



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 & St John CEVA Primary School
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	7.4%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Fiona Wilce, Headteacher
Pupil premium lead	Fiona Wilce, Headteacher
Governor / Trustee lead	Irene Kearney-Rose, lead for SEND and disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,450 (2021-2022)
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19, 930

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, develop holistically, achieving the best possible outcomes in terms of progress and attainment and flourish in mind, body and soul – letting their light shine. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

When making decisions about using Pupil Premium funding it is important to consider the context of our school, as well as considering the needs of pupils and especially the challenges faced by disadvantaged and vulnerable pupils. The challenges are varied and there is no “one size fits all”. We consider these fully in our decision-making.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The common barriers above can also impact on our vulnerable children, along with others such as having a social worker and or being a young carer. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support by in-school tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our observations and discussions with pupils and families indicate that the education and wellbeing of many of pupils, including our disadvantaged pupils has been impacted by school closures during the COVID_19 pandemic. For our disadvantaged pupils this is amplified to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing. Additionally, during school closures pupils' reading of high quality texts was limited.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills - phonics, reading skills and vocabulary gaps among many disadvantaged pupils. Discussions with parents shows lower parental confidence with maths and English which equates to less parental support and also access to reading materials at home. This negatively impacts their development as readers and writers.
3	Observations and discussions with pupils and parents show that our disadvantaged families have less access to extra-curricular experiences that enhance the curriculum and develop Tier 2 and 3 vocabulary, general knowledge and cultural capital, such as day trips, holidays, access to music, dance, sports lessons and clubs, etc.
4	Observation and discussion with pupils and staff have identified that many of our disadvantaged pupils have limited opportunities to apply or bring contextual experiences to their learning and thus to develop and apply their language and communication skills to enable greater comprehension and inference in reading and composition in writing.
5	Observation and discussion with pupils, staff and families have identified social and emotional issues for many children. Disadvantaged children may not be equipped emotionally or have the necessary resilience to deal with these issues, resulting in self-esteem and aspirations being lowered.
6	

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing are demonstrated through data from pupil voice, parent surveys and teacher observations. There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved oral and language skills and vocabulary amongst all pupils, and particularly disadvantaged pupils.	Assessment and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources including engagement in lessons, book scrutiny and ongoing formative assessment.
Opportunities for all pupils and especially disadvantaged pupils to engage in extra-curricular experiences that enhance the curriculum and develop cultural capital.	Pupils are able to draw from a broad base of general knowledge and experiences.
Opportunities for pupils to bring context to their writing	Pupils range of writing shows that are using experiences that may be outside of their own knowledge and these are linked to taught content and activities in school. This is evident when triangulated with other sources including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupils' own confidence is increased and they achieve and make progress at least in-line with peers in phonics, reading, writing and maths	Pupils' positive self-esteem is evident by increased confidence in class discussions and an ability to discuss and complete core subject work. This is evident when triangulated with other sources including engagement in lessons, book scrutiny and ongoing formative assessment.
School-led tutors and TAs deployed effectively to support catch up across the school.	Teachers employed to support disadvantaged children, through various intervention programmes and tutoring.

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: £12,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Continue work on quality first teaching. This should include CPD opportunities, continued improvement with formative assessment and work on effectively using teaching assistants for interventions.</p> <p>SLA: Partner School with the Learning Partnership</p>	<p>Sutton Trust – Developing Teachers (2015) Sutton Trust – What makes great teaching? (2014)</p>	<p>1,2,3,4,5</p>
<p>TA CPD Supporting TAs to ensure consistency of practice with teachers and support emotional well-being of pupils: 2 x ELSA Training 1 x ELSA Supervision 1 x supporting Downs Syndrome</p>	<p>EEF – teaching assistant intervention (+4m) EEF – making best use of teaching assistant guidance Futures In Mind – Educational Psychologists.</p>	<p>3</p>
<p>Guided Reading Embed the teaching of reading and comprehension: Introduce whole class guided</p>	<p>EEF – reading comprehension strategies (+6m) EEF – Oral language interventions (+6m)</p>	<p>1, 2, 3, 4</p>

<p>reading approach (Vipers) in KS2</p> <p>Ensure that a range of high - quality texts are available to all children.</p>		
<p>Embedding dialogic teaching activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will fund ongoing teacher training and release time.</p>	<p>EEF Toolkit: Oral Language Interventions</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	<p>1, 2, 3, 4</p>
<p>Standardised Tests</p> <p>Purchase of standardised diagnostic PIRA assessments for reading</p>	<p>EEF: Standardised tests: Assessing and Monitoring Pupil Progress</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and/or teacher instruction.</p>	<p>1,2,4</p>
<p>Phonics</p> <p>4 x staff RWI training. Ensure staff are trained and up to date with phonics scheme so that it can be vigorously delivered and narrow the reading gap for disadvantaged pupils.</p> <p>Purchase further RWI resources to secure stronger phonics teaching for all pupils</p>	<p>EEF: Phonics Toolkit strand</p>	<p>1, 2</p>

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

Budgeted cost: £3,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Sir Linkalot spelling app.	The app provides a fascinating and fun means of memorizing and visualizing words. This supports pupils with a range of different learning styles to learn spellings through its alternative approach.	1,2,3,4
Letter-join handwriting programme subscription to build on gaps in learning and resilience	Research (EEF) suggests that slow or effortful handwriting (as well as spelling) takes most of children's focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quantity and quality of children's writing	1,4, 5
1 x ECT teacher Talk for Writing training, enabling them to put this style of teaching writing into practice. It enthuses and supports all pupils, including the disadvantaged.	There is much research into different aspects of this teaching method, including Rosenshine's 10 Principles of Instruction, which have long been embedded within Talk for Writing	1,2,4,5
Talk for writing 'bursting to write' training for KS2 teachers. The training supported teachers to rebuild resilience, self-esteem and taught techniques for closing the gap in attainment and improving writing for all pupils, including those disadvantaged, through writing in tiny sprints of roughly fifteen minutes.	There is much research into different aspects of this teaching method, including Rosenshine's 10 Principles of Instruction, which have long been embedded within Talk for Writing.	1,2,4, 5
Engaging with the National Tutoring Programme to provide school-led tutoring by teachers for pupils whose education has been most impacted by the pandemic. A	EEF Individualised instruction +4m Targeted 1:1 and small group tuition by qualified teachers to address gaps in learning in maths knowledge and English – developing language skills, reading and writing.	1,2,4,5

significant proportion of the pupils who receive tutoring are disadvantaged, including those who are high attainers.		
--	--	--

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra curricular sports clubs offered to all KS2 pupils	Research shows that engaging in physical activity and sport helps pupils to learn in all areas of the curriculum. It also supports pupils' sense of wellbeing and physical health.	
Whole School Pantomime		
Pupil Well-being Provision of ELSA groups and resources to support with self-esteem, self-efficacy and resilience amongst disadvantaged children to enable them to become more independent, reflective, resilient responsible, resourceful and respectful.	ELSA Training through Future In Mind	5

Total budgeted cost: £19,930

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.

Our internal assessments during 2020/21 suggested that some of the disadvantaged children were performing lower than non-disadvantaged children. Because of the disruption caused in the education of the children due to the pandemic, the outcomes for these children were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, when we delivered live online learning, aided by use of other online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Sir Linkalot Spelling	Sir Linkalot
Letter-join handwriting	Letter-join
standardised diagnostic PIRA assessments for reading	Rising Stars