

Pupil premium strategy statement 2024 - 2025

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 (Aided) Primary School, Pulborough
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	20% (decrease of 5% from last year)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	2nd December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	S Copus
Pupil premium lead	H Turner
Governor / Trustee lead	A Clark

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£51,269.01
Recovery premium funding allocation this academic year	£ 0
Catch Up funding	£ 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	£ 51,269.01

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged pupils can include weak language and communication skills, lack of confidence, attendance and punctuality issues and behaviour issues at times. There may be complex situations that can prevent pupils from 'flourishing'. We recognise that the challenges are varied and there is no one size fits all model.

As recognised by the EFF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles in our strategy are:

- We aim to provide a **broad and engaging curriculum** with a half termly thematic approach that is progressive with skills and knowledge.
- Promote an ethos of **attainment for all** – rather than stereotyping.
- **Individualised approach** to address barriers – tutoring, precision teaching.
- **High quality teaching** – rather than bolt on strategies with a focus on how we teach and ensure long term working memory.
- Decisions based on data and response to evidence with pupil progress meetings half termly to identify the focus on **outcomes for individuals**.
- **Staff** become experts in disadvantaged through focussed CPD
- **Clear, responsive leadership** setting high aspirations and responsibility for raising attainment to all staff.
- Rigorous and methodical approach to **teaching basic skills** and an emphasis on a reading culture and concrete, abstract and pictorial mastery approach in Maths.
- We will provide increased **pastoral support service** for parents and pupils, identified by school as vulnerable or in need.

- We will facilitate pupils accessing a **wide range of enrichment experiences both in and out of school**, which positively impact on the children's academic achievements and well-being. This includes wrap-around care, an extensive range of clubs and visitors and visits to allow the children to deepen their learning.
- We aim to **increase attendance** by reviewing the curriculum offer and the support needed for our disadvantaged pupils by using pupil voice in our decision making.

Our ultimate objectives are:

- To narrow the attainment gap between the pupils and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates
- For all disadvantaged pupils to have attendance of national average or above.
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the majority of pupils is delayed.
2	Increased number of pupils with complex needs, including Speech and Language, social communication, poor working memory, attention difficulties, motor skills and social and emotional mental health.
3	Limited life experiences and opportunities to join in enrichment opportunities.
4	Some of the pupils have lower attendance so involvement with the children to improve attendance.
5	Staff understanding of meta cognition (particularly for boys), self-regulation and the needs of the children within their classes.
6	Challenges with language skills and in expressive and receptive vocabulary for the lower part of the school.

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
Pupils make at least expected progress in reading, writing and maths	Gap will close in progress made between PP and non PP
Increase overlearning and reinforcement opportunities in reading and maths at home and in school	Increase in reading ages and mental maths scores for PP children
PP Attendance increases	Attendance of identified PP children increases and the gap between PP and non PP narrows
Pupils access a wide range of enrichment experiences both in and out of school	Pupil survey reflects enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are improved.
Pupils spoken language improves and they develop more confidence in speaking skills across the curriculum	NELI benchmarks show improvements in spoken language for PP children Pupil voice suggests that the children feel more confident in their own ability in speaking and listening activities.

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: £55.66

CPD for staff

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI project to ensure that children identified with low level speech and language are picked up with the earliest intervention.	NELI scores post and pre assessment results	6
Dissemination of Disadvantaged training from Durrington Research School to all staff to understand needs and current educational thinking for PP children.	EEF – Pupil Premium Durrington Research school - training	5

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

Budgeted cost: £ 41,009.36

Targeted support for Y5/6 and phonics for Y1/2, NELI project, TA support for NELI project (release days for training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils TA CPD Maths and English focus delivered by leads Pupil Progress meeting by PP lead and DHT to look at PP pupils an timely interventions	EEF Guide to pupil premium – tiered approach – teaching is the top priority and has the greatest impact on pupil outcomes Sutton Trust – Quality First Teaching CPD has impact on staff expertise Tutoring of children	1, 2
Purchase web based programs to be used at home MyOn Oxford Owl TT Rockstars	EEF toolkit – parental engagement EEF Guide to Pupil Premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial in this area.	1,2, 5
Interventions delivered 2 days a week to targeted pupils in Y5/6 Phonics intervention two days a week Y1/2	EEF – High quality small group interventions	1, 2
Pastoral support with Play Therapy, Drawing and Talking Therapy, Articulate and social skills groups	EEF – social and emotional need – improve interactions with self and others – management of emotions – impacts on attitudes to learning in school thus increasing attainment in school.	1, 2

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

Budgeted cost: £ 12448.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
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SEND/PP TA Register of families and level of support required to be collected	Parent surveys Attendance data	1, 4
SEND/PP TA Attendance at core group, TAF, CIN and CP meetings so ensure continuity in supporting the families.	Dedicated person in role who is aware of these children and advocates for them Relationships are key in establishing good parent links	1, 4
SEND/PP TA work closely with attendance officer to identify pupils below 96% and implement protocols	EEF toolkit – Parental engagement	1, 4
Pupils supported in library provision and reading for pleasure.	Parent surveys Reading data	1
Cultural capital experiences promoted in the curriculum Essential visitors and visits to be put on curriculum maps Community minibus to be used for enrichment experiences Reduction in cost of trips for PP Residential to be funded for PP Music lessons Uniforms	Learning is contextualised in concrete experiences and language rich environments Ofsted Research (2019) places emphasis on improving cultural capital, particularly for Disadvantaged pupils Pupil survey reflects greater enjoyment and engagement in school. Especially for Boys and further engagement in learning. Residentials and pupil voice Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil's books and data. EEF – Sports participation increases educational engagement and attainment. EEF – Outdoor adventure learning shows positive benefits on academic learning and self-confidence. Educational research on the value of music.	4
Funding of outdoor learning through Forest School to help mental health and wellbeing.	EEF – Outdoor learning	4
Providing uniform for tight sense of belonging and being smart.		4

Total budgeted cost: £ 53, 513.44

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 2023 to 2024 academic year.

Live marking – Impact is that more responsive marking in the class, children are aware of their targets and can action quickly. PPG children are spoken to first allowing greater impact and become the focus of intervention.

CPD for staff to meet needs in class – this has led to better knowledge of the children and their needs and professional development has been put in for staff based on EEF recommendations. Eight members of staff on National Professional Qualifications and therefore using current educational research to inform pedagogy. One in Behaviour which was impactful.

Quality First Teaching – allowed for all children to be part of the class and access learning – Rosenshine and vocabulary charts introduced and pupil voice says this helps our pupils to learn. Lesson observations show good or better engagement in learning.

Speech and Language – We ran the NELI and School Start programmes for EYFS children as there were 7 PP children – 6 of the children made progress within the programmes and improved their receptive and expressive vocabulary.

Phonics interventions – In September, we ran a baseline score and only 54% of children were on track to make the pass mark and 77% passed after the interventions showing good progress for the children involved in this intervention.

Visitors – Deepened the children's learning and hooked in the children to learning when learning from an expert. Impact on long term working memory.

Accelerated Reader – 69% improved their reading band through rigorous use of accelerated reader and the quizzes. Increased participation in Quizzes and moving between book bands.

Uniform – Children commented that they felt that they belonged and felt smart and advisors commented that all children looked fully included.

Attendance improved from 91.2 % 2021 – 2022 and 95.4% for 2022 – 2023 and 96.2% for 2023 – 2024.

Greater attendance of PP children at residentials for Year 5 and Year 6. Improved social interaction and deep of curriculum around outdoor learning.

Headteacher attended multi agency and safeguarding team meetings to support children and families.

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