

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

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	17 th 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

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

Pupils at St Mary's CofE (Aided) Primary School will make at least expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to interventions which have maximum impact on their learning through quality training professional development opportunities for 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. Targeted intervention for Year 5/6 and Year 1/2 in Phonics and reading as well as bespoke intervention where required.

We will provide increased pastoral support service for parents and pupils, identified by school as vulnerable or in need. We aim to increase attendance for disadvantaged pupils therefore allowing maximum learning time to close the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which positively impact on their academic achievement 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 provide a broad and engaging curriculum with a half termly thematic approach that is progressive with skills and knowledge.

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 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.

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 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

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 Premium Durrington 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

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 and 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	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 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

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 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
Cultural capital experiences promoted in the curriculum Essential visitors and visits to be put on curriculum maps	Learning is contextualised in concrete experiences and language rich environments	4

<p>Community minibus to be used for enrichment experiences</p> <p>Reduction in cost of trips for PP</p> <p>Residential to be funded for PP</p> <p>Music lessons</p>	<p>Ofsted Research (2019) places emphasis on improving cultural capital, particularly for Disadvantaged pupils</p> <p>Pupil survey reflects greater enjoyment and engagement in school.</p> <p>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.</p> <p>EEF – Sports participation increases educational engagement and attainment.</p> <p>EEF – Outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p> <p>Educational research on the value of music.</p>	
<p>Funding of outdoor learning through Forest School to help mental health and wellbeing</p>	<p>EEF – Outdoor learning</p>	<p>4</p>

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.

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 with 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 – In 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 them in to learning

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 other 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

Programme	Provider

Service pupil premium funding (optional)

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

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)

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.