# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | St Mary’s CofE (Aided) Primary School, Pulborough |
| Number of pupils in school  | 307 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | 17th September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | S Copus |
| Pupil premium lead | S Copus/H Turner |
| Governor / Trustee lead | A Clark |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 72,630.00 |
| Recovery premium funding allocation this academic year | £ 10,330.00 |
| 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 | £ 82,960.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *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 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 (96.4%)
* To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Outcomes and progress of the pupils for a majority of the pupils is affected by their SEND and home life |
| 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 | Disadvantaged pupils have lower attendance due to the low importance of school and the attitudes of parents. Parental involvement of those with persistent absence. |
| 5 | Staff understanding of meta cognition, self-regulation and the needs of the children within their classes. |
| 6 | Poor oracy skills in expressive and receptive vocabulary across 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.

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| 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 t0 learning. Social skills, independence, perseverance and team work are improved. |
| Pupils oracy improves and they develop more confidence in speaking skills across the curriculum | Oracy benchmarks show improvements in spoken language for PP children |

## 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: £2,700

CPD for staff

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Oracy 21 project | Oracy 21 research shows the impact that this can have on children’s spoken language. | 6 |
| Dissemination of Disadvantaged training from Durrington Research School to all staff to understand needs and current educational thinking for PP children. | EEF – Pupil PremiumDurrington Research school - training | 5 |

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

Budgeted cost: £ 15,700

Targeted support for Y5/6 and phonics for Y1/2, Oracy project

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality first teaching for all pupilsTA CPD Maths and English focus delivered by leadsPupil 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 outcomesSutton Trust – Quality First TeachingCPD has impact on staff expertise | 1, 2 |
| Purchase web based programs to be used at homeMyOnOxford OwlTT Rockstars | EEF toolkit – parental engagementEEF Guide to Pupil Premium – targeted academic supportEEF – digital technology – clear evidence technology approaches are beneficial in this area. | 1,2, 5 |
| Interventions delivered 2 days a week to targeted pupils in Y5/6Phonics intervention two days a week Y1/2 | EEF – High quality small group interventions | 1, 2 |
| Pastoral support with Lego 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: £ £55, 500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SEND/PP TA Register of families and level of support required to be collected | Parent surveysAttendance 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 themRelationships 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 |
| Cultural capital experiences promoted in the curriculumEssential visitors and visits to be put on curriculum mapsCommunity minibus to be used for enrichment experiencesReduction in cost of trips for PPResidentials to be funded for PPMusic lessons  | Learning is contextualised in concrete experiences and language rich environmentsOfsted Research (2019) places emphasis on improving cultural capital, particularly for Disadvantaged pupilsPupil survey reflects greater enjoyment and engagement in school.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 |

**Total budgeted cost: £** *73,400*

# 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.

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| *Covid from March 2020 – Feb ’21 led to national tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show pupil progress.* *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.**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**Speech and Language – We ran the NELI and School Start programmes for EYFS children as there were 9 PP children – 7 of the children made progress within the programmes and improved receptive and expressive vocabulary.**Phonics interventions – September we ran a baseline score and only 54% of children were on track to make the pass mark and 74% passed after the interventions showing good progress for the 16 children involved in this intervention.**Visitors – Deepened the children’s learning and hooked in the children to learning when learning from an expert.* *Accelerated Reader – 78% improved their reading band through rigorous use of accelerated reader and the quizzes.**Uniform – Children commented that they felt that they belonged and felt smart.* *During lockdown we were supporting parents and carers with weekly phone calls, food hampers, art packs, reading books for home and offering well-being sessions.* *Headteacher attended multi agency and safeguarding team meetings to support children and families.**75% of PP children were attending key worker provision allowing them to work in bubbles.**Of the 25% we were doing home visits and providing technology for the children to access Google classroom.* |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |

Targeted academic Support to 31st March 2022 CATCH UP FUNDING

We have used £2,297.50 to support small groups in KS1 with their phonics, using a specialist teacher.

We have used £1,363.32 of the Recovery premium for targeted groups in year 5 and 6 using the National Tutoring Programme, focusing on English and Maths.