

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	86
Proportion (%) of pupil premium eligible pupils	24.4%
Academic year/years that our current pupil premium strategy plan covers	2022 / 23 to 2024 / 25
Date this statement was published	December 2024
Date on which it will be reviewed	June 2024
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	£31080
Recovery premium funding allocation this academic year	£0
Pupil premium and recovery premium funding carried forward from previous years.	£0
Total budget for this academic year	£31080

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.

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. Very often self esteem and emotional wellbeing is key barrier to children being ‘ready to learn’, the SENDCO is undertaking training to become an accredited play therapist and this work will further enhance our ability to meet these needs in house.

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	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. These are key barriers that often mean that disadvantaged children are not ready to learn.
5	Poor attendance of some disadvantaged pupils. Analysis shows that over time the pupils with the lowest attendance are also disadvantaged. As a result of work over the last two years the school's disadvantaged cohort of 21 enrolments now has an overall attendance in line with the national Non-Disadvantaged cohort. The school now needs to maintain this improvement

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	The percentage of disadvantaged pupils achieving a good level of development will be at least in-line with the LA average.

in-line with LA average ie PSE, physical.	
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: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop the role of Middle / Subject Leaders to have an increased impact on improving the quality of teaching. Several staff are undertaking NPQ's and other subject based professional development. Funding increased release time will strengthen their ability to have impact across the wider school.</p>	<p>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.</p> <p>Supporting resources:</p> <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. <p>Contd.</p>	1,2,3,4,5
<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>Fund additional cover for the phonics lead to observe and support staff for one session a week</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>Ensure that there is ongoing staff development opportunities and improved monitoring of the quality of delivery.</p>	1,3,4
<p>Training for all staff on the use of best</p>	<p>Evidence indicates that high quality teaching is the most important lever</p>	1,2,3,4,5

practice strategies to meet the needs of learners with Dyslexia and Dyscalculia	schools have to improve pupil attainment, including for disadvantaged pupils.	
Funded leadership time for the Class Four teacher to plan and work alongside an HLT to deliver more targeted work to underperforming pupils.	As above	2,3

Targeted academic support

Budgeted cost: £6400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring: We have targeted our year three and four class with additional teaching time so that the teachers who job share have part of the week where they can work alongside each other. This allows for quality first teaching to be directed at smaller groups	Intensive individual support, either one-to-one or as a small group, is effective in providing targeted learning opportunities. Supporting resources: • The EEF Toolkit has a strand on one- to-one tuition and small group tuition.	1,3,4
One-to-one or small group tuition (TA / teacher led), focused on pupils' specific learning needs, identified through	See above.	1,2,3,4,

daily AfL strategies / gaps identified through termly assessments.		
Purchase Nessy Licenses. This will support pupils whose needs have not been met by existing phonics schemes due to their particular learning needs.	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. 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.	1,3,4
Purchase Number Stacks Maths fluency materials and license	Numbers Stacks is a research informed scheme that provides a systematic maths number fluency intervention. It deigned in a way that allows teaching assistants to deliver the programme effectively with the support of filmed explanations.	2,4

Wider strategies

Budgeted cost: £5680

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

Total budgeted cost: £31080

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 the 23 Pupil Premium pupils in the year 2024.

47% of Pupil Premium children in our school are also on the SEND register.

EYFS pupils achieving a good level of development was 67.7%;in line with the LA average 67.7%. One out of the fifteen children was PP and achieved a good level of development.

In Y1 Phonics, There were nine children in this cohort. 77.8% pupils overall achieved the expected standard in the Phonics Screen which was below the local average of 79.9%. Three children from this cohort were PP and one achieved the expected standard.

KS2 There were eighteen children in the cohort of which five were disadvantaged pupils in this cohort. 40 %of PP children achieved the expected standard in reading(84.6% of non PP achieved the expected standard). 80% of PP children achieved the expected standard and 20% greater depth in writing (92.3% non PP). 40% of PP children achieved greater depth in Maths (92.3% non PP)

Absences

The school's Disadvantaged cohort of 25 enrolments had an overall attendance of 93.1% which was 1.3% above the national average for PP children. Non PP children's attendance was 95.8% and 0.6% above national average.

Externally provided programmes

Programme	Provider
None	

Service Pupil Premium funding (optional)

How our service pupil premium allocation was spent last academic year

The school receives £7140 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. 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.

Generally, Service pupils benefit from the strategies to improve the quality of teaching or through targeted interventions, such as the tutoring programme.

The impact of that spending on service pupil premium eligible pupils

Teacher assessments show that 69% of this group of children are working at the expected level. 23% of this group are identified as SEND including 8% with an EHCP.