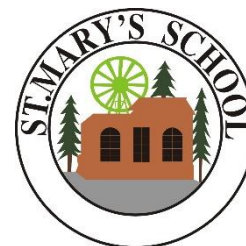


Pupil premium strategy statement

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 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	140
Proportion (%) of pupil premium eligible pupils	36.4% (51 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 2022
Date on which it will be reviewed	July 2023
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	£70,635
Recovery premium funding allocation this academic year	£7,614
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	£78,529.75

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
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: Writing training for KS1 and KS2: implementation of 'sentence stacking' where appropriate in KS2, stringent tracking of automaticity of spelling KS1 'tricky words'	<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

	that pupils are finding difficult to master and are inhibiting the flow of their writing. Improving Literacy in Key Stage 1 – EEF Guidance Report Sept 2020 Improving Literacy in Key Stage 2 – EEF Guidance Report Nov 2021	
Strengthen the ability of teachers and teaching assistants to develop pupils' metacognitive skills and knowledge	Evidence gathered through research conducted by the EEF suggests the use of metacognitive strategies that get pupils to think about their own learning can be worth the equivalent of an additional +7 months' progress when these are effectively applied in the classroom. Additionally, the research indicates that the impact of these approaches is particularly high for disadvantaged pupils. Metacognition and Self-Regulated Learning – EEF Guidance Report Oct 2021 Metacognition and Self-Regulation Recommendations – EEF Oct 2021 Moving forwards, making a difference: A planning guide for schools 2022–23 – EEF May 2022	5

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.	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 <i>Improving Literacy in Key Stage 2</i> , pp. 4). Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) 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)	1, 2
Continue to embed the whole school approach to oracy to improve children's spoken language skills through	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.	3

'Voice 21' and 'Language for Life' (Wellcomm)	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
School-led Tutoring	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4
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)	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) 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

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

Budgeted cost: £8,000

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	6

	<p>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>	
<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>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</p>	<p>5</p>

	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)	
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Total budgeted cost: £78,000

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 2021 to 2022 academic year.

Review of 2021-2022 (year 1 of our 3 year strategy plan)

Introduction of Little Wandle and CPD for EYFS, KS1 and TAs & The deployment of 'reading squads' across EYFS and KS1 to support pupils core aspects of reading: decoding, prosody and comprehension

There have been improvements in the statutory phonic screen. In 2018-2019 (the last year this was reported to the DfE prior to school closures), the attainment of pupils in receipt of the PPG has improved from 38% to 50% in 2022. Due to small class sizes, results remain 'cohort specific', each pupil equating to 5%. It is important to note that of the pupils in receipt of the PPG who did not meet the expected standard in Phonics, 71% have a special educational need.

Recruitment of additional TA to support SEND

In 2021-2022 of the pupils in receipt of the PPG, 56% also have a special educational need. The additional TA has enabled Little Wandle keep up/catch up and reading squad intervention, which has positively impacted on progress and attainment in Phonics across EYFS (Reception and KS1).

Whole school CPD to secure high quality teaching for all pupils:

Writing training for KS1 and KS2

The teaching of Tricky words in both Reception and Year 1 (and Year 2) has now been refined with the introduction of Little Wandle. In year 1, 67% of pupils in receipt of the PPG achieved the expected level in spelling of common exception words, exceeding pupils not in receipt of the PPG (achieving 50%). Across Key Stage 2, writing continues to be an area for developed as the difference in attainment between those in receipt of the PPG and those who are not remains persistent. There will be a renewed focus on narrowing the gap in the strategy.

Additional, prioritised reading with pupils in receipt of PPG across the school, including nursery.

A review of data for 2021-2022 indicates that at the end of Year 6, 75% pupils in receipt of the PPG made accelerated progress in year in Reading.

Walkthrus – CPD for all teachers, supporting high quality teaching for all

All staff engaged with the CPD programme of Walkthrus. Teaching practice has been refined in line with current research and benchmarking for high quality teaching has been identified to ensure pupils are accessing the best quality provision.

Additional, prioritised reading with pupils in receipt of PPG across the school, including nursery.

A review of data for 2021-2022 indicates that at the end of Year 6, 75% pupils in receipt of the PPG made accelerated progress in year in Reading.

Implement a whole school approach to oracy to improve children's spoken language skills – the introduction of 'Voice 21'

We appointed a senior member of staff as Oracy lead throughout the school. The Oracy lead attended three training sessions and led 2 staff meetings, delivering high quality CPD to all teaching staff. Oracy expectations across the school have now been agreed, and opportunities to develop Oracy have been added to curriculum knowledge organisers (predominantly Science). We have an agreed system for use of STEM sentences in classes and 'discussion guidelines' have been created, as appropriate, across all year groups. The Oracy lead has raised the expectation of improving Oracy in pupils across the school. This is continuing next year, with a member of staff in the Key Stage 1 team also attending training.

School-led Tutoring

There were improvements in scaled scores in Reading, Writing and Maths in Year 6 pupils who attended tutoring during the year 2021-2022 and it was evidenced that children demonstrated improved confidence in arithmetic (fractions and percentages), SPaG (particularly modal verbs, word class and using inverted commas), and reading (concentration and increased comprehension of texts).

Early identification of SEND (Speech and Language) needs and the purchase of ‘Provision Map’

In year, 67% of pupils with SEND and in receipt of the PPG made accelerated progress. Provision map has enabled teachers to refine targets and track more robustly, and as a result, more targeted support being put in place.

NELI Programme – complete year 1 cycle of the NELI programme, ensuring that all children have support to develop their early oracy skills.

Due to the implementation of Voice 21 and Little Wandle, NELI was discontinued. Funding allocated for this was streamed into Little Wandle resources, staff CPD and additional staff members for Reading Squads.

Robust monitoring and swift action if attendance falls below 95% working with CMEO.

Processes in monitoring attendance has been refined. Pupils dipping below 95% without justifiable reason now receive a letter communicating concerns regarding low attendance. Attendance is then monitored for improvements over the following two weeks, and if there are no improvements, a further letter is issued, which invites parents to a more formal meeting. Four meetings were held during the academic year of 2021-2022, and as a result attendance improved. One pupil in receipt of the PPG, after following the newly introduced protocol and meeting with CMES and parent, attendance increased from 79% to 86%. At the end of the academic year, attendance of those pupils in receipt PPG was more in line with non-PPG pupils, and were above national averages according to Fisher Family Trust data. The next academic year, attendance surgeries will be held to support and inform parents at school with Julie James CMES (now also AWSO).

Wide range of extra-curricular activities on offer for all pupils, including sports coaching and Forest School.

In line with EEF research which states that enriching the curriculum with stimulating programmes ‘are more likely to have an impact on attainment than those that are solely academic in focus’. So far, 17 pupils (34%) of pupils in receipt of the PPG have accessed offsite Forest School sessions, and this is continuing in the next academic year so more pupils can access this provision. In 2020-2021, St Mary’s offered Football, Times Tables, KS1 and KS2 Dance (with KS2 children performing at The Forum in Bath), Science, Well-Being, Outdoor Sports and Sewing after school clubs, and in addition, a Reading café for reception pupils. 86% of pupils in receipt of the PPG attended at least one of these clubs.

Jigsaw

All pupils in receipt of the PPG were conferenced twice during the academic year 2021-2022 regarding their perceived emotional literacy and the impact of Jigsaw sessions and only 1 pupil indicated they ‘didn’t feel ready to learn’ after ‘calm time’, but this had improved during the second session of conferencing. Conferencing also recorded comments about Jigsaw sessions such as, ‘they make me feel calm and relaxed’, ‘Jigsaw lessons are really good...the stress has come out of me’, ‘sometimes the lessons make me feel great!’ and, ‘It just makes me feel calm’.

Externally provided programmes

Programme	Provider

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.