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 CE Primary
Number of pupils in school	420 (Rec - Yr6)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Year Plan
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	A Doorbar
Pupil premium lead	A Doorbar
Governor / Trustee lead	Fr John Stather

Commented [a1]: Increased from previous year (was 42%)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (figures are indicative)	2021-22 £215,000 2022-23 £235,560 2023 -24 £247,350
Recovery premium funding allocation this academic year	2021-22 £23,925 2022-23 £24,058 2023-24 £24,650
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	2021-22 £238,925 2022-23 £259,618 2023-24 £272,000

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's we recognise and understand that disadvantaged children experience many barriers that may impact on their learning. We strive to ensure that all children receive the best possible education in order to reach their full potential and go on to be active and responsible citizens in the future.

Objectives

Our main objectives are to

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the gap between disadvantaged pupils and their peers
- Ensure all pupils are able to read fluently and with good understanding in order to access a broad and balanced curriculum
- Enable pupils to look after themselves in terms of their social and emotional well being
- Enable pupils to be resilient
- Create opportunities for children to develop a wider understanding of the world in which they live.

Our Context

Deprivation indicator - IDACHE 5

St Mary's CE Primary School converted to an Academy in March 2018. The school was originally built in 1971 but underwent a substantial renovation in 2010 so that the school could educate more children in line with local demand and growing numbers of families within the immediate area. Pupils are aged between 2 – 11 years. The school is located in the Northern area of Stoke-on-Trent in the town of Tunstall. The area is generally very deprived with high rates of unemployment and social problems. Index Multiple Deprivation indicator, shows that the school is located in an indicator 1 area which is the bottom 6% of all deprivation across the country. NOR stands at 487. 8 of these children access 2 year old provision, on site in a self-contained classroom situated on the KS1 playground. The school receives regular requests for appeals. The PAN has risen from 45 to 60. From September 2022, the school has provided early education for targeted 2 year olds and their families in the form of Little Saints provision.

The school offers free full time Nursery provision for 60 children. It also offers a before school club (Early Birds) and a wide range of after school provision for the whole school population. School offers free places to these clubs for some children based on deprivation and need. 47% of children attending the school are from a white British background. 30% of children attending St Mary's are classed as EAL and 53% of children are from minority ethnic backgrounds. There are 16 different ethnicity groups across the school, with a total of 26 different home languages spoken. 8 children have a SEN EHCP with another 4 EHCPs due imminently. 14% of children are on SEN support. There is 1 child currently who has a Special Guardianship, 5 LAC and there are 11 children who have Social Care involved with their families. Percentage of FSM is above National and stands at 37%. Pupil Premium is 41% Early Years PP stands at 24%

St Mary's is a Church of England school and a small number of our children attend Christ Church to worship regularly with their families. Most of our Asian community attend the local Mosque. The school is usually oversubscribed; there is a waiting list in most year groups.

Pupils enter our EYFS with scores that suggest the children are working significantly below their chronological age.

(data is accurate as of Jan 2023)

Achieving our objectives

Provision put in place to support our objectives include

- High quality CPD to ensure all children receive the highest standard of teaching
- Use of additional Teaching assistants to allow for targeted interventions to take place
- Employment of apprentices to support teachers in the classroom with small group work
- Help to fund educational visits to experience first-hand the wider world
- HSLW to provide support for struggling families
- HSLW to monitor attendance of the disadvantaged pupils
- Funding to develop outdoor learning

This is not an exhaustive list and strategies will change and develop based on the needs of individuals

Key Principals
We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through regular progress meetings support for individual pupils. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs also receive support.

Challenges

Commented [a2]: These challenges are still the same challenges and we are finding alternatives ways to address these every year

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

Challenge number	Detail of challenge
1	Academic achievement
2	Lack of opportunities to understand the wider world
3	Poor social, emotional and well-being challenges
4	Low attendance
5	Lack of parental involvement in their child/rens education

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 ensure all disadvantaged children have the opportunities to achieve in line with their peers and achieve ARE (age related expectations) across the school	Disadvantaged pupils achieve and attain in line with their peers. Ensure that any gaps between disadvantaged and non disadvantaged pupils continue to be minimised through regular monitoring
Children to have plenty of opportunities during their time at St Mary's to experience life outside of school and have a deeper understanding of the wider world	Children to have a wider vocabulary and understanding of the world in which they live through experiencing and visiting more events/places. Children to have an increased self-value. Children to have higher ambitions/hopes/dreams for their future.
Children to have a positive outlook on life and have a better understanding of how to deal with issues they may face using a range of strategies.	Children are able to deal with 'life problems' easier and with confidence, knowing what the right thing to do is.
To ensure that attendance for disadvantaged pupils is in line with their peers	Disadvantaged pupils to attend school regularly and the family is supported to enable this. The number of PA children who are disadvantaged is reduced.
For parents to take a more active role in their children's education	To see an increase in parental involvement with events in school and with homework (reading etc.). To increase the number of disadvantaged pupils with attendance over 90%

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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued professional development of staff across the year	Many strategies listed in the EEF Teaching & Learning Toolkit and the EEF Early Years Toolkit require teachers to be delivering quality first teaching. CPD enables staff to receive up to date training that enable teachers to teach using strategies which best suit the needs of their children. EEF - Teaching & Learning Toolkit states +6mths for feedback EEF - Teaching & Learning Toolkit states +5mths for collaborative learning EEF - Teaching & Learning Toolkit states +5mths for mastery learning EEF - Teaching & Learning Toolkit states +7mths for Metacognition and self-regulation EEF - Teaching & Learning Toolkit states +6mths for oral language interventions EEF - Teaching & Learning Toolkit states +5mths for phonics EEF - Teaching & Learning Toolkit states +6mths for reading comprehension strategies. EEF - Early Years Toolkit states +5mths for play-based learning EEF – Early Years Toolkit states +5mths for self regulation strategies EEF – Early Years Toolkit states +4mths for early literacy approaches EEF – Early Years Toolkit states +mths for speech and language approaches EEF – Early Years Toolkit states +6mths for early numeracy approaches	1
Online subscriptions to supplement teaching and homework	EEF - Teaching & Learning Toolkit states +5mths for homework	1

Commented [a3]: Ongoing and relevant. Regular lesson observations and book monitoring provide information to develop staff skills and to ensure consistency of high standard of education

Commented [a4]: Continue to use subscriptions, however these are changing and new ones sourced that provide better quality resources or support

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

Budgeted cost: £359,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants to help deliver interventions or to allow teachers to deliver targeted interventions	NFER - found most effective strategies concentrated on Teaching & Learning. The seven building blocks for success: 3 - Focus on high quality teaching first 5 - Deploy the best staff to support disadvantaged pupils 5 - Develop roles and skills of TA staff	1
Apprentices to support delivery of interventions across school	6 - Make decisions based on data and respond to evidence EEF - Teaching & Learning Toolkit states +6mths for feedback EEF - Teaching & Learning Toolkit states +5mths for collaborative learning EEF - Teaching & Learning Toolkit states +7mths for Metacognition and self-regulation EEF - Teaching & Learning Toolkit states +5mths one to one tuition EEF - Teaching & Learning Toolkit states +6mths for oral language interventions EEF - Teaching & Learning Toolkit states +5mths for phonics EEF - Teaching & Learning Toolkit states +6mths for reading comprehension strategies EEF - Teaching & Learning Toolkit states +4mths for small group tuition EEF - Teaching & Learning Toolkit states +4mths for teaching assistant intervention	1
Speech and Language Therapist to assess and put in place interventions across school	EEF – Early Years Toolkit states +6mths for communication and language approaches EEF - Teaching & Learning Toolkit states +mths for oral language interventions EEF – Early Years Toolkit states +5mths for self regulation strategies EEF – Early Years Toolkit states +4mths for early literacy approaches	

Commented [a5]: Staffing heavily supports the learning and enables the school to run a comprehensive programme of interventions to meet children's needs. Data shows a small to no gap between pp and non pp children in attainment

Commented [a6]: Continuing and staff have had training delivered by the therapists to enable more intervention to take place within EYFS. Evidence seen through data at end of EYFS along with internal data (communication screen)

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

Budgeted cost: £93,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support worker to support families and children. Pastoral Support worker is part of the Safeguarding team.	EEF - Teaching & Learning Toolkit states +4mths for social and emotional learning	3, 4, 5
Member of SLT to monitor attendance	Many of the children who are PA and vulnerable are also disadvantaged. In order to close the attainment gap, they need to be in school to learn and need support with their home life situations.	4
TLR given to increase parental involvement	EEF - Teaching & Learning Toolkit states +4mths for parental engagement	5
Partially funded school visits	Children have very little first-hand experiences. By providing experiences such as going to the beach, travelling on a train, visiting a castle, handling animals etc., the children can transfer the knowledge and understanding into their written work (Eng, His, Geo, Sci)	2
Contribution towards upkeep of mini bus to transport children to events or on educational visits		2
Food available for breakfast and break time	Many of the children come into school not having breakfast or eat very poorly at home, so if we can provide something to eat and educate them on a good diet, the children will be in a better frame of mind to concentrate and be ready to learn.	3
Maintenance towards school library - FS, KS1, KS2	Children have access to high quality texts, which enrich the curriculum delivered in school. This also allows children to read at home for pleasure - a topic that they are interested in with their parents. EEF - Teaching & Learning Toolkit states +4mths for parental engagement	1
Contribution towards to the upkeep of our school petting farm (rabbits, tortoises)	Outdoor learning where activities include - challenging pupils physically - allowing opportunities for collaborative learning and problem solving - allowing children to experience success - building on relationship between child and adult can help to develop skills such as resilience, self-confidence and motivation. EEF - Teaching & Learning Toolkit states +5mths for collaborative learning EEF - Teaching & Learning Toolkit states +4mths for social and emotional learning	2,3
Contribution towards the outdoor classroom area		1, 2
Outdoor learning equipment/facilities		1, 2
School house used for Community space to put on training for parents	EEF - Teaching & Learning Toolkit states +4mths for parental engagement	5

Commented [a7]: Developed massively over the last 12 months. Stronger relationships with parents and a more rigorous recording system

Commented [a8]: Data shows improvements within the area. Monitored more rigorously and area in led by experienced leader

Commented [a9]: This will continue and visits are very closely linked to the curriculum.

Commented [a10]: Continue - this has helped to reduce costs of hiring coaches allowing more visits to take place as well as supporting non academic success

Commented [a11]: Breakfast club is an area of development for the next 12 months to provide a higher quality. Toast ad fruit continues to be provided to all children

Commented [a12]: Ongoing to ensure a love of reading is fostered and encouraged

Commented [a13]: New additions to the playground have ensured less accidents and more opportunities for personal development

Commented [a14]: Workshops offered to throughout the year

Total budgeted cost: £470,000

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 2022-23 academic year.

EYFS data outcomes 2022-23

EYFS Data	all children	PP children	national PP
% achieving a good level of development (GLD) (3 prime areas plus literacy and mathematics)	75.0%	72.2%	51.6%
% meeting the expected level in COM & LANG	75.0%	72.2%	
% meeting the expected level in PSED	85.0%	77.8%	
% meeting the expected level in PHY DEV	81.7%	77.8%	
% meeting the expected level in Reading	78.3%	72.2%	
% meeting the expected level in Writing	75.0%	72.2%	
% meeting the expected level in Mathematics	75.0%	72.2%	

Key Stage 1 data outcomes 2022-23

Key Stage 1	all children	PP children	national PP
% achieving EXS in Reading	81.7%	70.0%	53.9%
% achieving GDS in Reading	6.7%	10.0%	9.1%
% achieving EXS in Writing	78.3%	65.0%	44.4%
% achieving GDS in Writing	3.3%	0.0%	3.3%
% achieving EXS in Mathematics	80.0%	65.0%	55.7%
% achieving GDS in Mathematics	6.7%	5.0%	7.7%

Phonics outcomes 2022-23

Year 1	all children	PP children	national PP
% achieving WA (Year 1)	91.7%	85.0%	80.0%

Key Stage 2 data outcomes 2022-23

Key Stage 2	all children	PP children	national PP
% achieving EXS in Reading, Writing & Maths	69%	63%	44%
% achieving GDS in Reading, Writing & Maths	15%	10%	3%
% achieving EXS in GPS	81%	73%	59%
% achieving GDS in GPS	27%	20%	18%

% achieving EXS in Reading	80%	77%	60%	
% achieving GDS in Reading	24%	17%	17%	
% achieving EXS in Writing	81%	77%	58%	
% achieving GDS in Writing	17%	10%	7%	
% achieving EXS in Mathematics	86%	77%	59%	
% achieving GDS in Mathematics	17%	13%	13%	

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
TT Rockstars	Maths Circle Ltd

Further Information (optional)

Each half term, the school works with the Hub Foundation to delivery holiday activities, both educational and physical, and a hot meal for our disadvantaged pupils