

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils as well as the impact of last year's funding.

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's CE Junior School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils (Oct.2021)	29 pupils = 8.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 - 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Caroline Welch, Headteacher
Pupil premium lead	Jenny Bunkle, Inclusions Manager
Governor / Trustee lead	Philip Hiorns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19728 (two terms)
Recovery premium funding allocation this academic year	£2186.25 (three terms)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£21914.25 (two terms)

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's our intention is that all pupils in our one family, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers in order for those pupils to achieve their potential. Pupil well-being is a priority, therefore at St Mary's we wish to ensure that we are able to support the mental health of all pupils irrespective of their background or the challenges they face.

We will consider the challenges faced by our vulnerable pupils, such as those who have suffered an adverse childhood experience. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-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 strategy is also integral to wider school plans for education recovery, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust, regular assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils progress and excel academically and emotionally. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- prioritise children's emotional wellbeing to ensure their readiness to learn.

Challenges

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

Challenge number	Detail of challenge
1	School data and monitoring indicate that some disadvantaged children are not currently expected to achieve Age Related Expectations or greater depth in some cases.
2	Some children are vulnerable due to home circumstances which affects school performance due to difficulties in supporting children with home-learning
3	Observations and interactions with families of disadvantaged children demonstrate a range of social and emotional issues within the family which effects behaviour at school
4	School data indicates that some disadvantaged children have lower attendance than their peers
5	Percentage of disadvantaged children who take up the opportunity of school enrichments is less than that of the wider community

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
<p>Ensure that disadvantaged children achieve just as well as non-disadvantaged children by the end of KS2, or are able to make substantial progress towards meeting ARE, measured through attainment using the Hampshire Assessment Model and Statutory Assessments.</p> <p>Ensure that disadvantaged children who are on the SEN register and not projected to make ARE by the end of key stage two make measurable progress against phase objectives</p>	<p>Disadvantaged children will achieve at least in line with outcomes of their peers by the end of the school year and at least in line with national outcomes for non-disadvantaged children.</p> <p>Children on the SEND register who do not achieve ARE by the end of the school year will be able to demonstrate progress from their start of year point using internal assessment processes</p>
Ensure that vulnerable children receive appropriate pastoral support from the ELSA/ class teacher/music when needed in order to reduce the impact of home circumstances on children's ability to attend school and learn.	Children referred to the school ELSA/music/Relax Kids interventions make good progress with their area of pastoral needs.
Ensure that the needs of individuals who demonstrate behaviours that adversely affect their learning are met through in and out of class support and that staff who work with them are able to use effective strategies	Incidents of poor behaviour are reduced for identified individuals through appropriate support mechanisms being in place (including LSA in class support)
Improve identified children's attendance through support and intervention from the ELSA and other staff measured through the SIMS attendance data	Absence levels are reduced and attendance is improved with a reduction in lateness where it is an issue. Disadvantaged children will have attendance rates in line with their peers.

Ensure that all disadvantaged children have equality of access to resources, activities and other opportunities, measured by financial support provided from the Pupil Premium money.	Attendance at clubs, activities and other events by disadvantaged children is at least in line with their peers.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 2293

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted, high-quality feedback to impact learning by teachers. Teachers to spend time in lessons working alongside PP pupils.	Studies tend to show high impact on learning of quality feedback to children.	Challenge 1,2
Enable staff workshops and training that will have a positive impact disadvantaged children's outcomes. This will include work with the Primary Behaviour Service and Mapleridge to improve the behaviour of children.	Improved staff knowledge of how to cater for the different needs of disadvantaged children will help bring about better provision.	Challenge 3

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

Budgeted cost: £ 40,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention/catch up teacher (0.8) to support across the school. Intervention teachers will be able to help close gaps in learning and offer additional challenge to the most able PP children.	EEF research shows that 1:1 tuition can be effective at helping children to make additional progress.	Challenge 1,2
Provision of LSA staff to work alongside children and support them with their home learning.	EEF research shows that 1:1 tuition can be effective at helping children to make additional progress.	Challenge 1, 2

To continue to equip the teachers with appropriate resources to support vulnerable children, especially in reading to address both reading and through the provision of high quality texts to support the writing process – purchasing of new reading materials for use in each year group	Resources are required to enable other activities to progress which are regarded as having a moderate/high impact on progress	Challenge 1, 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5734

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSM children access to music lessons Assistance with uniform Attendance at after school clubs and other enrichment activities for those who would benefit from additional opportunities	EEF research shows positive impact for younger learners for activities such as access to music lessons and other enrichment activities. Provision of uniform for financially vulnerable families to ensure that all children have equal access to uniform and don't feel excluded/isolated	Challenge 5
Vulnerable children receive 1:1 or small group pastoral care and support when referred, requested or identified from either the LSA, ELSA, Music Intervention, Relax Kids, Pony TLC	Children with anxiety and medium level mental health needs often fall between class support and CAMHS support so the ELSA / LSA / Music Interventions can provide liaison with parents, teachers and child to address vulnerabilities to aid development in learning, behaviour and social/emotional development.	Challenge 2
Identification of specific disadvantaged children for whom attendance is an issue and creation of plans which cater for their individual needs. Use the school based system of letters to increase attendance and then individual meetings for identified children. Consider early help hub referrals for where persistent absence is an issue. This is to ensure all PP children have an attendance rate of over 95%.	Children who are in school regularly and miss less school have better outcomes while those with regular absence often fail to make the necessary progress.	Challenge 4

For teaching staff to develop a sound appreciation of the strengths and areas for development for individual PP children through the use of Pupil Premium Trackers and the Boxall profile.	Identifying the barriers to learning for PP children on an individual basis will positively impact on in class provision and progress	Challenge 1,2
To enable disadvantaged children to access trips, visits and residential trips during the school year	EEF research shows that, overall, there are positive benefits on academic learning, and wider outcomes such as self-confidence from outdoor and adventurous activities.	Challenge 5
To ensure that there is a smooth transition in and out of the school for disadvantaged children, including specific pastoral support when/if required including transition meetings for disadvantaged children transferring into junior school or out to secondary school	Identified children may require additional actions to ease the transitions at the start and end of the key stage to prevent pauses in learning	Challenge 3

Total budgeted cost: £ 48,341

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcome

We have used this academic year to move forward and improve outcomes for our pupils following the past few disrupted years. Following the return of SATs, our results were above both Hampshire and National outcomes and the gap between our results and National remained equal to previous years. Our targeted support has been impactful and lessons learnt to take forward.

Teachers are knowledgeable of the needs of their PP pupils. Through cohort tracking and completing of PP trackers, the pupils profile is raised and therefore awareness of needs is high. This was acknowledged during the OFSTED inspection in November 2021. Quality first teaching has been key in supporting identified pupils. LSAs were able to work with individual disadvantaged children themselves, or over see other learners so the class teacher was able to offer additional small group support to disadvantaged pupils. A deep dive with a focus on PP learners supported teachers and raised areas to improve on. As a result, internal tracking throughout the year during rising standards meetings identified the disadvantaged pupils were meeting the teachers' predictions for progress. Such, regular tracking of PP children and awareness of EBD trackers ensured that staff are aware of needs of pupils and seeking ways to address them. The Primary Behaviour Service (PBS) have supported individual teachers through consultation work alongside the inclusion manager. Moving forward, assessment, using Boxall and/or ELSA graphs needs to be more rigorous to ensure that support is continuing to be effective.

The ELSA role is now established, and is used to support disadvantaged pupils, when needs occur. Mindfulness time, use of Best Bits Books and Sensory boxes were all provided to offer additional support. Music for Me was positively accessed by some of our younger disadvantaged pupils. The use of Relax Kids sessions, targeted at those pupils who needed additional support for their mental health resulted in positive feedback from parents. The 'Well-being' section of the website became a valuable tool – place where parents could be signposted to outside support and was regularly updated.

Attendance for vulnerable pupils was roughly in line with national figures. Using such will continue to have a positive impact on attendance.

The access to appropriate resources, particularly in terms of high quality texts, has been positive. The new resources influenced the planning of topics and the progress was evident in early internal tracking writing. Moving forward, it is important to build on this success with the resources we now have and monitor for any areas where we may need to support further.

Over 2021 - 22, every PP child was offered a funded club place each term and those disadvantaged pupils who have shown a talent for music in their class lessons were identified by the music specialist and have been given the opportunity to take up a musical instrument. Support to allow pupils to have equality of access to additional services will continue moving forward to ensure all our pupils feel able to engage with the one family ethos of the school. Throughout the year, uniform was provided as necessary. Disadvantaged pupils have been able access enrichment activities along with their peers and funding has been used to ensure this.

With regards to transition, the inclusion Manager held online meetings with the Special Needs Co-ordinators from secondary and infant schools to discuss the needs of each PP child prior to them leaving or entering the school to ensure that any specific support can continue. Information from the infant school was shared with class teachers, which was elaborated upon during teacher meetings. The use of CPOMs has insured records on those pupils are easily available to other schools to further inform transition.

Where appropriate, informal meetings with parents were set up, face to face during latter part of the year, and on the phone in the earlier part. Dependent on the needs of the pupils this year, we may need to formalise some meetings as TPAs.

Support has been aimed at specific pupils who have a need to be supported with home learning. LSA time has been used to give children opportunities to ask for help with their homework. Disadvantaged

children benefitted from being given a laptop to support their home learning from the government or from school. This will continue for identified pupils in the coming year.

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