

Pupil premium strategy statement 23-24

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 Mary's CE Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	Nov 23
Date on which it will be reviewed	June 2024
Statement authorised by	
Pupil premium lead	Emma Grunnill
Governor / Trustee lead	Dick Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22, 113
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22, 113

Part A: Pupil premium strategy plan

Statement of intent

- *We want our disadvantaged pupils to achieve their potential, academically, emotionally and physically. We want them to leave school secondary ready, with a confident view of themselves as learners with high aspirations.*
- *Funding supports additional reading and small group booster/intervention programmes, ELSA and TA support for individual pupils, support with trips and maintaining Teaching Assistants this academic year.*

Challenges

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

Challenge number	Detail of challenge
1	<i>29% of our disadvantaged pupils are also on the SEN register of need mainly for Cognition and learning and Physical/sensory. This means their progress and attainment may be lower than their non SEN and non-disadvantaged peers.</i>
2	<i>57% of our disadvantaged pupils need emotional support and are less resilient or confident than their peers. Some require ELSA support and may need additional support from an adult in school to support welfare and positive emotional health.</i>
3	<i>A few of our disadvantaged pupils have attendance which is not in line with their non-pupil premium peers. This can be a barrier to progress.</i>

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
<i>All disadvantaged children demonstrate good progress and attainment from their starting points and achieve in line with their non-pupil premium peers at the end of Key Stages 1 and 2</i>	<i>Pupils will perform in line or better than their non-pupil premium peers in national benchmarks</i>
<i>Our disadvantaged pupils are confident individuals who are resilient to learn independently and take risks. They show</i>	<i>Our disadvantaged pupils learn independently alongside their non-disadvantaged peers. They can talk</i>

<i>aspiration to progress and have a greater sense of the richness of diversity in society.</i>	<i>confidently about themselves as learners, and what they hope to achieve.</i>
<i>All of our disadvantaged pupils attend school regularly</i>	<i>Attendance data is improved for individuals</i>

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: £18,796

Area of Spend	Description of Intervention	Evidence that supports this approach	Challenge number(s) addressed
Retain Teaching Assistants in all classes to ensure that pupils have the support they need on a day to day basis across the curriculum	Teaching Assistants provide daily intervention programmes and catch up programmes to a wide variety of pupils on a daily basis. They support pupils to access the curriculum and provide a key source for emotional support. Some of these are pupils in receipt of Pupil Premium.	Teaching Assistants are a valuable asset for the welfare and educational development of pupils.	93
Retain Teaching Assistants in the afternoons to deliver additional reading support to all children in receipt of PP and SEN pupils	Teaching Assistants spend time reading regularly with pupils in order to develop their reading skills and confidence. Some of these pupils are in receipt of Pupil Premium.	Fluent reading is the key to educational success and success later in life. We want all of our children leaving school being confident readers so that they can easily access the curriculum. This, in turn, also aids their communication and written skills.	31
Phonics intervention	Maintain additional Teaching Assistants to teach phonics sessions across KS1 in smaller groups to ensure that pupils are	We know that regular small group teaching at the right	36

	secure in their phonic knowledge. Some are pupils in receipt of Pupil Premium.	level has a positive impact on pupil's learning and confidence.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1,842

Area of Spend	Description of Intervention	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring in maths and English (below expected attainment for their potential)	A teacher is delivering catch up sessions before school to close the gap in pupils' attainment in Year 6, focusing on basic mathematics and literacy skills. This group includes Pupil Premium pupils.	Regular practice of basic skills in smaller groups is known to have a positive impact on learning.	10
Participation in Teaching Live sessions to raise attainment in writing	A series of live online teaching sessions to raise standards in writing in Year 5 and 6. This group includes 71% of our pupils with Pupil Premium.	Focused intervention and targeted teaching raises standards.	28

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

Budgeted cost: £1,475

Area of Spend	Description of Intervention	Evidence that supports this approach	Challenge number(s) addressed
Retain ELSA hours in school	An ELSA is engaged to work with small groups of pupils on their emotional literacy or on a one-to-one basis. Some are pupils in receipt of Pupil Premium.	The emotional health of our children is very important. If children are not secure in their mental health, it is harder to learn. ELSA support helps our children understand their emotions, builds	Number varies but currently 20

		their confidence and helps them to develop strategies to deal with and understand issues they might be experiencing.	
Improve attendance for some of our pupils in receipt of Pupil Premium	ELSA and HT to work with parents and pupils to ensure good attendance Some are pupils in receipt of Pupil Premium.	If pupils are not in school, it is obviously more difficult for them to make progress and for learning to be embedded.	5
Trips	A subsidy for trips and visits can be arranged. Our pupils in receipt of Pupil Premium have the same access to trips and visits as their non-Pupil Premium peers, ie museum visits or science projects.	Trips and visits are arranged that raise aspiration and introduce pupils to experiences they may not usually encounter.	7

Total budgeted cost: £ 22, 113

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 2022 to 2023 academic year.

Attendance continues to be an issue for some pupils throughout the school through illness.

Our new Mental Health practitioner worked with the Senior Leadership team to overhaul our mental health provision in school. Additional provision implemented meant that as a school, we were able to cater for the needs of more pupils. She was also able to give support to some parents in need of emotional support.

50% of our Year 6 pupils eligible for Pupil Premium achieved Expected or Greater Depth across all three subjects last year. The 50% not achieving also had Special Educational Needs and made good progress from their starting points.

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
N/A	