

Pupil premium strategy statement – St Mary’s Church of England (VA) Primary School, Dover

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 155 (as at October 2023) |
| Proportion (%) of pupil premium eligible pupils | 60.65% (as at October 2023) |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 (review) 2023-2024 (plan) |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Helen Comfort Executive Headteacher |
| Pupil premium leads | Helen Comfort Executive Headteacher Matt Lamprell Head of School |
| Governor / Trustee lead | Revd. Melissa Carter |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year (2023-2024 - based on October 2022 census of 111 FSM children and 94 on October 2023 census) | £151,503.87 |
| Recovery premium funding allocation this academic year (2023-2024) <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £10,343 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £ Nil |

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| Total budget for this academic year | £161,846.87 |
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Part A: Pupil premium strategy plan

Statement of intent

Our curriculum has been developed in accordance with National Curriculum requirements, our school's Christian 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 flourish, 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.

Quality-First-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 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 (60.65% in October 2023). In addition to economic circumstances, many of these pupils also have other vulnerabilities – SEN, EAL, attendance and mobility. 62.96% of children with SEN are

entitled to Pupil Premium, 43.62% of our EAL children are entitled to Pupil Premium (October 2023).

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 | <p>Attendance and mobility.</p> <p>Mobility information for Pupil Premium pupils in <u>2022-2023</u>: 33 casual admissions – 13 Pupil Premium pupils (as of October 2023 census) 32 casual leavers – 0 Pupil Premium pupils (<i>all left during 2022-23 academic year</i>) (as of October 2023 census)</p> <p>Attendance information for Pupil Premium pupils in <u>2022-2023</u>: Overall academic year attendance of Pupil Premium pupils: 86.6% Overall academic year attendance of whole school: 88.1% Persistent absentees in 2022-2023: 71 out of 128 Pupil Premium pupils (55.47%)</p> |
| 3 | <p>English as an Additional Language (EAL).</p> <p>% of EAL pupils in October 2023: 155 on roll. 66 pupils with EAL = 43% (as of October 2023 census)</p> <p>% of pupils with EAL and Pupil Premium in October 2023: 155 on roll. 40 pupils with EAL and Pupil Premium = 25.8% (as of October 2023 census)</p> <p>(155 on roll. 94 pupils Pupil Premium = 60.65% (as of October 2023 census))</p> |
| 4 | <p>Special Educational Needs.</p> <p>October 2023: 155 on roll. 29 pupils with SEN = 18.7% 18 pupils with SEN and Pupil Premium = 62.07% (18 out of 29 SEN children)</p> |
| 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 (July 2024)**, 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. |
| Disadvantaged pupils identified to also have SEN make expected or better progress. | 100% of pupils on the SEND register, who are also disadvantaged, in 2023-2024 make at least expected progress from their entry points in reading, writing and maths |
| Family Liaison Officer, who works with families in crisis and in need of level 2 threshold support, liaises effectively with extended services to utilise full support thus achieving improved well-being and school attendance for our disadvantaged pupils. | 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. Improved attendance data. |
| All children entitled to Pupil Premium are exposed to a wide range of life experiences and opportunities whilst at St Mary's CEP School, Dover. | Full attendance at and engagement with experiences which incur an additional charge - trips and swimming lessons - by all children entitled to Pupil Premium. |
| All children who met Age Related Expectations (ARE) in Key Stage 1 (Teacher Assessed) do so at the end of Key Stage 2. | Pupil progress data shows that all children who met ARE (Teacher Assessed) continue to do so. In addition, there should be an increase in ARE being achieved as children are targeted to 'catch up'. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2023-2024)** to address the challenges listed above.

Teaching

Budgeted cost: £86,508.10

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Funding Assistant Head of School leadership time to develop staff through coaching, training, mentoring and monitoring, as well as delivering interventions to identified children. | <p>EEF High Quality Teaching, Diagnostic Assessments and Gathering and Interpreting Data to identify Priorities, Targeted Academic Support in order to close the gap in progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>EEF Teacher Toolkit: Reducing class size to enable teachers to increase the amount of high-quality feedback or 1:1 attention learners receive.</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice – DfE <i>‘Focus on high quality teaching first; deploy staff effectively.’</i></p> | 1, 7 |
| Purchase of additional resources and training to enhance our DfE validated Systematic Phonics Programme (SFA) to secure teaching for all pupils – decodable reading books. | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| Enhancement of our Maths teaching and curriculum | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, | 1, 3, 4, 7 |

| | | |
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| <p>planning – alignment of objectives reviewed and updated - in line with DfE, EEF guidance, and White Rose Maths Scheme of Learning.</p> <p>Funding teacher and Subject lead release time to embed key elements of guidance in school – Teaching for Mastery Approach; Mastering Number</p> | <p>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> <p>Teaching for Mastery – Maths Hubs (Kent and Medway) https://www.kandmmathshub.org/</p> | |
| <p>Assistant Head of School to provide on-going ‘Talk for Writing’ training for new members of staff.</p> <p>Implementation of Handwriting scheme.</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>Letter-join Handwriting scheme: https://www.letterjoin.co.uk/</p> <p>The EEF guidance is based on a range of the best available evidence: Talk for Writing EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 3, 4, 7</p> |

Targeted academic support

Budgeted cost: £53,225.37

| 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 – one HLTA delivers planned Speech and Language Therapy sessions, as well as Speech Link and Language Link interventions 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 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 | Small group tuition targeted at specific needs and knowledge gaps can be an | 3 |

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| as an additional language. | 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) | |
| Commissioned Equality Diversity Inclusion Team (EDIT) to undertake school-based audit of EAL provision and deliver staff training. | The Education People – Equality Diversity Inclusion Team – Aims and Impact: https://www.theeducationpeople.org/our-expertise/equality-inclusion/ | |

Wider strategies (related to attendance, behaviour, well-being and inclusion)

Budgeted cost: £27,159.57

| 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. Working Together To Improve School Attendance - DfE | 5 |
| Materials, resources and strategies to supporting mental health and well-being approaches with the aim of developing our ability to support needs within our | 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 | 5 |

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|--|---|---|
| whole school ethos across school. | overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | |
| Financial support for families of disadvantaged pupils – breakfast club, swimming lessons, school trips and extra-curricular 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: £166,893.04

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Referencing 'School Summary Sheet Autumn Term 2023':

EYFS – Good Levels of Development (GLD)

School – 68%

Pupil Premium – 70% (compared to Kent – 52%)

Year 1 Phonics Check

School – 74%

Pupil Premium – 81% (compared to Kent – 59%)

Y2 Phonics Check Re-takes

School – 81%

Pupil Premium – 100% (compared to Kent – 50%)

KS1 Outcomes:

Reading (EXS+):

School – 52%; Pupil Premium – 56% (compared to Kent – 51%)

Writing (EXS+)

School – 33%; Pupil Premium – 31% (compared to Kent – 41%)

Maths (EXS+)

School – 29%; Pupil Premium – 25% (compared to Kent – 51%)

KS2 Outcomes:

Combined – Reading, Writing & Maths (EXS+)

School – 63%; Pupil Premium – 60% (compared to Kent – 39%)

Reading (EXS+):

School – 67%; Pupil Premium – 67% (compared to Kent – 57%)

Writing (EXS+)

School – 75%; Pupil Premium – 73% (compared to Kent – 56%)

Maths (EXS+)

School – 63%; Pupil Premium – 60% (compared to Kent – 52%)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------------------------------|---|
| Jigsaw – whole School PSHE scheme | Primary and Secondary PSHE lessons fulfilling RSE Jigsaw PSHE Ltd |
| Accelerated Reader | Renaissance |
| Letter-join Handwriting Scheme | Green and Tempest Ltd. |