

Pupil premium strategy statement 2021-22

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	46
Proportion (%) of pupil premium eligible pupils	28% (13/46)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
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	£18,267.00
Recovery premium funding allocation this academic year	£2,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,840.00
Total budget for this academic year	£25,107.00

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	Lack of early language development for children entering EYFS due to missing nursery throughout Lockdown as well as year 1 and 2.
2	Lack of school readiness or readiness to access new year group - experiences for children are limited therefore they are missing out on

	vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home.
3	Pupil Premium children gap had reduced due to strategies that had been implemented but these are likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure - parental expectation of children in their home learning environment, support and engagement for whilst at school and also during closure, therefore access to home learning, despite having laptops was varied
4	For some of our PPG children, attendance is lower, therefore gaps are not being closed and can increase as missing further lessons. Covid-19 also means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised
5	Resilience and self-esteem in our PPG pupils is low; this impacts on their 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
The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages	A PPG LSA to work with pupils to close the gaps, particularly in reading.
Staff will deliver high quality first teaching and use a variety of strategies to promote language development. Disadvantaged children with under developed language receive targeted intervention to accelerate progress. SLCN needs addressed enabling pupils to access the wider curriculum	Access to high quality texts mapped to the curriculum All adults to model high quality reading daily NELI intervention delivered to EYFS/Y1 pupils Talk Boost Training for staff Talk Boost delivered to support PPG pupils with SLCN Phonics training for all staff Targeted academic support to close the gap.

<p>Improved attendance and punctuality</p>	<p>Attendance tracked and monitored by the Headteacher and Office Manager daily and recorded on CPOMS. Reports run on CPOMS weekly. First Day Response used regularly and consistently. Breakfast club available to PPG pupils so that pupils are 'ready to learn'. This also enables them to have a 'soft' start to the day and a calmer environment.</p>
<p>Increased resilience and self-esteem</p>	<p>Mellow mindfulness mentor to work with vulnerable children and those with high anxiety. Play therapist to work with pupils 1:1 to develop relationships and improve self-esteem Archbishop of York Young Leader program to raise confidence and aspiration Ensure educational visits are affordable for families.</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: £6,112.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of a PPG/Recovery LSA</i> £5,840.00	Investing in staff training is an effective use of PPG and supports pupils.	1, 2, 3
<i>Phonics training – Bug Club at Whitmore</i> <i>Staff CPD – 6 hours of overtime for training -</i> £272.24		

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

Budgeted cost: £4,011.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted academic support - £3,761.00 – in place</i>	Adult support - booster sessions to narrow the gap, accelerate learning and ensure all children make at least expected progress from their starting points in reading, writing and maths.	1, 3, 4
<i>Archbishop of York Young Leader -</i> £250.00	Structured leadership programme to enable pupils to develop confidence and character.	2, 5

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

Budgeted cost: £8,219.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Play Therapist - £1,953.00</i>	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.	5
<i>Mellow Mindfulness - £1,368.00</i>	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	5
<i>CPOMS - £377.00</i>	Supports tracking attendance and critical incidents including safeguarding for disadvantaged pupils	4
<i>Breakfast Club staff member - £2936.00 BC food - £585.00</i>	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.	4, 5
<i>Educational visit subsidy - £1000</i>	Increase opportunities for PP pupils and broaden their experiences, positively impacting on wellbeing.	3, 4, 5

Total budgeted cost: £18,342.24

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.

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

Observations and dialogues with pupils and their families demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted during the COVID-19 pandemic. Anxiety and SEMH needs were high in our pupils. Pupils and families have been impressed with the impact of the social, emotional, mental and wellbeing support we have put in place such as the play therapy, mindfulness sessions and Forest School. Upon children's return to full time education last year, we used a recovery period to ensure that pupils were supported primarily with COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Overall attendance in 2020/21 for disadvantaged pupils was lower than in the preceding years at 90%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. The breakfast club has been positively received and staff have noticed a positive impact on pupils' attention and concentration in class.

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