

Pupil premium strategy statement 2022-23

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 C of E Primary School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£19,295.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,850.00
Total budget for this academic year	£25,145.00

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
1	<p><u>Language acquisition and reading:</u></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</p>

	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.
2	<u>School readiness:</u> 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.
3	<u>Attendance:</u> 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.
4	<u>SEMH:</u> Resilience and self-esteem in our disadvantaged pupils is low; this impacts on aspirations and progress in learning.

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
To close the gap of disadvantaged children achieving the age-related expectations the end of 2023 and reaching their own personalised targets.	<p>All disadvantaged children will have reached their academic end of year target in July 2023.</p> <ul style="list-style-type: none"> • GLD in EYFS • Phonics % EXS • KS1 EXS • KS2 EXS <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>
To promote language acquisition and development through a love of reading.	For all disadvantaged children to be competent and confident readers.

<p>To improved attendance and punctuality of disadvantaged pupils.</p>	<p>For the attendance of disadvantaged children to be 95%.</p> <p>2021/22 - 86.69%</p>
<p>To broaden the horizons of disadvantaged children by providing a range of enrichment experiences to the curriculum.</p>	<p>To see the majority of disadvantaged children involved in enrichment experiences to develop key skills including but not limited to fitness, gross/ motor, social and emotional, broaden horizons and ambitions.</p>
<p>To ensure the impact of Covid-19 has not affected the academic and social and emotional achievements of disadvantaged pupils.</p>	<p>To ensure disadvantaged children have opportunities to develop socially and emotionally building on key communication skills with their peers and staff. children to be able to share ideas in group activities as well as listen and work well with others.</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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest schools Child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking with outcomes such as self-efficacy, motivation and teamwork. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p>	<p>Key findings from ForestResearch.gov.uk</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	<p>2 / 3 / 4</p>
<p>Phonics development Professional development of staff delivering phonics.</p>	<p>Research from the EEF: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature</p>	<p>1</p>

	<p>of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of digital technology.</p> <p>To provide pupils with access and support across the curriculum.</p> <p>Resources used to support in-class teaching and interventions.</p>	<p>EEF - USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING: Summary of recommendations:</p> <ul style="list-style-type: none"> Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1 / 2
<p>Support specific SEN needs through providing interventions, training, resources, specialists, assessments and developing</p>	<p>EEF - An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Schools should:</p> <ul style="list-style-type: none"> promote positive relationships, active engagement, and wellbeing for all pupils; 	1 / 2 / 3 / 4

a personalised learning plan.	<ul style="list-style-type: none"> - ensure all pupils can access the best possible teaching; and - adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report. 	
Develop speech and language ability to enhance learning, social and communication skills.	Research from the EEF suggest that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.	1 / 2

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapist - £1,200	British Association of Play Therapists - Play Therapy helps children in a variety of ways. Children receive emotional support and can learn to understand more about their own feelings and thoughts. Sometimes they may re-enact or play out traumatic or difficult life experiences in order to make sense of their past and cope better with their future. Children may also learn to manage relationships and conflicts in more appropriate ways. The outcomes of Play Therapy may be general e.g. a reduction in anxiety and raised self-esteem, or more specific such as a change in behaviour and improved relations with family and friends.	2 / 3 / 4
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	1 / 2 / 3 / 4

	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	
CPOMS - £375.00	Supports tracking attendance and critical incidents including safeguarding for disadvantaged pupils	3 / 4
Breakfast Club staff member - £1739.00 BC food - £585.00	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
Provide the opportunity for all disadvantaged children to participate fully in school life and broaden horizons. Educational visit subsidy - £3000.00	Increase opportunities for disadvantaged pupils and broaden their experiences, positively impacting on wellbeing.	1 / 2 / 3 / 4

Total budgeted cost: £24,000

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.

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.

Breakfast club supported disadvantaged families with a 'soft' start to the day. Pupils were more settled when starting their learning at 9.00am in classes. Breakfast club also enabled the school to provide breakfast to disadvantaged children who were unable to access breakfast club but came to school without eating breakfast.

Subsidising educational visits by 50% enabled all disadvantaged pupils to access these enrichment opportunities. This has a positive impact on their self-esteem and enabled them to have the same experiences as their peers.

The NELI programme was led and managed by an LSA who had received high quality CPD to enable the efficient resourcing and delivery of the programme. This was evidenced in the quality of the written work in pupils' books and their language acquisition. The 5-minute box was also implemented for Year 2 pupils to identify and close gaps in their knowledge and understanding.

All staff received phonics training to support with the delivery of the new scheme, this gave staff the confidence to deliver effective lessons consistently which was evidenced in lesson observations.

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