

Pupil Premium Strategy Statement

Mrs Mary King's Church of England Primary School

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	104
Proportion (%) of pupil premium eligible pupils	27.2%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Andrew Sewell
Pupil premium lead	Andrew Sewell
Governor lead	Mike Schofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33240
Recovery premium funding allocation this academic year	£3733
Pupil premium and recovery premium funding carried forward from previous years.	£0
Total budget for this academic year	£36973

Part A: Pupil Premium Strategy Plan

Statement of intent

Our vision

“We want our pupils to be excellent communicators and be able to think critically to solve problems they encounter in their work and daily lives. Children should experience lessons that have very clear aims and are delivered in a way that encourages children to have an intrinsic love of learning. Teachers to be confident at planning lessons that draw upon the science of learning and include activities that promote thinking and help children to remember more of what they have been taught. When children leave our school, they should be curious and creative learners who are well prepared for the complex world they live in and their next stage in education.”

We recognise that there are additional challenges for those pupils supported by the pupil premium. This group includes vulnerable children and families who require additional support both in school and beyond. A significant proportion of these children are also identified as having ‘special educational needs and disabilities’, which compounds the challenges they have to succeed.

Our pupil premium strategy is closely linked to our overall school development plan; this has a strong focus on ensuring teaching is of a high standard and meets the needs of all children. We are investing in training for staff to support them deliver quality first teaching that will benefit our most disadvantaged children along with all others. We have adopted new strategies that are particularly tailored to supporting this group such as the introduction of a new approach to teaching English.

We have used our funding to enable support for reading through the National Tutoring programme in 2022 and will offer this again to a further group of children in 2023. We have chosen to focus on reading as this is an area which we believe will unlock learning across the widest range of subjects for pupil premium supported children.

Given the high proportion of vulnerable children we have prioritised additional staffing in the form of a non-teaching dedicated SENDCO so that we have the capacity to intervene earlier and provide more robust support plans for those who need them. In doing this we seek to ensure all staff are taking responsibility for ensuring disadvantaged children are stretched and appropriately supported.

Challenges

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

Challenge number	Detail of challenge
1	Significantly poor speech and language skills, especially on entry to the school. Our disadvantaged pupils often experience a lack of routine and limited expressive language in the home environment; they do not come to school with a rich experience of books and printed text, alongside a lack of enrichment experiences within and beyond their immediate locality. These factors have a significant impact on the development and quality of pupils' reading and writing.
2	We find that disadvantaged pupils often find it challenging to grasp and retain new concepts in Maths, as well as utilising thinking skills to solve problems. Typically, these pupils do not possess well-developed skills or the resilience to work independently.
3	A significant number of our disadvantaged pupils also have additional needs, some of whom have an EHCP. This presents pupils and the school with an additional challenge beyond disadvantage in order to make good progress and attain in-line with 'other' pupils.
4	Analysis shows that a significant number of pupils are still affected by the partial school closure during the lock down period. Although we remained open for many vulnerable pupils throughout this period, significant gaps in their learning / secure understanding still present challenges to their acquisition of knowledge and rate of progress in Reading, Writing and Maths, particularly our disadvantaged pupils.
5	Social / emotional, child mental health issues. Anxiety and poor self-image often result in pupils being unsettled, particularly early in the school day, whilst also exhibiting poor learning behaviours.
6	Poor attendance of some disadvantaged pupils. Analysis shows that the pupils with the lowest attendance are also disadvantaged. Overall disadvantaged absences were 6.8%, compared to 5.1% non-disadvantaged nationally. 22.7% of disadvantaged pupils were persistent absentees, in comparison to 11.1% non-disadvantaged nationally.

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
Increase the percentage of disadvantaged pupils achieving a good level of development in EYFS, with weaker areas currently being in-line with LA average ie PSE, physical.	The percentage of disadvantaged pupils achieving a good level of development will be at least in-line with the LA average.
Improve oral language skills and vocabulary among disadvantaged pupils (on entry – KS2).	Assessments and observations, including engagement in lessons and book scrutiny, indicate significantly improved oral language among disadvantaged pupils.
Increase % of disadvantaged pupils secure with phonics and early writing in KS1.	By 2025, increased % of disadvantaged pupils achieving expected standard in phonics screen to 75%+. Increased % of disadvantaged pupils achieving expected standard in Reading and Writing to 75%+.
Disadvantaged pupils with SEND make good progress, resulting in attainment closer to or in-line with NE.	Disadvantaged pupils with specific learning needs make good progress from their respective starting points when measured using schools NFER checkpoint data, with attainment at least in-line with SEND pupils nationally (KS2).
Disadvantaged pupils with social and emotional needs receive quality, targeted support and intervention, which enables them to develop positive learning behaviours.	Support for disadvantaged pupils with social and emotional needs results in them exhibiting positive learning behaviours (teacher observation, pupil voice, work scrutiny) and attaining in-line with 'other' pupils.
Improve Reading, Writing and Maths attainment for disadvantaged children by the end of KS2.	KS2 Reading, Writing and Maths outcomes in 2024 / 25 show that more than 75% of disadvantaged pupils meet the expected standard or above.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024 / 25 demonstrated by: <ul style="list-style-type: none"> Overall absence rate for all pupils being no more than the national average. Any attendance gap between disadvantaged and 'other' pupils is reduced (2021/22 +4.6%). The percentage of all pupils who are persistently absent being no more than the national average. Any attendance gap between disadvantaged and 'other' pupils is reduced (2021/22 + 26.7%).

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that teaching and provision allows all EYFS children to achieve their maximum level of development. EYFS teachers to work with specialist lead teacher.	A proven and effective form of support for teacher professional development is mentoring and/or coaching. Support will draw on the expertise of Specialist Teachers from the Teaching School Hub and EEF guidance on 'Effective Professional Development', including the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	1,2,3,5,6
Develop the role of Middle / Subject Leaders to have an increased impact on improving the quality of teaching.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: <ul style="list-style-type: none">• The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches.	1,2,3,4,5
Contd.		

<p>Deliver the Read Write Inc Phonics / Spelling Programme through focused group lessons.</p> <p>This is the equivalent of four hours TA time per day.</p> <p>Provision of ongoing consultancy and CPD to develop staff skills to ensure fidelity.</p>	<p>This is a well-respected DFE endorsed phonics / spelling programme. The programme has been successful in supporting pupils with poor language and little home support. It has provided good support for those starting the school with poor speech and language acquisition.</p>	<p>1,3,4</p>
<p>Improve all pupils' attainment in writing through CPD / implementation of new approach using The Write Stuff.</p>	<p>The Write Stuff Scheme is an engaging, structured, evidence-based approach to the teaching of Writing.</p>	<p>1,3,4</p>
<p>Training for all staff in the use of Thinking Skills strategies to:</p> <ul style="list-style-type: none"> • increase pupil engagement in their learning across the curriculum; • develop the ability to use thinking skills to solve problems; <p>develop as confident, effective, independent learners.</p>	<p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Over time, this enables pupils to manage their own learning and overcome challenges themselves.</p> <p>Evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught. (EEF)</p>	<p>1,2,3,4</p>

Targeted academic support

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tutoring provided by FFT Lightning Squad (National Tutoring Programme). This will strengthen reading fluency and basic comprehension skills. All disadvantaged pupils working below expected level will be included in the offer.</p>	<p>Intensive individual support, either one-to-one or as a small group, is effective in providing targeted learning opportunities.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on one- to-one tuition and small group tuition. 	<p>1,3,4</p>
<p>One-to-one or small group tuition (TA / teacher led), focused on pupils' specific learning needs, identified through daily AfL strategies / gaps identified through termly assessments.</p>	<p>See above.</p>	<p>1,2,3,4,</p>
<p>Purchase Nessy Licenses. This will support pupils whose needs have not been met by existing phonics schemes due to their particular learning needs.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Nessy is a strategy recommended by LA Specialist Teaching Team in reports for many of our pupils who are experiencing difficulties with spellings, particularly those with Dyslexia. Nessy is a well-established programme that has been shown to benefit this particular group of children.</p>	<p>1,3,4</p>

Wider strategies

Budgeted cost: £9473

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult-led support sessions to improve the well-being and readiness for learning of pupils with mental health / social and emotional needs.	Previous support provided by CASY (Counselling and Support for Young People). This charity has had a very positive effect on the well-being of vulnerable children. This is now even more important, with needs increasing as a result of Covid 19.	5,6
Part-funding of SENDCO with responsibility as Well-being Lead, to support pupils with mental health / social and emotional needs.	Social-emotional learning interventions in education are shown to improve SEL skills (EEF). Improved skills will support disadvantaged pupils in understanding and engaging in healthy relationships with peers, as well as emotional self-regulation, both of which will contribute to subsequent increases in academic attainment.	1,2,3,5,6
Delivery by school staff of social and communication skills programmes: Talkabout: Alex Kelly Bibbie the Baboon: Dr Karen Treisman	These programmes are recognised schemes that have been recommended by external agencies working to support the mental health of individual pupils.	1,2,3,5
Fund Attendance Officer from the new LA offer by Autumn 2023, to support reduction in % of pupil absences, particularly those who are disadvantaged.	We have implemented a range of approaches / interventions that have proved to be effective in reducing pupil absences. These will be extended by utilising the experience and expertise of a LA Attendance Officer. Supporting resources: • The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include effective approaches to support attendance.	4,6

Total budgeted cost: £36973

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have used both Key Stage performance data, including phonics checks and our own internal data, to review the impact of our support strategies for disadvantaged pupils in the year 2021/22.

We have used this data to compare our performance against national data for disadvantaged and non-disadvantaged pupils. We recognise the impact of Covid and that comparisons with pre 2019 level may not be a secure judgement.

EYFS pupils achieving a good level of development was 10.9% above the Local Authority average. One of the two disadvantaged pupils in the 2022 cohort achieved GLD. This was higher than the LA (48.7%) but statistically unreliable as a measure based on 2 pupils. However, the overall data does demonstrate the positive impact of our work to strengthen EYFS provision, in particular, phonics and early language acquisition.

In Y1 Phonics, there has been a very positive impact of the consultancy and ongoing CPD to strengthen delivery. In 2022, the overall percentage of pupils working at the expected standard has risen +4.4% since 2019. Two out of the three disadvantaged pupils achieved the expected standard in phonics; the overall average point score for this group has increased by +9.0pts since 2019. Despite the disruption these pupils have experienced, this indicates a positive impact of the investment in this area.

KS1 Compared to LA data 2022, disadvantaged pupils' attainment increased significantly from 2019, - 41.7pts increase for disadvantaged pupils in Reading and 16.7 pts increase in Reading, Writing and Maths combined. This again shows the impact of support for this group, within the additional challenges presented by Covid.

KS2 teacher assessment / tests shows that KS2 pupils overall performed better in 2022 than 2019, exceeding the LA average in Reading, Writing and Maths for expected standard. Three out of four disadvantaged pupils in this cohort achieved the combined expected standard, whereas none of the disadvantaged pupils achieved this in 2019. Once again, this shows the positive impact of the work to improve teaching and increase the effectiveness of targeted interventions.

Whilst overall absences for disadvantaged pupils have decreased by 0.4% from 2019 – 22, their absence is 1.2% higher than non-disadvantaged pupils. Persistent absence for disadvantaged pupils has increased by 11% during the same period. This is linked to specific pupils with emotional needs and SEND.

Overall, the analysis of internal data indicates some variance in the performance of different cohorts. This is influenced by the number of pupils within small cohorts requiring additional targeted support to meet their specific challenges, in order to make good progress and for their attainment to meet the national expectation.

Externally provided programmes

Programme	Provider
The Write Stuff	Jane Considine
Read, Write, Inc.	Oxford
Nessy Reading and Spelling	Nessy
Thinking Matters – Whole School Metacognition	Thinking Matters

Service Pupil Premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>The school receives £6400 Service Pupils funding. In our school, the Service families normally have very low mobility due to the way they are deployed at airbases in the locality. This means that for most children they do not have the difficulties associated with frequent moves and parents being posted.</p> <p>However, this has changed in the last year, with a couple of parents having longer overseas postings. These families / pupils have been supported by a range of agencies and specific interventions within school, particularly in support of social and emotional needs.</p> <p>Generally, Service pupils benefit from the strategies to improve the quality of teaching or through targeted interventions, such as the tutoring programme.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Analysis shows that most Service pupils are making progress in-line with other pupils.</p> <p>However, a small group of Service pupils have very high social and emotional / well-being needs, which has impacted on their learning progress. The targeted support for these pupils, delivered through a range of TA led interventions has had a positive impact.</p>