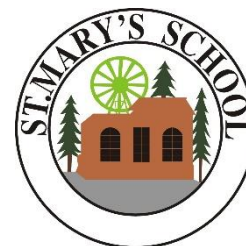


Pupil premium strategy statement

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 and how we intend to spend the funding in this academic year.



School overview

Detail	Data
School name	St Mary's Church of England Primary School, Writhlington
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	32.2% (46 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Cathie Lampert, Head Teacher Sarah Gilliam, Chair of LGB
Pupil premium lead	Elizabeth Hamblin, Deputy Headteacher
Governor / Trustee lead	Sarah Gilliam, PPG Governor Sue Heal, Trust Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,870
Recovery premium funding allocation this academic year	£6,525
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	£68,395

Part A: Pupil premium strategy plan

Statement of intent

St Mary's commits to working collaboratively with schools across the Partnership Trust, to use the pupil premium funding to help improve and sustain success for disadvantaged pupils, and eliminate the attainment gap. We are committed to supporting our disadvantaged pupils to access learning through building positive relationships and providing high quality learning experiences, facilitated by high quality teaching.

Both at Trust and school level, leaders have identified gaps and barriers and analysed a wealth of research to identify where support should be targeted to enable disadvantaged pupils to thrive and succeed academically.

We will provide staff with evidence-based training, supported by reflective practice and coaching to ensure that good outcomes are secured for our disadvantaged pupils.

All teachers and leaders work hard to develop effective relationships with families and focus on those pupils who need us most.

In our school, we are aiming for accelerated progress so that those disadvantaged pupils who are not achieving age related expectations catch up and keep up with non-disadvantaged pupils. Analysis of last year's assessment data (spring 2020) and 'entry' assessment data from October 2020 have been utilised to formulate this plan, alongside analysis of data trends over the last 4 years.

This plan outlines the key challenges preventing our disadvantaged pupils from attaining well:

- oral language development
- vocabulary development
- early reading skills
- writing stamina and composition
- aspiration and resilience

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our expectation at St Mary's is that all pupils, irrespective of background or the challenges they face, become strong readers and communicators. This will enable pupils to develop rich vocabulary and oracy skills, broaden horizons and raise aspirations. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point any need is identified
- ensure disadvantaged pupils are challenged appropriately in their learning

Challenges

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

Challenge number	Detail of challenge
1	<p>Analysis of Reading of data in 2018-2019 shows that progress and attainment of pupil's in receipt of pupil premium is much lower than non-disadvantaged pupils. This is evident through the EYFS, Key Stage One and Key Stage Two. This trend can also be identified in the previous three years.</p>
2	<p>Assessments and observations of pupils shows that attainment in Phonics is much lower in disadvantaged pupils than non-disadvantaged pupils. This impacts upon their development and attainment in reading, and their ability to access the wider curriculum at St Mary's.</p> <p>The most recent phonics check showed that 38% of pupils in receipt of pupil premium achieve the pass mark compared to 58% of non-disadvantaged pupils.</p>
3	<p>Assessments and observations of pupils has identified that a large proportion of children have additional needs, particularly speech and language.</p> <p>Currently 56% of pupils on the SEND register are in receipt of pupil premium. Many have delayed speech sound development and comprehension difficulties, impacting on their oracy skills. This affects pupils' access to learning in other areas of the curriculum.</p>
4	<p>Our assessments, discussions and observations show that attainment in writing of disadvantaged pupils is significantly below their peers and the gap is widening.</p> <p>Teacher assessment shows that 16% of our disadvantaged pupils are working at age-related expectations in writing, compared to 52% of non-disadvantaged pupils.</p>
5	<p>Pupil conferencing and surveys have identified that disadvantaged pupils have lower aspiration and resilience in comparison to non-disadvantaged pupils.</p> <p>Currently, 80% of pupils receiving social emotional interventions are in receipt of pupil premium.</p>
6	<p>Currently, attendance of pupils in receipt of pupil premium is lower (93%) than non-disadvantaged pupils (95%). Of pupils who have the highest absences, 60% are in receipt of pupil premium. Our assessments indicate that absenteeism is impacting on disadvantaged pupils' progress. 22% of pupils in receipt of pupil premium are falling into the persistent absenteeism category.</p>

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 in receipt of PPG will be confident and fluent readers.	Pupils in receipt of PPG will make accelerated progress so that a greater number attain at the expected level in reading, so that their attainment is more in line with national averages.
Pupils in receipt of PPG will pass the Phonic Screen in Year 1, in line with national pass rates.	Pupils in receipt of PPG will make accelerated progress so that a greater number attain at the expected level in the Phonics Screen Check, so that their attainment is more in line with national averages.
Pupils with additional needs will be identified at point of need. Pupils in receipt of PPG with SEND will attain in line with non-disadvantaged pupils with SEND.	A greater percentage of pupils in receipt of PPG and SEND will make accelerated progress and attainment. Attainment of PPG pupils with SEND will be more in line with non-disadvantaged pupils with SEND.
Pupils in receipt of pupil premium will have developed the skill to compose and sustain extended pieces of independent writing.	Pupils in receipt of pupil premium will make accelerated progress in writing, and attain at the expected level in line with their non-disadvantaged peers.
Pupils in receipt of PPG will have raised aspirations and resilience when faced with challenges.	Pupils in receipt of PPG receiving Social Emotional interventions will have increased Thrive profile scores and begin to make accelerated progress with their learning across the core areas of the curriculum.
Attendance of pupils in receipt of PPG will be in line with national expectations.	Pupils in receipt of PPG will have improved attendance, and attendance will be in line with non-disadvantaged pupils.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Little Wandle and CPD for EYFS, KS1 and TAs	<p>Purchase of 'Little Wandle'- a DfE validated Systematic Synthetic Phonics programme.</p> <p>The EEF reports extensive evidence that a systematic approach to teaching phonics can make 5 months' progress. Research specifically indicates that a systematic approach to Phonics is an 'important component in the development of reading skills, particularly for children from disadvantaged backgrounds'. Furthermore, the EEF identifies that all staff should receive training to 'ensure all staff have the necessary pedagogical skills and content knowledge' to deliver a Systematic Synthetic Phonics programme.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2
The deployment of 'reading squads' across EYFS and KS1 to support pupils core aspects of reading: decoding, prosody and comprehension	<p>The EEF states that, 'it is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly'. It emphasises that 'effective phonics techniques are usually embedded in a rich literacy environment for early readers'.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Recruitment of additional TA to support SEND	<p>The EEF states that when Teaching Assistants are deployed effectively they 'provide a large positive impact on learner outcomes and can enable pupils to make 4 months progress.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	3
Whole school CPD to secure high quality for all pupils: Writing training for KS1 and KS2	<p>The EEF states that the promotion of 'fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling' will ensure that pupils make good progress and attain at the expected level.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	4

<p><i>Walkthrus</i> – CPD for all teachers, supporting high quality teaching for all</p>	<p>At the heart of <i>Walkthrus</i> are evidence based approaches based on the work of:</p> <p>Barak Rosenshine (2010) <i>Principles of Instruction</i></p> <p>Willingham (2009) <i>Why Students Don't Like School</i></p> <p>Shimamura (2018) <i>A Whole Brain Learning Approach for Students and Teachers</i></p> <p>Dylan Willam (2005) <i>Embedded Formative Assessment</i></p> <p>Ron Berger (2003) <i>An Ethic of Excellence</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional, prioritised reading with pupils in receipt of PPG across the school, including nursery.</p>	<p>Interactive book-reading demonstrates large effects on vocabulary (Justice, Weber, Ezell and Bakeman, 2002)</p> <p>Targeted, frequent reading with the most vulnerable pupils can develop fluency, which in turn impacts on 'comprehension because 'pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text' (EEF <i>Improving Literacy in Key Stage 2, pp. 4</i>).</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF states that Reading comprehension strategies can increase progress by up to 6 months. Targeting pupils in receipt of pupil premium should enable pupils to make accelerated progress and attain more in line with their peers.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Implement a whole school approach to oracy to improve children's spoken language skills – the introduction of 'Voice 21'</p>	<p>Research from the EEF concludes that oral voice intervention can accelerate learning by 6 months. There are strong evidence links to metacognition approaches and collaborative learning, and these approaches also have an impact of 7 months and 5 months respectively.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>School-led Tutoring</p>	<p>EEF findings indicate that small group tutoring can have an impact of an additional 4 months of progress, especially if it is targeted at pupils' specific needs. It is recommended that small group tuition is considered as part of a strategic approach to improve outcomes for disadvantaged learners.</p>	<p>1, 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Robust monitoring of Phonic progress and immediate/responsive implementation of 'Keep Up' Interventions	The EEF states that 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' Phonics EEF (educationendowmentfoundation.org.uk)	1, 2
Early identification of SEND (Speech and Language) needs and the purchase of 'Provision Map'	Research indicates that 'Children who experience language difficulties in association with other vulnerabilities may be particularly at risk of poor outcomes. For example, children with both language and speech difficulties are particularly vulnerable to later literacy difficulties (Hayiou-Thomas, Carroll, Leavett, Hulme and Snowling, 2016; Pennington and Bishop, 2009). Early identification and close monitoring of pupil's progress (using the Phonics Screening Check) is a purposeful strategy and will be utilised as a 'risk indicator' for pupils who will need additional support. Ofsted (2013) indicates that successful schools 'used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked'. Ofsted Annual Report 2013/14 published - GOV.UK (www.gov.uk) The EEF states that 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months [progress] on average'. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	3
<i>NELI Programme</i> – complete year 1 cycle of the NELI programme, ensuring that all children have support to develop their early oracy skills.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Some good in school evidence of impact from the first year and this needs to be continued and Y1 pupils targeted.	3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust monitoring and swift action if attendance falls	Children who attend less sessions than their peers will not benefit from quality teaching and learning opportunities – we cannot improve	6

<p>below 95% working with CMEO.</p>	<p>attainment if children are not attending school. The DfE (2015) states that ‘without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers’.</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	
<p>Wide range of extra-curricular activities on offer for all pupils, including sports coaching and Forest School.</p>	<p>We have a range of after school clubs available, including football club and dance umbrella, giving access to experiences outside of the school, broadening aspirations (such as performing at the Forum in Bath). Furthermore the EEF states, ‘In addition to providing academic support, some school programmes aim to provide stimulating ...activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and better engagement.’</p> <p>A study commissioned by the Department of Education and Institute for Policy Research at the University of Bath concluded that ‘data clearly support claims about the importance of extra-curricular activities in attainment of soft (especially social) skills...quantitative data from the Understanding Society survey is also suggestive of a link between participation in extra-curricular activities and educational aspirations’</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p>	<p>5</p>
<p>Jigsaw</p>	<p>Research carried out by Sheffield Hallam University (2016) stated that, ‘Jigsaw contributes to pupils’ emotional literacy. Pupils’ scores in the emotional literacy measure were above expectations...Interviews and survey comments revealed that teachers felt that Jigsaw had enabled pupils to become more aware of their emotions, particularly stress and anger, and then develop tools to manage these emotions more effectively. This had in some cases led to improvements in pupil behaviour in and out of class. In addition pupils were said to have gained the confidence to speak openly in class about matters that were important to them, aiding in their communication skills’.</p> <p>FINAL Jigsaw report CW.pdf (shu.ac.uk)</p>	<p>5</p>

Total budgeted cost: £68,000