



St Mary's CE Primary School, N8 - Pupil premium strategy statement 2022-2023

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 School
Number of pupils in school	420 children
Proportion (%) of pupil premium eligible pupils	145 (31.25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2022/2023 2023/2024 2024/2025
Date this statement was published	Oct 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Calvin Henry
Pupil premium lead	Steve Baptiste
Governor / Trustee lead	Charlotte Adlam & Venetia Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 228,525
Recovery premium funding allocation this academic year	£19,756 (to March 23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 248,281



Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how best to use Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research conducted by Educational Endowment Foundation (EEF) should then be used to support decisions around the usefulness of different strategies and their value for money. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers. The [Education Endowment Foundation's \(EEF\) pupil premium guide](#) provides more information about the tiered approach to spending.

Teaching

Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

Academic support

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

Wider approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils
- support for improvements in behaviour and attitudes; developing stronger relationships amongst the children.
- Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates of progress.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils



- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To use the Recovery Premium funding to target specific children with bespoke interventions to support better progress outcomes
- Additional teaching and learning opportunities provided through trained TA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support



Challenges

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

Challenge number	Detail of challenge
1	The ongoing effects of the Coronavirus Pandemic on the children's education, social engagements and abilities to develop and sustain positive relationships with peers. (Academic Support & Wider Approaches)
2	The lack of training and development opportunities for supporting the needs of pupils including early career teachers. (Teaching)
3	Limited opportunities to develop cultural capital; trips and curriculum enhancing activities (Academic Support & Wider Approaches)
4	Poor parental engagement to support academic progress (Academic Support & Wider Approaches)
5	Attendance & Punctuality (Wider Approaches)

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
Academic & Wider Support To provide children with support to develop behaviour and attitudes leading to stronger relationships with their peers.	<ul style="list-style-type: none"> • Strong learning behaviours and attitudes leading to less conflict in the playground and generally around the school. It is a very small number of children that would benefit from this support. • Analysis of data from weekly reports to determine intervention needs and support.
Teaching Improve teacher pedagogy. - Teachers' planning specifically meets the learning needs of their PP children. - Instructional coaching approach provided to develop use of wide range of effective teaching strategies e.g: cold calling, checking for understanding, think, pair, share.	Quality of teaching improves and this also leads to: <ul style="list-style-type: none"> • The expectations of PP pupils, especially SEN and EAL children, are being raised so that they make accelerated progress in lessons outcomes achieved are more in line with all other non-PP children. • Teachers becoming increasingly more skilled in planning for the diverse range of needs in their class • Teachers' pedagogical understanding about how children think, learn and develop is deepened •



<p>Academic & Wider Support Provide access to and opportunities for a wide variety of high-quality extra-curricular experiences for pupil premium children. E.g: extra-curricular clubs and trips/visits to enhance children’s cultural capital.</p>	<p>Improvements will be evident through an increase in:</p> <ul style="list-style-type: none"> • Pupils’ confidence and self-esteem • Vocabulary and communication skills • Pupils’ knowledge and understanding about the world in which they live
<p>Academic Support Develop children’s mathematical, oracy and literacy skills by implementing for example: - Bespoke intervention catch-up support programmes across all core subject areas, with a specific focus on girls outcomes in maths. - Reading champion framework to promote and further develop a love of reading - Poetry recitals in class and assemblies</p>	<ul style="list-style-type: none"> • Gaps in outcomes in reading and writing between PP and non-PP pupils are reduced (evident from baseline data). • PP children’s confidence is developed so that they become more actively involved in lessons (evident from lesson observations). • Significant increase in pupil vocabulary.
<p>Wider Support A range of in-house strategies provided to support families, including coffee mornings, workshops, ESOL classes, school home support practitioner and EWO service is used to tackle poor attendance and punctuality.</p>	<ul style="list-style-type: none"> • Attendance and punctuality improves to be at least in line with national average figures – 96%. • Wider community engagement in the life of the school.



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: £ 76,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
See me, follow me and NELI	Language intervention to develop speaking and listening of EAL PP pupils led by TA. This is reviewed weekly by TA and teacher.	1, 4
Time to Talk, See and Learn vocabulary	Develop and improve children's vocabulary, led by TAs. To be monitored during both weekly planning sessions and the termly PPR meetings to analyse progress of children against end of year expectations.	1,4
Whole Word Reading text resource	Accelerate progress in phase 1 & 2 phonics and comprehension skills-led by TAs. To be monitored during half termly review of the intervention.	1,4
Write Dance intervention	To improve fine motor skill development-led by SEN teacher/TA. To be monitored during termly PPR meetings to analyse progress of children against end of year expectations	1,3
Floppys Phonics	To improve phonics reading for pupils at risk of not passing the year 1 phonics screening-led by TAs. Phonics Toolkit Strand Education Endowment Foundation EEF	1,4

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

Budgeted cost: £15,000 + £98,899

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (first £15,000 National Tutoring Programme funded up to March 2023)	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a	1,2,3



	<p>small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Maths basic number skills intervention</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Children need support in developing their basic number skills, including recognition of numbers to 100 and number bonds to 20-led by TAs.</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>	1,4
<p>Reading and writing using high frequency words from year 2.</p>	<p>Improve the children’s ability to sight read common high frequency words to support with improving reading and writing fluency- led by TAs.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Floppy’s Phonics - according to 5 different levels. All TAs and staff have received training to deliver the programme</p>	<p>Children need to catch- up with missed phonics learning. Phonics screening check to be undertaken November 2022. Year 2 organised into discrete phonics groups, with additional support for groups at risk of not passing and who were ‘expected’ at the end of Reception.</p>	1, 4
<p>Handwriting and spelling support in the EYFS and KS1 classes.</p>	<p>Children lack writing fluency and may be developing their cursive writing skills. Investment in new handwriting resources, both on-line and in school to support children. Intervention led by TAs with opportunity for resources to be accessed at home.</p>	1,4
<p>Fine motor skills development for children working below age-related expectations.</p>	<p>Small group support for EHCP Pupil Premium children to develop letter formation and recognition in readiness for independent writing-led by TA.</p>	1,4
<p>Maths: Development of children’s reasoning skills.</p>	<p>Small group support with HLTA to improve children’s mathematical reasoning – children lack the ability to explain findings and which deepen their</p>	1,4



	understanding of concepts taught-led by HLTA. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	
Developing children's writing proficiency in relation to handwriting in the KS2 classes.	Improve children's ability to write cursively and more fluently. To also improve presentation skills when writing. Investment in new resources and support from in class TAs provided for identified children.	1,2,4
Reading champions sessions with DHT	Children require more support with comprehension so that they can confidently tackle higher-order reading questions e.g: inference and deduction. In class support from DHT.	1,4
Booster Provision for 'borderline pupils in English and maths, also including spelling.	Booster provision during Spring & Summer terms for children who are at risk of not achieving the expected standard at the end of Year 6. Led by teachers and TAs.	1,2,4

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

Budgeted cost: £ 72,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school support from the Inclusion teacher	Kaleidoscope Class Nurture Group support for children who require social, emotional and well-being support, led by teacher and TA. The interventions target social and emotional learning, seeking to improve the pupil's interaction with their peers and staff rather than academic elements of learning. Boxhall profiling and termly evaluation used to evaluate children's levels of engagement at the start and the end of the interventions. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 4
Investment in support for teachers and support staff to develop good practice and develop pedagogical understanding.	Develop and deepen pedagogical understanding about how children learn and develop by using range of teaching strategies	2



<p>Services from School Home Support Practitioner to work with vulnerable families and improve parental engagement (parent workshops inc ESOL sessions).</p>	<p>Improve poor attendance and punctuality to ensure that identified PP children are not persistently late and/or absence. Weekly analysis of attendance and punctuality figures carried out by admin staff and the Home Support practitioner. Parental engagement is the involvement of parents supporting their children's academic progress-this will include support with homework, literacy skills, translation services, reading support and IT skills.</p>	<p>1, 4 & 5</p>
<p>Implement a peer mentoring programme with activities and support provided by Year 10 students from a local secondary school for identified upper KS2 children.</p>	<p>Identified children in upper KS2 are well supported and their behaviour is positively influenced by older children. They are subsequently better prepared for secondary school and beyond.</p>	<p>1</p>

Total budgeted cost: £ 248 281 (to March 2023)



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.

In the last three years, education has continued to face unprecedented challenges. Nevertheless, the last academic year has seen a return to 'normal' operating procedures, including a return to SATs testing in years two and six.

The data provided by these external summative tests, along with teacher assessments, has provided us with data which has been shared with the LA. As there has been no external published data (KS1 and KS2 SATs) for the last three years, we have used our internal data (teacher assessments and PUMA & PIRA tests), as reported on FFT, to show any progress made by our children. Although there have been improvements, our most disadvantaged children have continued largely to be affected by the pandemic.

Government guidance endorses the development of a three-year pupil premium strategy. The lockdowns of 2020 and 2021 respectively, and the fact that progress may not be seen within one academic year, has led to the interventions to support our PP children continuing as part of a 3 year strategy (as recommended by the Government). Research findings of the EEF support this.

Where interventions have shown success, these shall be continued with a new group of children, determined by our Pupil Performance Review meetings held each term. The interventions will be tailored to suit the needs of the children.

As part of the Pupil Premium grant this year, we will continue to use our recovery funding to support children making progress through missed learning opportunities. This will include the School Led Tutoring Programme which is part of the National Tutoring Programme.

As well as academic progress, we have found that children's ability to build and sustain strong relationships based on mutual respect has also suffered. To this end, we will endeavor to provide support to develop behavior and attitudes through targeted peer mentoring support and interventions.

Although we have been cautious when reviewing our data, we continue to set high expectations for our children. Through this we have managed to provide more stability to our children's outcomes, according to our teacher assessments.



Externally provided programmes

Programme	Provider
Peer Mentoring Support	Greig City Academy Pastoral Dept

Service pupil premium funding (optional)

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