



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	179
Proportion (%) of pupil premium eligible pupils	FSM: 7.3% PLAC: 1.1% Service Child: 14.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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 (2022-2023)	FSM: £18,005 PLAC: £ 4,820
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	£ 26,305
Service Pupil Premium allocation for this academic year	£ 8,320

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 and evidence based targeted academic support is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most input. 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. Additionally, integral to wider school plans for education recovery, targeted support in the form of in-school tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils is in place. 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
- support children and families to access non-academic barriers to success, such as supporting attendance, behaviour and social and emotional needs, as well as supporting access to trips, visits and clubs.

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

Service pupil premium

Our intent for our service pupils matches the aspirations and aims of all pupils in our school. However, many service pupils face the additional challenge of high levels of family mobility or parental deployment. We will provide our service pupils with pastoral ELSA support, particularly during challenging times, to help mitigate the negative impact that this may have on their learning and personal development.

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 and those also with SEND, 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.

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 and enrichment 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: £8,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher CPD High quality teaching and learning</p> <ul style="list-style-type: none"> • CPD: Partner School with the Learning Partnership • Feedback • Developing retrieval practice 	<p>Sutton Trust – Developing Teachers (2015) Sutton Trust – What makes great teaching? (2014) EEF – Feedback (+6m) EEF - Teacher Feedback to Improve Pupil Learning Reviewed Feedback and Marking Policy <i>Retrieval Practice: Primary: A guide for primary teachers and leaders</i> (K. Jones, 2022)</p>	<p>1,2,3,4,5</p>
<p>TA CPD</p> <p>Supporting TAs to ensure ongoing professional development and consistency of practice with teachers.</p> <p>Support for emotional well-being of pupils:</p> <ul style="list-style-type: none"> • 3 x ELSA Supervision • Learning Partnership courses 	<p>EEF – teaching assistant intervention (+4m) EEF – making best use of teaching assistant guidance Futures In Mind - ELSA</p>	<p>3</p>
<p>Teaching Reading</p> <p>Guided reading approach (Vipers) across KS2, developing comprehension skills. A range of high-quality, challenging texts mapped out from EYFS to Year 6.</p> <p>Reading strategies taught explicitly.</p> <p>Reading interventions with individuals</p>	<p>EEF – reading comprehension strategies (+6m) EEF – Oral language interventions (+6m) Toe by Toe Interventions</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic teaching activities across the school curriculum. These can support pupils to articulate key ideas,</p>	<p>EEF Toolkit: Oral Language Interventions</p>	<p>1, 2, 3, 4</p>

<p>consolidate understanding and extend vocabulary.</p> <p>We will fund ongoing teacher training and release time.</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>Standardised Tests</p> <p>Purchase of standardised diagnostic assessments and training for staff</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>	1,2,4
<p>Phonics</p> <p>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>Additional phonics sessions targeted at disadvantaged children who require further support.</p> <p>Release/cover staff for termly phonics assessment</p> <p>Purchase further RWI resources to secure stronger phonics teaching for all pupils in smaller groups</p> <p>Purchase phonics 'book bag' books to support early reading development</p>	<p>EEF: Phonics Toolkit strand (+5m)</p> <p>RWI Phonics 'book bag' books for all stages</p>	1, 2, 3,4
<p>Spelling Support</p> <p>Spelling Frame software to support the teaching of spelling and improve and widen vocabulary.</p>	<p>EEF- Individualised Instruction (+4m)</p> <p>Spelling Frame Program for each class. Words are spoken, broken down into syllables and pupils work at their own speed based on responsive, automated assessments.</p>	1,23,4
<p>Maths Support</p> <p>My Maths software Times Tables Rockstar</p>	<p>Activities develop pupils' confidence and fluency in maths.</p> <p>Allows teachers to spend more time on interventions and 1:1 teaching.</p>	1,2

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
<p>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 significant proportion of the pupils who receive tutoring are disadvantaged, including those who are high attainers.</p>	<p>EEF Individualised instruction +4m Targeted, structured 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.</p>	<p>1,2,4,5</p>
<p>Letter-join handwriting programme subscription to build on gaps in learning and resilience</p>	<p>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</p>	<p>1,4, 5</p>
<p>Teaching Use of collaborative learning, small group work, precision teaching, overlearning strategies, interventions and 1:1 tuition targeted at disadvantaged pupils’ individual needs</p>	<p>EEF – collaborative learning approaches (+5m) EEF – individualised instruction (+4m) EEF – small group tuition (+4m) EEF – Making best use of TAs guidance</p>	<p>1, 2, 3, 4</p>
<p>Phonics Additional phonics sessions targeted at disadvantaged children who require further support.</p>	<p>EEF - Phonics (+5m)</p>	<p>2, 4</p>
<p>Reading All pupil premium (FSM) children to receive 6 high-quality books per year.</p>	<p>EEF – Why focus on reading fluency?</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra curricular activities Sports clubs Subsidising of wrap around care Swimming Residential to ensure that children have equitable opportunities with their peers</p>	<p>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.</p>	3
<p>Pupil Well-being Provision of fulltime SEMH lead/HLTA Provision of 3 x ELSAs who work with individuals and groups 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 Resources</p>	<p>EEF – social and emotional learning (+4m) EEF- behaviour interventions (+4m) ELSA Training through Future In Mind</p>	5
<p>Enrichment Wide range of targeted curriculum enrichment and enhancement activities: including Friday afternoon enrichment session, experience days, Science week, World Book Day, visitors to school, school trips, residential in Yr2 and Yr 6</p>	DfE – Menu of Approaches	
<p>Breakfast Club Free places reserved at breakfast club, where attendance/ punctuality is poor to ensure all children have a positive start to the day, including a good breakfast and do not miss learning time.</p>	DfE – Menu of Approaches	

Total budgeted cost: £26,305

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 2021 to 2022 academic year.

Due to the small number of Pupil Premium pupils in our cohorts and some cohorts with no Pupil Premium children, the table includes all Pupil Premium/FSM children in school. It shows individual pupil's outcomes as age-related expectations at end of academic year 2021-2022 – (year group and beginning, within and secure - Juniper Target Tracker & 2022 KS2 SATS)

The vast majority of pupils achieved at least in line with or better than their non FSM peers in reading and maths and slightly behind in writing.

Subject	EYFS	Yr3 pupil	Yr5 pupil	Yr5 pupil	Yr6 pupil	Yr6 pupil	Yr6 pupil
Reading	2 profile	3secure	4secure	5within +	6within + SATS SS 103	6secure + SATS SS 104	6secure SATS SS 109
Writing	2 profile	3within +	4within +	5within	6within WTS	6secure EXS	6secure EXS
Maths	2 profile	3within +	5beginning	5within +	6within + SATS SS 103	6secure SATS SS 110	6secure + SATS SS 111

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
Spelling Frame	Spelling frame
Letter-join handwriting	Letter-join
My Maths	My Maths
Times Tables Rockstar	Maths Circle Ltd
Standardised diagnostic PIRA assessments	Rising Stars
Jigsaw - PSHE	Jigsaw Education Group

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">• Use of ELSAs to provide pastoral and emotional support, including enrichment sessions for the group• Engagement with RCC wide Service Children Conference• Targeted intervention strategies and support for learning• Monitoring of service children's progress• Close liaison with transition schools• Engagement with Little Troopers and Book Force
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• Improved social skills• Improved relationship building skills• Improved self-esteem• Feeling a sense of community and belonging• Improved resilience• Better academic progress