

# Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium 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 C of E Primary School
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	22.8% (18 on budget – 2 more will be on Oct 24 census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sean Tobin
Pupil premium lead	Theresa Walker
Governor / Trustee lead	Robin Taverner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27711
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£27711</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Challenges are varied and there is no “one size fits all”. We carefully consider the needs of our pupils and families when allocating spending. It is also fundamental to ensure that all staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas for development across the school.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure 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
- In 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.

### Challenges

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

Challenge number	Detail of challenge
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1	<p><b><u>Language acquisition and reading:</u></b></p> <p>There is a lack of early language acquisition and development for children in early years and Key Stage 1. This impacts on phonic acquisition and rates of progress. This impacts on the % of pupils reaching the EXS standard in the phonics screening check. Fluency of reading is poor as children are not being exposed to high quality texts in the home or visiting the library; there is limited opportunity to read and enjoy books out of school.</p>
2	<p><b><u>School readiness:</u></b></p> <p>Lack of school readiness or readiness to access new year group - experiences for children have been limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Pupils have a lack of aspirations due to limited life experiences and confidence in new situations which impacts negatively on their learning.</p>
3	<p><b><u>Attendance:</u></b></p> <p>For some children, attendance is lower, therefore gaps are not being closed and can increase as missing further lessons. This impacts on progress and attainment, particularly in core subjects.</p>
4	<p><b><u>SEMH:</u></b></p> <p>Resilience and self-esteem in our disadvantaged pupils is low; this impacts on aspirations and progress in learning.</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
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<p>To close the gap of disadvantaged children achieving the age-related expectations the end of 2024 and reaching their own personalised targets.</p>	<p>All disadvantaged children will have reached their academic end of year target in July 2025.</p> <ul style="list-style-type: none"> <li>• GLD in EYFS</li> <li>• Phonics % EXS</li> <li>• KS1 EXS</li> <li>• KS2 EXS</li> </ul> <p>Where this is not the case, case studies will demonstrate the circumstances around this and the way in which the grant has been used to support these children in their learning.</p>
<p>To promote language acquisition and development through a love of reading.</p>	<p>For all disadvantaged children to be competent and confident readers.</p>
<p>To continue to improve attendance and punctuality of disadvantaged pupils.</p>	<p>For the attendance of disadvantaged children to be 95%.</p> <p>2021-22 - 86.69% 2022-23 – 91.06% 2023-24 – 89.51%</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: £12,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA (1) for structured interventions from PIXL therapies, 5-minute box	EEF Pupil Premium Guidance  EEF Reading comprehension strategies	1 / 2 / 3 / 4

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

Budgeted cost: £12,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA (1) for structured interventions from PIXL therapies	EEF Pupil Premium Guidance	1 / 2 / 3 / 4
Intervention for times tables	EEF Pupil Premium Guidance	1 / 2 / 3 / 4

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

Budgeted cost: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Mellow Mindfulness - £1,400	Research by the University of Exeter showed that mindfulness can contribute directly to the development of cognitive and performance skills and executive function. It can help young people pay greater attention, be more focused, think in more innovative ways, use existing knowledge more effectively, improve working memory, and enhance planning, problem solving, and reasoning skills	1 / 2 / 3 / 4
CPOMS - £400.00	Supports tracking attendance and critical incidents including safeguarding for disadvantaged pupils	3 / 4
Breakfast Club contribution for PPG pupils - £1000.00	Research from the EEF found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. Breakfast club schools also saw an improvement in pupil behaviour and attendance.	2 / 3 / 4

**Total budgeted cost: £27711**

## **Part B: Review of outcomes in the previous academic year**

### **Outcomes for disadvantaged pupils**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Breakfast club had a positive impact on PPG attendance. Pupil Voice reported that they enjoyed coming to breakfast club and felt more settled when entering lessons at 9am. The aim is to increase PPG participation in breakfast club next academic year. 100% of PPG pupils were able to access school trips and the residential trip in March 2024 which was partially funded (50%) by the Pupil Premium Grant.

100% of pupils passed the PSC in Year 1.

50% of pupils (1/2) passed the PSC retake in Year 2.

50% of pupils (1/2) achieved EXS combined in Year 6.

CPOMS is crucial for communicating and recording safeguarding incidents for PPG children and to share key information instantly with the relevant staff members. This was also evidenced by reports from CEO and Trust Director of Education in a safeguarding review conducted the Berlesduna Academy Trust.

Mellow Moments has enabled pupils to access strategies to support with anxiety and SEMH needs. Staff reported that pupils are starting to implement these strategies in class when they feel overwhelmed. The parental session funded by PPG in March 2024 was full and attended by all PPG parents. This will continue into next academic year as this is still an area which pupils and families need support. Attendance is a stable picture but has not increased.

## 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*

<b>Programme</b>	<b>Provider</b>
Mindfulness	Mellow Moments