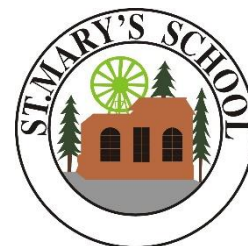


Pupil premium strategy statement

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.



School overview

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

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

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.

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	<p>Assessments and observations of pupils has identified that a large proportion of children have additional needs, particularly speech and language.</p> <p>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.</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 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.</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>In the academic year 2021-2022, 89% of pupils receiving social emotional interventions are in receipt of pupil premium.</p>
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.

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
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.	<p>Purchase of 'Little Wandle' resources - 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, 2,4
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	<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
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	<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> <p>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</p>	3

	<p>that pupils are finding difficult to master and are inhibiting the flow of their writing.</p> <p>Improving Literacy in Key Stage 1 – EEF Guidance Report Sept 2020</p> <p>Improving Literacy in Key Stage 2 – EEF Guidance Report Nov 2021</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional, prioritised reading with pupils in receipt of PPG across the school, including nursery.	<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</i>, pp. 4).</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>	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)	<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>	3
Robust monitoring of Phonic progress and immediate/responsive implementation of ‘Keep Up’ and ‘Catch Up’ interventions	<p>The EEF states that ‘Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment’</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Early identification of SEND (Speech and Language) needs and the purchase of ‘Provision Map’	<p>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</p>	3

	<p>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.</p> <p>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’.</p> <p>Ofsted Annual Report 2013/14 published - GOV.UK (www.gov.uk)</p> <p>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’.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance of disadvantaged learners	<p>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.</p> <p>Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022</p> <p>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’.</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	6
Wide range of extra-curricular activities on offer for all pupils, including	We have a range of after school clubs available, including football club and dance umbrella, giving access to experiences outside of the	5

<p>sports coaching and Forest School.</p>	<p>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>Purchase and implementation of 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: £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 2022 to 2023 academic year.

<p>Review of 2022-2023 (year 2 of our 3 year strategy plan)</p> <p>Pupils in receipt of PPG will be confident and fluent readers.</p> <p>In 2022-23 8% more disadvantaged children across the school reached the expected standard at the end of the year than in 2021-22. This shows pleasing progress. However, across the whole school, 56% of disadvantaged children</p>

met the expected standard compared with 73% of non-disadvantaged children and this continues to represent a gap the that school needs to narrow.

Pupils in receipt of PPG will pass the Phonic Screen in Year 1, in line with national pass rates.

2023 Phonics Screening check – 83% of disadvantaged children achieved the expected standard, compared with 84% of non-disadvantaged pupils. This gap has narrowed significantly and now needs to be sustained and so will continue to be a focus of our strategy. Only 50% of disadvantaged pupils achieved the expected standard in the previous academic year at the end of Year 1.

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.

Disadvantaged pupils with SEND continue to attain behind their non-disadvantaged peers. Where outcomes for non-disadvantaged children have improved, they have remained static for those with both SEND and Pupil Premium. This will continue to be a focus of the strategy in its third year.

2022 23

SEND Support Disadvantaged (previous year in brackets)

Reading 33% (30%), Writing 25% (30%), Maths 50% (45%)

SEND Support non-disadvantaged (previous year in brackets)

Reading 50% (20%) Writing 36% (30%) Maths 64% (36%)

It should be noted that this is a relatively small percentage of children and so data should be treated with caution.

Pupils in receipt of pupil premium will have developed the skill to compose and sustain extended pieces of independent writing.

Writing remains a significant area for development. Recent improvements in provision, e.g. the SSP which is already showing high impact, will have a positive effect on writing over time. Outcomes for disadvantaged children compared with those who are not is variable across the school with some year groups having wider gaps than others. Writing needs to be a continued focus of the strategy. 82% of disadvantaged children in the school are making good or better progress in writing, but are coming from low starting points. These starting points will be higher going forwards as children entering KS2 will be more secure in their phonics. Work around communication and oracy is also in its third year and is beginning to show impact on children’s work in books.

Pupils in receipt of PPG will have raised aspirations and resilience when faced with challenges.

Thrive develops positive mental health and emotional wellbeing in children and young people. 36% of pupils made 2 steps of progress and 27% of pupils have made 1 step of progress. In total 64% of pupils made progress when receiving Thrive intervention.

Attendance of pupils in receipt of PPG will be in line with national expectations.

Attendance of all pupils last year was 93.4%, and attendance of PP pupils was 91.9%. This represents a gap of only 1.5%. we are keen to continue working on the attendance of all, with a specific focus on our disadvantaged pupils in the final year of this strategy to ensure that attendance of ALL children is excellent and does not present a barrier to good outcomes.

Externally provided programmes

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)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The pupil accessed additional reading sessions.
What was the impact of that spending on service pupil premium eligible pupils?	The pupil achieved Greater Depth in reading.