



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name:	St Mary's C of E Primary School, Dover
Number of pupils in school	158 as at October 2022
Proportion (%) of pupil premium eligible pupils	70.25% as at October 2022
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	December 2021
Current date of review and update: Next date of review and update:	October 2022 July 2023
Statement written and authorised by	Helen Comfort Executive Headteacher
Pupil premium lead	Helen Comfort Executive Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation the academic year (2021-2022 - based on October '20 census of 60 FSM children, 1 LAC child)	£86,700
Pupil premium funding allocation this academic year (2022-2023 - based on October '21 census of 89 FSM children, 1 LAC child)	£119,510
Recovery premium funding allocation this academic year (2021-2022)	£10,296

Recovery premium funding allocation this academic year (2022-2024)	£11,479
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NIL
Total budget for the academic year (2021-2022)	£96,996
Total budget for this academic year (2022-2023)	£130,989

Part A: Pupil premium strategy plan

Statement of intent

Our curriculum has been developed in accordance with National Curriculum requirements, our school's vision and Christian Narrative. It enables learners to develop a range of skills, knowledge and understanding in breadth and depth.

All curriculum areas and topics encourage and foster high levels of creativity, build independence and create successful learners ready for the next step in their education.

We believe that every child should have access to a knowledge-based, wide, exciting and inspiring curriculum that enables them to shine, achieve and reach their potential, develop a sense of awe and wonder and prepare them for the global society in which we live. The purpose of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure they are effective we will:

- act early to intervene at the point need is identified, recognising when needs can be met at a whole class level and when specific interventions with proven records of closing attainment gaps should be used;
- ensure disadvantaged pupils are challenged in the work that they're set and work is appropriate to needs;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- monitor self-esteem and mental health to ensure all pupils are offered timely support to meet these needs

It should be noted that pupils identified as disadvantaged through their entitlement to Pupil Premium are the majority of our school population (70.25% in October 2022). In addition to economic circumstances, many of these pupils also have other vulnerabilities – SEN, EAL, attendance and mobility. 57.14% of children with SEN are entitled to Pupil Premium, 62.12% of our EAL children are entitled to Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	Written and spoken language skills.
2	Attendance and mobility. 57 of the 86 children with attendance below 90% in 2021-2022 academic year (persistent absentees) are entitled to Pupil Premium. The average attendance of children entitled to Pupil Premium is 87.5% compared to 91.6% for those not entitled to Pupil Premium.
3	English as an Additional Language. 39.24% of the school population have EAL, 25.95% of the school population have EAL and are entitled to Pupil Premium. 62.12% of children with EAL are entitled to Pupil Premium.
4	Special Educational Needs. 57.14% of children with SEN are entitled to Pupil Premium.
5	SEMH and pastoral care needs of children and their parent/carers.
6	Equality of opportunity.
7	Statutory assessment outcomes – meeting and sustaining expectations.

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
Improved early reading and oral language skills for all children.	Increased number of children working within age related expectations at all key measures.
Improved attendance sustained for disadvantaged (and all) pupils.	Improved attendance data.
Improved speech, language and communication for disadvantaged pupils who are also learning English as an additional language.	Children with EAL in a stronger position to access all learning opportunities as identified through pupil data.

<p>Disadvantaged pupils identified to also have SEN make expected or better progress.</p>	<p>100% of pupils on the SEND register, who are also disadvantaged, in 2024-25 make at least expected progress from their entry points in reading, writing and maths</p>
<p>Family Liaison Officer who works with families in crisis and in need of level 2 threshold support and liaises effectively with extended services to utilise full support thus achieving improved wellbeing for our disadvantaged pupils.</p>	<p>Quality Level 2 support in place which impacts positively on children and families. Higher levels of well-being demonstrated through qualitative data from pupil voice, parent surveys and staff observations.</p>
<p>All children entitled to Pupil Premium are exposed to a wide range of life experiences and opportunities whilst at St Mary's CEP School.</p>	<p>Full attendance at, and engagement, with experiences which incur an additional charge - trips, residential trips and swimming lessons by all children entitled to Pupil Premium.</p>
<p>All children who met Age Related Expectations (ARE) in Key Stage 1 do so at the end of KS2.</p>	<p>Pupil progress data shows that all children who met ARE continue to do so. In addition, there should be an increase in ARE being achieved as children are targeted to 'catch up'.</p>

Activity in 2021-2022 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

Budgeted cost: £ 14,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching provision in Year 6 to prepare children for secondary education	QFT is key to overcoming identified gaps in learning; this approach has proved successful at St Mary's.	7
Purchase of additional resources and training to enhance our DfE validated Systematic Phonics Programme (SFA) to secure teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance</p> <p>Funding teacher and Subject lead release time to embed key elements of guidance in school</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 3, 4, 7
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. Teaching staff training during study week.</p> <p>Funding teacher and Subject lead release time to embed key elements of guidance in school</p>	<p>The DfE document: 'What is the research evidence on writing?' Education Standards Research Team, Department for Education non-statutory guidance has been produced in conjunction drawing on evidence-based approaches: DFERR238.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Talk for Writing EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4, 7

Targeted academic support

Budgeted cost: £ 49,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic Synthetic Phonics using SFA – two x HLTAs who work with KS1 and YR children leading targeted phonics teaching	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3 ,4
Speech and Language Therapy – two x HLTAs who deliver clinic planned SALT to identified pupils	Small group tuition targeted at specific needs and knowledge gaps can be an effective, cost effective, method to support low attaining pupils or those falling behind. Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3 ,4
Reading support in Key Stage 2 – one x HLTA delivering structured reading recovery programme to identified pupils in KS2	Small group tuition targeted at specific needs and knowledge gaps can be an effective, cost effective, method to support low attaining pupils or those falling behind. Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 7
Group and individual work with pupils who are learning English as an additional language – school developed programme.	Small group tuition targeted at specific needs and knowledge gaps can be an effective, cost effective, method to support low attaining pupils or those falling behind. Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	3

Wider strategies related to attendance, behaviour, wellbeing and inclusion

Budgeted cost: £ 33,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Level 2 Support Service for families and children through our Family Liaison Officer, this to include monitoring of attendance and employing strategies to improve	Research from EEF states that social and emotional learning approaches have a positive impact, on average 4 months' additional progress in academic outcomes.	5
Staff training on supporting mental health and well-being approaches with the aim of developing our ability to support needs within our whole school ethos across school – use of Jigsaw resources to support this	Research from EEF states that social and emotional learning approaches have a positive impact, on average 4 months' additional progress in academic outcomes. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Financial support for families of disadvantaged pupils – breakfast club, swimming lessons, school trips and extracurricular opportunities	Enrichment and extra-curricular activities give pupils the confidence to interact socially with others, extend their networks beyond existing friendship groups and provide them with new skills and abilities (Social Mobility Commission 2019).	6

Total budgeted cost: £97,711

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous academic years in key areas of the curriculum. Despite being on track during the first year of this statement being published (2018/19), the outcomes we aimed to achieve in 2020/21 and 2021/22 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. We distributed a number of laptops to families as well as paper packs of resources as required. However, despite our best efforts to support families, our disadvantaged pupils were impacted by a struggle to engage with the home-learning opportunities during the partial school closures.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Jigsaw – whole School PHSE scheme	Primary and Secondary PSHE lessons fulfilling RSE Jigsaw PSHE Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None – n/a

What was the impact of that spending on service pupil premium eligible pupils?	n/a
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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

This will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils;
- supporting children in Year 6, including our disadvantaged pupils with Covid Catch-up funding;
- offering a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate with no cost to the families for attendance when after hours.

We triangulated evidence from multiple sources of data including:

-assessments, (e.g. reading ages, CATs, phonics screens, maths assessments)

-engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

-analysis of attendance

- CPOMs logs for behaviour, wellbeing and mental health, behaviour logs