# School Logo in ColourPupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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.

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## School overview

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| Detail | Data |
| School name | St Mary’s Church of England Primary School, Writhlington |
| Number of pupils in school | 136 (156 with Nursery) |
| Proportion (%) of pupil premium eligible pupils | 34.6%% (47 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 | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Cathie Lampert, Head Teacher  Sarah Gilliam, Chair of LGB |
| Pupil premium lead | Carly Pollock, Deputy Headteacher |
| Governor / Trustee lead | Sarah Gilliam, PPG Governor  Belinda Deery Trustee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £66,930 |
| Recovery premium funding allocation this academic year | £6,670 |
| 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 | £73, 600 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 assessment data, teaching practice, and professional dialogue with staff that work closely with pupils has 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.

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| Challenge number | Detail of challenge |
| 1 | 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 previous years. |
| 2 | 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. |
| 3 | Assessments and observations of pupils has identified that a large proportion of children have additional needs, particularly speech and language.  Currently 48% of pupils in receipt of the PPG are also on the SEND register. 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. |
| 4 | Our assessments, discussions and observations show that attainment in writing of disadvantaged pupils is significantly below their peers and the gap is widening.  Teacher assessment shows that at the end of the last academic year, 38% of our disadvantaged pupils are working at age-related expectations in writing, compared to 92% of non-disadvantaged pupils. |
| 5 | Pupil conferencing and surveys have identified that disadvantaged pupils have lower aspiration and resilience in comparison to non-disadvantaged pupils.  In the academic year 2021-2022, 89% of pupils receiving social emotional interventions are in receipt of pupil premium. |
| 6 | Of pupils who had the highest absences in 2021-2022, 57% are in receipt of pupil premium. Our assessments indicate that absenteeism is impacting on disadvantaged pupils’ progress. |

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## 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.

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| 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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to implement and embed the introduction of Little Wandle and CPD for EYFS, KS1/KS2 teachers and TAs - work alongside Mangotsfield Hub to ensure best practice and outcomes for pupils in receipt of the Pupil Premium Grant. | Purchase of ‘Little Wandle’ resources - a DfE  validated Systematic Synthetic  Phonics programme.  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.  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1, 2,4 |
| To raise attainment in reading  Continue to utilise ‘reading squads’ across EYFS and KS1 to support pupils core aspects of reading: decoding, prosody and comprehension | 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’.  [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 1, 2 |
| Strengthening attainment of writing  Whole school CPD to secure high quality teaching for all pupils:  Reading training for KS1 and KS2: implementation of Early Writing Project for Early Years and KS1, stringent tracking of automaticity of spelling KS1 ‘common exception words’  Key Stage 2 -Reading | 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.  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  Evidence that supports this approach: At KS1 as well as KS2, recommendations arising from EEF research reference the importance of developing pupils’ transcription and sentence construction skills through extensive practice. This includes the specific teaching of spelling and the use of diagnostic assessment to focus effort on spellings that pupils are finding difficult to master and are inhibiting the flow of their writing.  [Improving Literacy in Key Stage 1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) – EEF Guidance Report Sept 2020  [Improving Literacy in Key Stage 2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) – EEF Guidance Report Nov 2021 | 3 |

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

Budgeted cost: £30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional, prioritised reading with pupils in receipt of PPG across the school, including nursery. | Interactive book-reading demonstrates large effects on vocabulary (Justice, Weber, Ezell and Bakeman, 2002)  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 *Improving Literacy in Key Stage 2, pp. 4)*.  [Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  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.  [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 1, 2 |
| Continue to embed the whole school approach to oracy to improve children's spoken language skills through ‘Voice 21’ and ‘Language for Life’ (Wellcomm) | 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.  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 3 |
| Robust monitoring of Phonic progress and immediate/responsive implementation of ‘Keep Up’ and ‘Catch 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 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 and Wellcomm) 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)](https://www.gov.uk/government/news/ofsted-annual-report-201314-published)  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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 3 |

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

Budgeted cost: £3,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve the attendance of disadvantaged learners | Evidence that supports this approach: Poor attendance impacts on pupils’ ability to access high quality teaching and creates gaps in knowledge and understanding that grow exponentially over time. Research and analysis published by Ofsted in February 2022 identifies approaches that secure good attendance and reduce persistent absence. The research also takes account of school attendance challenges that arose in autumn 2021.  [Research and analysis: Securing good attendance and tackling persistent absence](https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence) – Ofsted Feb 2022  Children who attend less sessions than their peers will not benefit from quality teaching and learning opportunities – we cannot improve 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’.  [Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf) | 6 |
| Wide range of extra-curricular activities on offer for all pupils, including sports coaching and Forest School. | 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.’  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’  [An\_Unequal\_Playing\_Field\_report.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf) | 5 |
| Purchase and implementation of Jigsaw | 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’.  [FINAL Jigsaw report CW.pdf (shu.ac.uk)](https://shura.shu.ac.uk/13692/1/FINAL%20Jigsaw%20report%20CW.pdf) | 5 |

**Total budgeted cost:** £73,600

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 2023 to 2024 academic year.

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| Review of 2023-2024 (year 3 of 3 year strategy plan)  **Pupils in receipt of PPG will be confident and fluent readers.**  Across the school 72% pupils in receipt of PPG achieved the expected level in reading, compared with 89% of non-disadvantaged pupils. This data excludes pupils with SEND as a high proportion of pupils in receipt of pupil premium also have additional needs (38%). The percentage of Pupils in receipt of Pupil Premium achieving the expected levels in Reading has increased markedly since the first year of the strategy where just 54% (excluding SEND) of pupils achieved the expected level in Reading. Pupils in receipt of PPG, who are not meeting the expected levels are prioritised and have additional reading throughout the week, 1:1 or in small groups, with skilled adults. ‘Fred’s Teaching’ has also been introduced across year groups 2-6 which monitors reading fluency. 78% of pupils in receipt of PPG (no SEND) are meeting the expected standard in ‘words read per minute’ and are broadly in line with non-disadvantaged pupils. Although overall there have been great improvements in narrowing the attainment gap, we will continue to develop and improve outcomes for our disadvantaged pupils.  **Pupils in receipt of PPG will pass the Phonic Screen in Year 1, in line with national pass rates.**  This year, of those pupils in receipt of pupil premium in year 1, 85% passed the Phonics screen. In comparison, 73% of non-disadvantaged pupils passed the screen. The national pass rate is 80%, so PPG pupils surpassed the national average. This result needs to be celebrated, as the Reading and Phonics Lead, Teachers and Teaching Assistants, with support from the Mangotsfield Hub worked tirelessly to embed the Little Wandle Systematic Synthetic Phonics (SSP) Programme over the last three years. Little Wandle Keep-Up and Catch-Up and SEND Scheme is being delivered by highly skilled practitioners at point of need. In Year 2, 100% of pupils passed the Phonics Screen. This high quality practice will need to be continued to allow disadvantaged learners to continue to maintain their attainment levels as they move through the school.  **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.**  Reading: Across all year groups, of pupils on the SEND register and in receipt of pupils premium, 14% made accelerated progress (non-PPG 24%).  Writing: Across all year groups, of pupils on the SEND register and in receipt of pupils premium, 6% made accelerated progress (non-PPG 24%).  Maths: Across all year groups, of pupils on the SEND register and in receipt of pupil premium, 11% made accelerated progress (non-PPG 24%).  Across Reading, Writing and Maths, good or accelerated progress combined is 89%, 100% and 94% respectively. Pupils with SEND and in receipt of Pupil Premium (38% of the school’s population) continue to remain an area of focus, however this cohort is maintaining good progress, despite there being many changes to the SEND service, including a shortage of speech and language therapists. During the next academic year, we are adjusting our tracking systems for SEND pupils and target setting and have notified Provision Map that we will no longer be utilising their service. The staff will receive CPD on utilising the system ‘Insight Tracking’ to map provision and interventions for pupils with SEND. Pupils with SEND and in receipt of PPG will continue to be an area of priority as this cohort remains vulnerable.  **Pupils in receipt of pupil premium will have developed the skill to compose and sustain extended pieces of independent writing.**  Writing continues to be an area in which improvements need to be made, and in particular year groups, the gap in attainment of disadvantaged and non-disadvantaged remains prevalent, with some year groups having wider gaps than others. Across EYFS and Key Stage 1, the SSP is continuing to show high impact, and will no doubt have a positive effect on Writing over time. Staff in the Early Years and across Key Stage 1 received CPD in Writing; ‘The Early Writing Project’, which was a research-based project around teaching foundational skills needed for writing. Teaching has been adapted to ensure best practice at all times, and early indicators show the gap is narrowing; at the end of the Reception year, 79% of non-PPG pupils reached the expected level in writing, and 100% of PPG pupils achieved this level (excluding SEND). Writing continues to be a focus of the strategy over the next three years. Across the school, 44% of pupils in receipt of PPG are at the expected level in Writing (62% with SEND pupils excluded from this data). 72% of non-PPG pupils are at the expected level (48% with SEND pupils excluded from this data). It is evident that SEND need is having a large impact on data across the school.  **Pupils in receipt of PPG will have raised aspirations and resilience when faced with challenges.**  The school continues to offer wider curriculum approaches, such as Mentoring, Thrive and Off-Site Forest School provision. We also fund a Teaching Assistant to attend Forest School with groups of pupils each term. Forest school is currently funded for by St John’s Foundation. Thrive is also funded by St John’s, and we utilise the PPG to maintain small class sizes and fund Teaching Assistants to enable for more Thrive interventions to take place throughout the week for our most vulnerable learners. All pupils that have been receiving Thrive intervention have had improvement in their Thrive Profile scores.  **Attendance of pupils in receipt of PPG will be in line with national expectations.**  National attendance figure: 94.5%.  Overall attendance of all pupils during 2023-2024 is 93.7%.  Pupil Premium: 92.4%.  Non-Pupil Premium: 94.5%.  There has been a wider gap this academic year, however two pupils were placed on a short-term part-time table to meet their individual needs. Attendance will continue to be a priority on the next strategy. The headteacher works closely with the Attendance Officer and robust systems are in place to ensure absences are monitored and prevented. |

## Externally provided programmes

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| Programme | Provider |
| Oracy | Voice 21 |
| Phonics support | Mangotsfield Hub |
| Thrive | Funded by St John’s Foundation |
| Wiltshire Outdoor Learning Trust (WOLT) | Funded by St John’s Foundation |

## Service pupil premium funding (optional)

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |