

2021 – 2024 SMSG Pupil Premium Strategy Statement

**To be reviewed annually*



"Our aim is for all to belong to a safe and happy community which celebrates our diversity and differences. Our children will be well prepared for the next step of their journey as responsible citizens. We aspire for all to flourish."

Every child is a gift from God – Psalm 127:3

Published: November 2021

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2021 – 2024 SMSG 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 and St Giles C of E Primary School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Kate Holland
Pupil premium lead	Helen Bacon
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,535
Recovery premium funding allocation this academic year	£15,225
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	£173,760

Part A: Pupil Premium Strategy Plan

Statement of Intent

We believe that every child is a gift from God and we aspire for every child to flourish. (Psalm 3:127) We strongly believe that we are preparing every child to be ready for the next step of their journey and our overall aim is to ensure that challenges faced by disadvantaged children do not hinder them from reaching these goals.

We will consider our own school, with its context and demographic, alongside research to ensure that we close down barriers for all vulnerable children, not just those who are disadvantaged. Common barriers for learning for disadvantaged children are varied and complex and we are aware that no one approach fits all, which is why the provision available to disadvantaged children is also flexible and appropriate.

We ensure that all members of staff are aware of challenges facing disadvantaged children and are involved in understanding their learning, analysing data and identifying strengths and weaknesses across their class and the school. We have a range of provision and assessment that we use to be responsive to challenges and needs.

Objectives:

We will ensure that all children in our school are given access to teaching and learning that meets the needs of all.

We will ensure that all children who belong to vulnerable groups have appropriate provision made for them-academically, emotionally, socially, as well as individualised needs.

We will ensure that we use funding to ensure that we focus on priorities that have been established as a result of data analysis and needs analysis at any point.

Ultimate objectives:

To ensure the gap between disadvantaged and non-disadvantaged children is narrowed.

To ensure that disadvantaged children exceed progress rates to enable to them to reach at least Age Related Expectation (ARE) at the end of Year 6 and therefore achieve GCSEs at the end of Year 11.

Challenges

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

Challenge number	Detail of challenge
1	Reading opportunities and skills, Assessments, observations and discussions with pupils suggest that disadvantaged pupils have less opportunities to read, less skills when reading than their peers. This has a detrimental impact on their reading journey throughout the school.
2	Weak language and communication skills. Assessments (BPVS) (LIP) (School Start) (Language Screen) and observations with pupils show challenges with regards to oral language and vocabulary amongst a large amount of disadvantaged pupils.
3	Low attainment on entry to EYFS. On entry to EYFS, this year 100% of our pupils have arrived below age-related expectations.
4	Phonics knowledge and awareness. Assessments suggest that disadvantaged pupils have more difficulties with phonics knowledge and awareness than their non-disadvantaged peers.
5	Family lives chaotic or unstable. Our assessments, observations and work with disadvantaged pupils and their families have identified social and emotional challenges for many pupils, due to numerous factors, including the pandemic. These challenges have affected disadvantaged pupils' readiness to learn and these pupils continue to need more social and emotional support.

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
<i>Disadvantaged pupils make at least expected progress from their starting point in Reading.</i>	Improvement in disadvantaged children reaching the expected standard in Reading.

<p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments and observations indicate rapid progress in language (oral and written) among disadvantaged pupils.</p> <p>Termly assessments (reading and writing) show improvement from baseline assessment and this is supported by book looks, formative assessment and summative assessment.</p>
<p>Improved EYFS results for disadvantaged pupils</p>	<p>EYFS outcomes in 2024/25 show an increase of disadvantaged pupils met the expected standard at the end of EYFS.</p>
<p>Improved phonics results for disadvantaged pupils.</p>	<p>Phonics outcomes in 2024/25 show an increased amount of disadvantaged pupils passed the phonics test.</p>
<p>Improved wellbeing for all pupils, particularly disadvantaged pupils.</p>	<p>Pupil Voice (Nov 2022, 2023, 2024) shows increased wellbeing from Pupil Voice Nov 2021)</p> <p>PP Tracker shows increase in positive behaviour and participation</p>

Activity in this Academic Year (2021/2022)

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: £79,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Cornerstones curriculum and standardised testing programme.	Teaching a broad and balanced curriculum for education recovery (publishing.service.gov.uk)	1,2,3,4
Oral language interventions Teachers and TA release time to enable these assessments and interventions to take place	Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
Purchase of DfE validated Systematic Synthetic Phonics programme Training session from Essential Letters and Sounds for TAs and teachers	Phonics EEF (educationendowmentfoundation.org.uk) Phonics Essential Letters and Sounds	4
Purchase of phonics-led, whole school reading scheme to support phonics teaching	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,4

<p>Enhancement of maths teaching Teacher release time</p>	<p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
<p>Smaller class size in Year 3 North to assist on entry</p>	<p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5</p>
<p>Premier Sports employed to lead at least one PE class each week for each class (PPA cover) to ensure Quality First Teaching for all children from trained sports coaches.</p>	<p>Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p>	<p>2,5</p>
<p>Subscription to IfTL CPD offer for one year</p>	<p>Developing Great Teaching - Teacher Development Trust (tdtrust.org)</p> <p>Guidance overview: Standard for teachers' professional development - GOV.UK (www.gov.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>

Targeted academic support - (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA time for Phonics interventions</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	4
<i>1 TA in classes where PP quota is over 50%: 5A, 6A</i>	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

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

Budgeted cost: £49,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Social worker employed to support children and help families break through barriers to learning.</i></p> <p><i>Dedicated "Attendance Officer" time to undertake first day calling, parental communication, attend attendance meetings with parents and families and liaison</i></p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</p>	3, 5

<p><i>with teachers to support families.</i></p> <p><i>Dedicated time to work with children and parents on a welfare basis, to help children and families break through barriers to learning.</i></p> <p><i>Dedicated counsellor time to help children and families break through barriers to learning.</i></p>	<p>Culture club - Sutton Trust</p> <p>Teaching through a global pandemic - Sutton Trust</p>	
<p><i>Senior Leader employed to be Pupil Champion. ½ salary used for Pupil Premium.</i></p>	<p>Successful schools “have clear, responsive leadership. Research and analysis overview: Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Implementation Guide states that “school leaders play a central role in improving education practices through high-quality implementation” by “defining both a vision for, and standards of, desirable implementation.”</p>	1,2,3,4,5
<p><i>Jigsaw PSHE scheme enhanced. Funding Middle Leader (PSHE lead) release time.</i></p>	<p>Department for Education (pshe-association.org.uk)</p>	1,2,3,5

Class budget to spend on trips, visits, experiences in order to increase cultural capital	Creating cultural capital - Sutton Trust School inspection update: education inspection framework January 2019 Special Edition (publishing.service.gov.uk) Pg 8	1,2,3,4,5
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Total budgeted cost: £175,442

Part B: Review of Outcomes in the Previous Academic Year 2020/2021

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Outcomes:	
No KS1 SATS due to COVID-19 so based on Teacher Assessment:	
Reading Non Disadvantaged: 44% ARE or above Disadvantaged: 25% ARE or above	Maths Non Disadvantaged: 67% ARE or above Disadvantaged: 25% ARE or above
	GPS Non Disadvantaged: 33% ARE or above Disadvantaged: 25% ARE or above
No KS2 SATS due to COVID-19 so based on Teacher Assessment:	
Reading	
Non Disadvantaged: 72% ARE or above	
Disadvantaged: 52% ARE or above	
Writing	
Non Disadvantaged: 81% ARE or above	
Disadvantaged: 52% ARE or above	
Maths	
Non Disadvantaged: 59% ARE or above	
Disadvantaged: 47% ARE or above	
GPS	
Non Disadvantaged: 63% ARE or above	
Disadvantaged: 47% ARE or above	

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
Essential Letters and Sounds	Oxford university Press
TT Rockstars	Maths Circle Ltd
Spelling Shed	The Literacy Shed
The Write Stuff	Jane Considine
Hooked On Books	Jane Considine