plan relevant interventions. • Resources appropriately allocated, supporting underachieving learners • Targeted strategies are carefully tracked and monitored to ensure impact is being achieved – strategies to be baselined and end of strategy assessed to see impact on progress - Edukey • Evidence that all children have access to QFT which is supported through coaching – coaching logs • Gaps between PP and Non-PP children are narrowed – assessment data • Evidence that 'gaps' in PP children's learning have been identified, and that those 'gaps' have been targeted through 1:1, small group work or class teachers and that class teachers and TA's are checking in with children regularly during lessons – SLT to complete learning walks • Evidence of wide range of vocabulary in children's written work and conversation – book looks • Children's subject knowledge is increased, greater acquisition of vocabulary results in improved reading comprehension – evidence seen in reading stages assessment. • End of KS2 data to demonstrate that the majority of pupils in KS2 who are eligible for PP make rapid progress and attain at least in line with the national PP children.
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Relating to challenge 2	<p>To upskill children before they start in Reception</p> <p>To support school readiness and preparedness for school</p> <p>To provide parents with key information on how to support their child at home with their learning</p>	<ul style="list-style-type: none"> • Meet with local feeder nurseries and childcare providers to support them in preparing children for school and to arrange stay and play days – children will become familiar with the setting and adults preparing them for their start to school • To have regular meetings with parents of children in EYFS – parents voice and feedback. Parents will have a clearer understanding of how to support their child's development. More parental links will be made. • Model sessions for parents to show how we teach reading, phonics and maths and how they can support their child at home – parents' voice. Parents will have a clearer understanding of how to support their child's development. • Sign post parents to resources, websites, webinars and other information or activity sites which will support them with their child's learning – parent voice – parents will know where to go to for support and information
Relating to challenges 1 and 2	To support PP children and their families with access to before and after school clubs to support academic learning and mental health and well being	<ul style="list-style-type: none"> • All after school clubs will be free so that all children can attend – mental health and well-being will be improved • Breakfast club will be provided for those children who need it.

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: £ 23,563.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching for all staff to provide quality first teaching for all To achieve higher rates of progress for all pupils especially PP.	Review of Educational research paper found that sustained coaching improves both classroom teaching and pupil achievement, Focus Education states coaching can provide:	1,2,3,4

	<p>Improved learning in the classroom – it raises self-awareness, deepens self-reflection, and delivers the most effective progress and results.</p> <p>Improved creativity in the classroom and across the school, allowing the school to thrive in today's changing and challenging world, where speed of adaptation and innovation is so important.</p> <p>A greater openness for staff to share practice, take risks in trying new things, to admit and learn from mistakes and to create a whole school learning culture</p> <p>EEF state that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	
CPD – focused on reading, writing, curriculum and SIAMS during weekly staff meetings	<p>BESA (British educational suppliers association) states that CPD; Further training can allow teachers to build on their interaction skills and learn strategies for helping these pupils to achieve their full potential</p> <p>Teachers development trust states that: Research shows that effective CPD helps children succeed and teachers thrive</p>	1,2,3,4
Quality first teaching for all	<p>'EEF 2019' Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils '</p> <p>Gaps between PP/Non-PP pupils narrows throughout the year. By the end of KS2 data demonstrates that children eligible for PP have maintained progress and their attainment is in line with national Non-PP children in maths and reading.</p> <p>Quality First Teaching Direct feedback during lessons Collaborative Learning Mastery Learning Structured Phonics and Spellings Reading Comprehension Small group tuition Behaviour interventions Question level analysis to identify gaps in learning and inform planning</p>	1,2,3,4

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

Budgeted cost: £ 24,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of gaps in learning to provide focus for regular intervention to enable children to maintain good levels of progress.</p> <p>Run additional sessions in English and Maths</p> <p>Intervention groups to enable children to 'Keep Up' not 'catch up' with the curriculum</p> <p>Reading and Maths – KS2 targeted</p>	<p>EEF research indicates that one to one and small group work which is well matched to specific children can be of particular importance – The EEF states that “the average impact of the small group tuition is four additional months’ progress, on average, over the course of a year” and “Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average”.</p>	2,3,4
<p>Development of a Knowledge rich curriculum which is well structured.</p> <p>Units planned by teams of staff to support the delivery of the curriculum.</p> <p>Provide a curriculum which is rich and rigorous and enables children to develop background knowledge essential for understanding and comprehension.</p> <p>Reading Strategy embedded throughout school.</p> <p>QFT, 1:1 and small group work provided by TA/CT.</p> <p>CPD to develop fluency and stamina in reading -rich text to be used across curriculum</p>	<p>EEF – Pupil Premium Guide 2019 states that • language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment;</p> <ul style="list-style-type: none"> • careful selection of language to be taught • activities to extend pupils’ expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary; • language teaching should develop breadth (vocabulary size) and depth (understanding and use in context). <p>Secure knowledge of vocabulary provides children with a greater level of skill to access the knowledge rich curriculum.</p> <p>Recent Ofsted research defined a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “invaluable knowledge they want their pupils to know”.</p>	1,2,3,4
<p>Higher rates of progress and attainment across KS2 specifically in Reading and writing for pupils eligible for PP</p> <p>Small group intervention</p> <p>Small group tuition</p> <p>1:1 tuition</p>	<p>EEf suggests that both specific programmes that involved either one to one or small group tuition had an average impact of five additional months’ progress.</p> <p>Additional tuition will be additional to, but also explicitly linked with classroom teaching, and teachers will monitor progress to ensure the additional support is having an impact.</p> <p>QFT – EEF research suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching.</p> <p>Commissioned support ensures children’s barriers identified and programmes put in place to support.</p>	2 and 4

	Parents provided with strategies/advice to support children at home	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23.559

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce children to a professional of the month	We believe that by creating a culture of 'Yes YOU can!' by introducing children to real-life people who work in particular industries we will enable children with limited life experiences, low family aspirations etc, to realise that they CAN achieve. This will link into MAJ to create a sense of aspiration and hope, that feed through our schools Key Values too.	1, 3 and 4
<p>To develop the 'whole child,' building emotional resilience and self-esteem leading to an ability to achieve flourish in the world around them, whatever the circumstance.</p> <p>Forest School Time to talk Draw and talk Small group intervention 1:1 intervention Behaviour Intervention Nurture like Groups Specific Academic Interventions</p>	<p>EEF – Metacognition and self-regulation – High impact for low cost. Based on extensive research. August 2018</p> <p>External factors identified to ensure Readiness for Learning.</p> <p>EEF research +4 months EEF research +5 months EEF research +3 months EEF research +4 months</p>	1,3 and 4
<p>Use of PP allocation used towards targeted extra-curricular clubs, music lessons and residential trips. Provide opportunities to develop cultural capital and enrichment. Increase participation in activities with a particular focus on sports, music, the Arts.</p> <p>Clubs available: There will be a range of clubs available throughout the year, these include clubs run by school staff and those run by outdoor agencies.</p> <p>% of children who are PP and attending clubs Set up of snug</p>	<p>Residential experiences involve collaborative learning experiences with a high level of physical and often emotional challenge, including practical problem-solving, explicit reflection and discussion of thinking. Adventure learning shows positive benefits on academic learning and wider outcomes such as self-confidence. Inclusion, emotional well-being, equal opportunities All children need opportunities to enrich their lives through experience. Where children unable to access these through home, school to endeavour to provide these. Cultural capital and enrichment provides experiences which develop language and understanding</p>	1,2,3,4

Total budgeted cost: £ 71,442.02

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.

All Pupil Premium budget for the academic year 2021-22 has been spent and accounted for, it includes staffing, interventions including maths, reading, writing and social, emotional, behaviour and wellbeing, breakfast club, after school clubs, forest school, subsidised trips, uniform and music lessons and general classroom materials.

2020-21- Disadvantaged attendance 95.74% non-disadvantaged 97.28%

2021-22 – Disadvantaged attendance =90% (non-disadvantaged =94%)

2020-21 Persistent absentee percentage – whole school -17.4% Persistent absentee percentage disadvantaged 39.6%

2021-22 Persistent absentee percentage – whole school -17.4% Persistent absentee percentage disadvantaged 58.8%

Challenge 1 – reviewed - Deprivation is lower than the national average and North Northamptonshire towns Corby, Wellingborough and Kettering all fall within the top 20% of the most deprived areas in England ([https://www.kettering.gov.uk › 7_appendix i](https://www.kettering.gov.uk › 7_appendix_i))

Additionally 81% of our children fall within an IDACI band (Income Deprivation Affecting Children Index – Education and skills funding agency

Challenge 3 – reviewed – low attainment on entry historically – 2022/23 still significantly low in word reading with 3% at expected, comprehension 6% at expected, writing 14% expected and in number 14% at expected.

Reception 2021-22 – From Baseline to End of Reception Data and Analysis

Baseline - September 2021 – Baseline data shows that children in EYFS cohort 2021-22 had low attainment on entry

Attainment on entry	R	W	M	CLL	PSED
Birth – 3	66%	66%	56%	53%	9%
3 – 4	34%	34%	44%	47%	88%
EYFS	0%	0%	0%	0%	3%
ELG	0%	0%	0%	0%	0%

July data for EYFS – End of EYFS data shows that our disadvantaged children are still underperforming against non-disadvantaged in word reading, writing and maths. (see information below)

JULY EYFS DATA:

Comprehension – PP Expected – 66.7% Non PP – Expected – 50%

Word reading – PP Expected – 16.7% Non PP – Expected – 53.8%

Writing – PP Expected – 8.3% Non PP – Expected – 38.5%

Number – PP Expected – 41.7% Non PP – Expected – 57.7%

Additional for challenge 3 – to ensure early help is in place within EYFS for word reading, vocabulary, writing and number within maths.

PP children who attended Collins secure maths provision twice a week – made good progress (see below table)

	Week 1 %	Week 2 %	Week 3 %	Week 4 %
<i>Child 1</i>	0	18	36	36
<i>Child 2</i>	29	38	64	76
<i>Child 3</i>	7	42	71	80
<i>Child 4</i>	13	42	73	82
<i>Child 5</i>	18	45	45	74
<i>Child 6</i>	13	31	49	54

End of Key Stage 1 Data shows that although PP children are below Non PP in all areas of their learning, in Reading and Writing 100% met their FFT targets and in maths 86% met their FFT target

	<i>PP EXP +</i>	<i>Non PP EXP +</i>	<i>PP Met FFT</i>
<i>Reading</i>	<i>37.5%</i>	<i>73.3%</i>	<i>100%</i>
<i>Writing</i>	<i>37.5%</i>	<i>56.6%</i>	<i>100%</i>
<i>Maths</i>	<i>37.5 %</i>	<i>76.6%</i>	<i>86%</i>
<i>RWM</i>	<i>25%</i>	<i>49.9%</i>	<i>86%</i>

End of Key Stage 2 data shows that PP are above Non-PP in writing, however they are below in reading and maths. However, a high percentage have met their FFT targets.

	<i>PP EXP +</i>	<i>Non PP EXP +</i>	<i>PP Met FFT</i>
<i>Reading</i>	<i>62.5%</i>	<i>72.7%</i>	<i>86%</i>
<i>Writing</i>	<i>50%</i>	<i>45.6%</i>	<i>64%</i>
<i>Maths</i>	<i>56.3%</i>	<i>86.4%</i>	<i>71%</i>
<i>RWM</i>	<i>50%</i>	<i>68.2%</i>	

Therefore, KS2 PP Gap information shows that the gap in writing has closed and disadvantaged children have outperformed non-disadvantaged children. However, non-disadvantaged children have outperformed disadvantaged children in reading and maths.

Activity reviews –

*Coaching for all staff to provide quality first teaching for all
To achieve higher rates of progress for all pupils especially PP.*

Staff were provided with a coaching framework to extend and develop their Teaching and Learning. The primary focus of this was to ensure that pupils make good progress. The lead coach provided support for 3 teachers and supported them in identifying next steps in learning.

Development of a Knowledge rich curriculum which is well structured.

The curriculum, now in its second year of development has provided staff with clear progression of skills to scaffold the learning and develop pupils' knowledge and understanding of the curriculum

Units planned by teams of staff to support the delivery of the curriculum.

Curriculum planning has been completed collaboratively to ensure that pupils remember more so that they can do more.

Provide a curriculum which is rich and rigorous and enables children to develop background knowledge essential for understanding and comprehension.

Bedrock is deeply embedded in our curriculum provision. This enables personalised and rapid vocabulary building opportunities. The curriculum highlights key vocabulary to ensure pupils can access the curriculum and have the comprehension of the language and vocabulary to access their learning across the curriculum.

Reading Strategy embedded throughout school.

A reading strategy was written for all staff to give clarity to the key skills and processes in ensuring pupils make good progress in reading. Resources and class sets were purchased to enable all pupils to have access to high quality texts

Additional amendments: Coaching for the Year 2022-23 will be removed.

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
Maths interventions	Collins Maths
Reading interventions	Beanstalk

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?	Service children have access to free termly afterschool clubs. Service children have benefitted from WOW days and the experiences these provide for them.

	Service children are given a reduction in costs for all school trips.
What was the impact of that spending on service pupil premium eligible pupils?	They have met their FFT prediction both children made progress throughout the year.

Further information (optional)