



St Mary & St Giles C of E School

Pupil Premium Strategy Statement

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	347
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 25/26
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	Adam Palmer (HT)
Pupil premium lead	Nick Marangos
Governor / Trustee lead	Rita Wiseman/Gwen Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,360
Recovery premium funding allocation this academic year	£20,010
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£NIL
Total budget for this academic year	£208,370

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	Phonics knowledge and awareness. Assessments suggest that disadvantaged pupils have more difficulties with phonics knowledge and awareness than their non-disadvantaged peers.
4	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.
5	Social, Emotional & mental health. Pupils are unable to self-regulate and manage emotions in an age-appropriate way.
6	Attendance & punctuality

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
Disadvantaged pupils make at least expected progress from their starting point in Reading.	Improvement in disadvantaged children reaching the expected standard in Reading
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate rapid progress in language (oral and written) among disadvantaged pupils. Termly assessments (reading and writing) show improvement from baseline assessment and this is

	supported by book looks, formative assessment and summative assessment.
Improved EYFS results for disadvantaged pupils.	EYFS 2024/25 show an increase of disadvantaged pupils met the expected standard at the end of EYFS
Improved phonics results for disadvantaged pupils.	Achieve outcomes in line with or above national average at end of KS1
To achieve and sustain improved well-being for all pupils in our school, especially disadvantaged pupils	Confident independent learners who show resilience in all aspects of life. Children feel able to ask for help and support when it is needed.
To ensure sustained attendance for all pupils, particularly disadvantaged pupils.	Overall attendance of disadvantaged id at least 96%

Activity in this academic year (2022/2023)

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: £ 55,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of Conerstones curriculum & standardised testing programmes	Teaching a broad and balanced curriculum for education recovery (publishing.service.gov.uk) Ongoing subscription	1 2
Purchase of DfE validated Systematic Synthetic Phonics programme	Phonics EEF (educationendowmentfoundation.org.uk) Phonics Essential Letters and Sounds Ongoing subscription.	3
Continued use phonics-led, whole		3

<p>school reading scheme to support phonics teaching – Scheme top up books.</p> <p>Specialist support team for reading. Introduction of the reading VIPERS scheme.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>		
<p>CPD Programme through IFTL for TA's & Teachers</p>	<p>Clear programme of support and development to ensure all staff deliver quality first teaching in every lesson.</p>	1	2
<p>Training & support for early career teachers</p> <p>Two members of staff (ECT) and a student on placement.</p>	<p>EEF research found that using Pupil premium to improve teaching quality benefits all students but has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Those at the early stage of their career require additional support.</p>	1	2

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

Budgeted cost: £65,954

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Intervention and small group tuition</p> <p>Up to 70 children are having interventions across both sites.</p>	<p>These are currently being carried out by existing TA's and class teachers will individual and group interventions, together with the support of a newly appointed HLTA.</p>	1	2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>These interventions are currently being carried out by TA's and class teachers and the school's phonics lead.</p>	3	
<p>Employment of an HLTA to enable additional tutoring for</p>	<p>To start February 2023.</p>	1	2

pupils with specific gaps			
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 86,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker employed to support children and help families break through barriers to learning	Focused support for children who are both pupil premium and safeguarding.	4
<i>Dedicated "attendance officer" time to undertake first day calling, parental communication and liaison between school staff & families</i>	To monitor and improve attendance across both sites and the impact this has on academic progress.	6
<i>Middle leader employed to be Pupil Premium Champion.</i>	To improve the social, emotional and academic outcomes for children on pupil premium through targeted interventions and monitoring the impact of these provisions.	5
<i>Breakfast Club</i>	Started in order to improve attendance figures.	6
<i>Embedding principles of Good Practice set out in the DFE's Improving School Attendance advice. Training & release time for staff to develop and implement procedures</i>	Attendance officer and admin team training.	6
<i>Supporting pupils with enrichment opportunities/subsidised trips and visits</i>	By subsidising trips and visits it will enable more children from disadvantaged backgrounds to be able to attend.	4
<i>Supporting pupils and their families through enrichment opportunities/subsidised after school clubs, holiday clubs and</i>	Subsidising events that allow families and their to become more involved with events within the school. Invitations to parents or carers to attend clubs and activities alongside their children especially in KS1.	4

<i>Special events held in school.</i>		
<i>Jigsaw PHSE scheme in use. Funding will enable Middle leader release time to enhance the scheme</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and social relationships).</p> <p>Ongoing scheme.</p> <p>Social and emotional learning EEF</p>	5

Total budgeted cost: £208,370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches, we used to boost outcomes for disadvantaged pupils had less impact than anticipated. There is still an attainment gap between our disadvantaged pupils and non-disadvantaged pupils. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupil learning behaviour is a significant barrier for the disadvantaged. In addition to this, challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.