

## 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
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	13.12.2021
Date on which it will be reviewed	20.07.2022
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
Recovery premium funding allocation this academic year	£8845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93130

## 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
2	Low value on lifelong learning – and ownership of their own learning journey
3	Reduced readiness and preparedness for school – low attainment 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
1.	<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>	<ul style="list-style-type: none"> <li>• Increase in careers known by children</li> <li>• Increase in knowledge of certain careers</li> <li>• Pupil voice - showing excitement and interest in a range of careers and professions</li> <li>• MAJ conversations</li> </ul>
2	<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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Dip-sampling of MAJ books for PP by inclusion team and SLT to ensure quality conversations.</li> </ul>

	<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>	
3	<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"> <li>• School has gained TAMHS accreditation.</li> <li>• Children requiring additional support will be assessed before and after any interventions.</li> <li>• Sessions with schools learning mentors and wellbeing team.</li> <li>• Pupil, staff and parent voice</li> <li>• Assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Evidence of identification of vulnerable pupils – discussions with inclusion team, interventions identified on Edukey</li> <li>• Evidence of impact of interventions and targeted groups - Edukey</li> <li>• 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</li> <li>• Targeted support meets the needs of children who have emotional barriers to learning.</li> </ul>
4	<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"> <li>• Class teachers and TA's work together to identify and support underachieving learners and their barriers to attainment and achievement and plan relevant interventions.</li> <li>• Resources appropriately allocated, supporting underachieving learners</li> <li>• 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</li> <li>• Evidence that all children have access to QFT which is supported through coaching – coaching logs</li> <li>• Gaps between PP and Non-PP children are narrowed – assessment data</li> <li>• 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</li> <li>• Evidence of wide range of vocabulary in children's written work and conversation – book looks</li> <li>• Children's subject knowledge is increased, greater acquisition of vocabulary results in improved reading comprehension – evidence seen in reading stages assessment.</li> <li>• End of KS2 data to demonstrate that the majority of pupils in KS2 who are eligible for</li> </ul>

		PP make rapid progress and attain at least in line with the national PP children.
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## 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
<p>Coaching for all staff to provide quality first teaching for all To achieve higher rates of progress for all pupils especially PP.</p>	<p>Review of Educational research paper found that sustained coaching improves both classroom teaching and pupil achievement, Focus Education states coaching can provide:</p> <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>	<p>1,2,3,4</p>
<p>CPD – focused on reading, writing, curriculum and SIAMS during weekly staff meetings</p>	<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>	<p>1,2,3,4</p>

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
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## 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>EEF – Pupil Premium Guide 2019 states that</p> <ul style="list-style-type: none"> <li>• language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment;</li> <li>• careful selection of language to be taught</li> <li>• activities to extend pupils’ expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary;</li> <li>• language teaching should develop breadth (vocabulary size) and depth (understanding and use in context).</li> </ul> <p>Secure knowledge of vocabulary provides children with a greater level of skill to access the knowledge rich curriculum.</p>	1,2,3,4

<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>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>	
<p>Higher rates of progress and attainment across KS2 specifically in Reading and writing for pupils eligible for PP</p> <p>Small group intervention Small group tuition 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. 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> <p>Parents provided with strategies/advice to support children at home</p>	2 and 4

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

Budgeted cost: £ 23.559

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>To introduce children to a professional of the month</p>	<p>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.</p>	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</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

Specific Academic Interventions		
<p>Use of PP allocation used towards targeted extra-curricular clubs, music lessons and residential trips.</p> <p>Provide opportunities to develop cultural capital and enrichment.</p> <p>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>Snug set up to provide opportunities for groups, clubs and support</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> <p>The snug area will be used for:</p> <ul style="list-style-type: none"> <li>External agency meetings</li> <li>Social groups</li> <li>Parent-child contact</li> <li>Parent forum</li> <li>School nurse visits</li> <li>Maths-phonics- reading interventions</li> <li>Parenting courses</li> <li>Interviews</li> <li>Staff briefings</li> <li>SLT meetings</li> <li>Lego club</li> <li>Connect club</li> </ul>	<p>1,2,3,4</p>

**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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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.*