



St Marys CE Infant School

Pupil Premium Strategy 2023-2026

(July 2024)



This statement details our school's use of pupil 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 in our school.

School overview

Detail	Data
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2023 - July 2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Deborah Seccull Executive Headteacher
Pupil premium lead	Deborah Seccull
Governor / Trustee lead	Jeremy Lasman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,840
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	£11,840



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Statement of intent

As is clear in our school vision, 'St Mary's Infant School is committed to inspiring every individual...encouraging everyone to achieve their potential' and as such, our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils and their families to look after their social and emotional wellbeing and to develop resilience
- Ensure ALL pupils are able to access a wide range of opportunities to develop their knowledge and understanding of the world and their rights and responsibilities within it

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences and enrichment activities such as sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development
- Provide proactive support to vulnerable families including involvement of external support agencies as necessary

Challenges

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

Challenge number	Detail of challenge
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1	Lack of pre-school social and learning opportunities during the covid pandemic means that children now entering school often show delays in their personal social and emotional development, meaning they need additional support in developing the early behaviours necessary for learning inc. listening and attention, managing feelings and behaviour and making relationships. Observations suggest that this disproportionately impacts disadvantaged children and means they are less likely to be ready for learning expectations on entering Year 1.
2	Reduced access to pre-school learning opportunities and face to face teacher led phonics during covid has meant more children are behind in their ability to apply phonic knowledge in support of reading fluency and spelling and this impacts performance across the curriculum for some pupils as they move into KS2.
3	Remote learning during the covid period has meant writing outcomes lag behind those of reading and maths for most pupils and the gap in attainment is wider for disadvantaged pupils.
4	Disadvantaged pupils continue to have reduced attendance levels on average, when compared to their non-disadvantaged peers
5	Poor self-esteem and SEMH issues (these exacerbated for some by circumstances of pandemic) are more common in general and for some disadvantaged pupils mean they lack resilience and independence, find learning focus difficult and some also require additional support for emotional regulation.
6	School wide approaches to supporting disadvantaged pupils have been fragmented in the past - with unified vision or methods existing for measuring or improving outcomes for these pupils.

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
Early identification of pupils needing additional support within the reception class will ensure better development of early learning behaviours (linked to communication and language and personal social and emotional development) so that pupils make successful transitions into KS1	Effective intervention programmes are identified and implemented to support early communication and language skills and PSED within the reception class. Over time children in receipt of pupil premium achieve good level of development at least in line with national outcomes.
Effective 'keep-up' phonic interventions in KS1 and will result in all children having more confident phonic skills to help with early decoding, spelling	Disadvantaged pupils will attain Year 1 Phonic Check standard at least in line with national outcomes.



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skills and reading fluency - so that they are not disadvantaged in other areas of the curriculum.	A specific strategy will be in place to identify children in need of specific literacy support at transition to KS2 <i>Effective support programmes for those with specific literacy difficulties will be in place from Year 3 at The Batt CE Primary School.</i>
Strategy for teaching writing across school, linked to use of high quality reading texts, will be established Children will be engaged in regular, purposeful writing activities.	The gap in attainment throughout school between reading and writing will diminish over time. Disadvantage pupils will attain in writing at least in line with national standards
Continued pro-active promotion of good attendance will improve attendance rates for disadvantaged pupils We will continue to develop positive, supportive relationships with disadvantaged families in support of better engagement with school and improved outcomes for children	Average attendance for disadvantaged pupils will continue to improve over time so that it is at least in line with national attendance levels. Parents of disadvantaged children will attend all parent teacher meetings Parents will be aware of and access wider support via the school
Improved self-esteem and support for SEMH issues and learning resilience of disadvantaged pupils will lead increased attendance and engagement and to expected and better rates of progress Role of family support lead working across St Mary's Infants and The Batt CE Primary Schools to be refined Staff to be identified and trained in nurture offer (e.g. ELSA, Emotional Coaching) Effective methods for evaluation SEMH provision for be explored (e.g. Boxhall)	Children needing additional SEMH support will be identified early Positive partnerships will be developed with families of these children Staff will be trained effectively to deliver SEL interventions to individuals, small groups and whole classes Interventions used will be evaluated for effectiveness Disadvantaged pupils in receipt of SEMH support will have measurably improved outcomes (engagement, attendance, etc.)
Strategy in support of disadvantaged pupils is clearly defined - with effective leadership at senior level Belief that outcomes can be improved for all pupils (including disadvantaged and vulnerable learners) is fully established with all teaching staff understanding their role in this - collective teacher efficacy Outcomes for disadvantaged pupils are effectively monitored and provision adapted when relevant	Named senior leader and governor are aware of current impact of PPG Strategy and communicate this effectively to all stakeholders. Teachers are fully aware of disadvantaged learners within their classes and understand potential barriers to learning and improved outcomes Disadvantaged children are fully engaged in wider opportunities offered by school (residential, club, sport, music, positions of responsibility etc)



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	Outcomes and impacts of initiatives in school always include disadvantaged pupils as a specific group
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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. *NB. Some of these initiatives will be undertaken in conjunction with our partner school The Batt CE Primary.*

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Develop provision within the reception classroom so as to prioritise development of early learning behaviours (listening and attention, managing feelings and behaviour and making relationships. Establish routines which promote high expectations for self regulation (inc engagement, positive social interactions and learning) Prioritise resourcing to support collaborative learning and high engagement activities Ensure staff training for EYFS is effective in supporting improved outcomes in Reception.	<u>EEF EYFS Toolkit</u> states: 'A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.' 'There are some indications that children from disadvantaged backgrounds are more likely to begin early years education with weaker self-regulation skills than their more affluent peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.'	1
Explore other systematic synthetic phonics schemes so as to maximise engagement	<u>EEF reports</u> that there is extensive evidence to show that phonics programmes and interventions provide high impact on improving outcomes for relatively low	2



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and allow greater focus on early writing skills. Offer continued support and training for teachers and TAs and further resources to secure stronger phonics teaching for all pupils and to support development of early reading and writing.	cost. They also state: 'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. 'Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.' EEF also records, in line with Reading Framework, that teaching of phonics should be explicit and systematic and matched to current level of skill – all of which is supported by Bug Club Phonics.	
Effective CPD, specialist external support and internal support given to English Lead and teaching staff to ensure consistent development of strategy for teaching of writing based on effective use of high quality class texts. Funding for resources to support teaching and promotion of reading and writing.	<u>EEF Improving Literacy in KS1</u> states 'a child from a disadvantaged background in England is still significantly more likely than their classmates from better-off homes to leave primary school without securing their skills in reading and writing.' Approach being taken to develop writing in school is in line with recommendations suggested in this <u>EEF document</u>.	5
CDP strategy developed in school to target current needs of class and specific teacher/TA development needs (Growing Great People).	<u>EEF Guidance - Effective Professional Development</u> states 'Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.' Developing CPD strategy in school is informed by 3 key recommendations included in this document - establishing a rationale and mechanism for CPD on offer, motivates staff, builds on knowledge, allows time for new learning to be embedded and addresses current development needs of the school.	6

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

Budgeted cost: £3000



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Activity	Evidence that supports this approach	Challenge Number(s) addressed
Develop strategy to identify children with specific literacy difficulties so as to ensure effective continued support in developing phonic and reading skills as children move to Year 3. Ensure strategy has a tiered approach with named interventions that can be put in place at various stages. (Specific TA Training will support this)	<u>DFE Reading Framework</u> supports a 'keep up' rather than 'catch up' approach where possible: 'The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.' However Section 5 of this document makes clear that for some children specific 'catch-up' provision is necessary and as with the <u>EEF Toolkit</u> recognises that 'well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'	2
Develop more specialised SEL programme for children who require more support than the well established universal SEL curriculum (JIGSAW). SEL Curriculum from Mulberry Bush School - introduced to support Reception / KS1 (and as intervention elsewhere). Develop skills within teacher & teaching assistant team through high quality CPD so as to begin to develop a 'wellbeing/nurture team' within school (inc. Emotion Coaching, SEL Curriculum delivery and ELSA training engagement with MHST).	<u>EEF Toolkit</u> states: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.' The toolkit goes on to suggest that targeted approaches work best when used alongside universal programmes and when 'supported by professional development and training for staff.'	4

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

Budgeted cost: £6000 *tbc*



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Activity	Evidence that supports this approach	Challenge Number(s) addressed
Improved strategic approach to disadvantaged pupils within school. Provision for disadvantaged pupils is significant strand on SDP Planning, implementation and evaluation of strategy in place to be more robust and embed school vision that outcomes can be improved for these pupils.	<u>EEF guide to the Pupil Premium</u> rightly states: 'getting the most out of the Pupil Premium requires careful consideration and planning. Strategies for managing Pupil Premium spend must be clearly defined and responsive to the particular needs of individual schools and specific pupils. Robust, ongoing analysis and assessment is central to developing a strategy that is fit for purpose' Whilst there have been many effective approaches used at school in support of disadvantaged pupils the approach in recent years has been rather fragmented and lacking in unified vision and implementation.	6
Further development of Family Support Lead role to support vulnerable children and families and liaise effectively with external agencies as appropriate to secure optimal outcomes for disadvantaged pupils.	Developing the Family Support Lead role in school ensures that children in receipt of PP funding and other vulnerable children will have a champion to monitor their progress and challenge and support staff in improving outcomes for these children. We see this as part of the 'clear and responsive leadership' regarded as important by NFER in relation to pupils eligible for PP and that – 'High performing primary schools, in particular, employed a dedicated member of staff to provide outreach and support for parents and families...this aligns with existing research which suggests an association with schools engagement with parents and their performance.' (<u>School Cultures and Practices: Supporting the Attainment of Disadvantaged Pupils Aug 2018</u>)	4, 5 & 6
Enhanced learning support and improved aspirations for disadvantaged pupils inc. Before and After school club provision (<i>provided at The Batt CE Primary School</i>) to support effective transitions into school in the morning and increased opportunities for learning (e.g. 1:1 reading / homework support / access to computers in breakfast and/or after school club). Support and encouragement provided to ensure that children are able to participate fully in all	<u>EEF Teaching and Learning toolkit</u> reports that though extending school time has a relatively low impact on outcomes it does conclude 'There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time...Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school' and we believe that before school provision is especially effective in cueing children into good learning behaviours for the rest of the day and that both before and after school care help to promote attendance. Though EEF Teaching and Learning Toolkit suggests the overall impact of sports or arts participation on academic achievement	4 & 5



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learning opportunities and extracurricular activities on offer (e.g. music, forest school, school visits, holiday clubs).	tends to be positive but low. Being involved in extra-curricular activities may increase attendance and retention and is likely to have wider health and social benefits. Additionally, studies of adventure learning interventions consistently show positive benefits on academic learning along with an impact on noncognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.	
Seek support offered by external Mentoring / Outdoor Activity / Tutoring programmes to support effective engagement by children with specific behaviour/engagement/ SEN needs.	<u>The EEF Toolkit</u> states: Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average and as such we believe it can support some individual children in accessing learning, when they struggle to do this in the classroom setting. Though the EEF Toolkit suggests the impact of mentoring programmes <u>mentoring, outdoor adventure learning</u> can be mixed, it does suggest that some studies find mentoring has 'positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour' and outdoor learning can 'can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'. As such we believe that these can have positive impacts on pupils' SEMH and positive engagement in school - in turn leading to improved attendance and access to learning.	4 & 5
Continued work to improve punctuality and attendance rates. SLT monitors punctuality and attendance and follows up quickly on patterns in lateness and absences. First day response provision. SLT and Family Support Lead work proactively to ensure attendance rates improve where these are low (seeking transport support, use of attendance contracts, engaging external attendance and engagement services)	We can only improve attainment and outcomes for children if they are actually in school. <u>Recent research by the EEF</u> has highlighted poor attendance as one of the major factors affecting the academic achievement of disadvantaged pupils. Whilst overall attendance rates at school are currently strong there is a big discrepancy between non-disadvantaged and disadvantaged attendance rates and we will continue to try and address these through a proactive response to absence along-side other activities detailed here which we hope will encourage greater engagement by disadvantaged pupils and their families.	4



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Total budgeted cost: £12,000

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 performance data, EYFS profile and phonics check results and our own internal assessments.

Data from tests and assessments demonstrates a mixed picture with some children in receipt of PP doing well while others are still performing below our expectations. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Furthermore, turbulence within the school's leadership structure in recent years means strategies to support disadvantaged pupils have not always been consistent - something that is being tackled in the 2023-2026 School Development Plan.

NB. very low numbers of children are in receipt of PP funding.

Statutory Outcomes

EYFS Profile

July 2024	All Children	Children in receipt FSM
% achieving GLD	70%	100%

Year 1 Phonics check

June 2023	All Children	Children in receipt PP
% achieving check	70%	33%

KS1 SATs (non-statutory)

June 2023	All Children	Children in receipt PP
Reading	70%	66%



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Writing	45%	33%
Maths	55%	66%

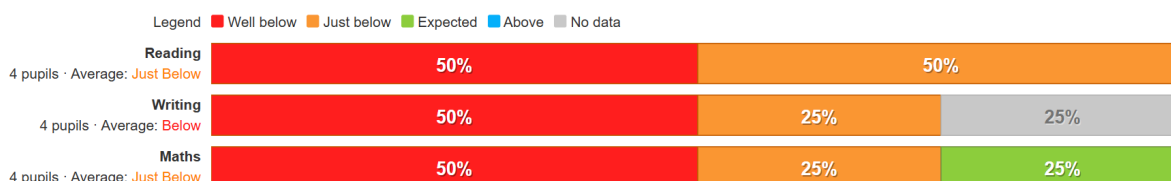
Internal Assessment

Nb. new assessment tracking system means it is not possible to report accurate end of year data for 2023-2024 (especially for writing) so assessment date below relates to Term 1 2024-2025

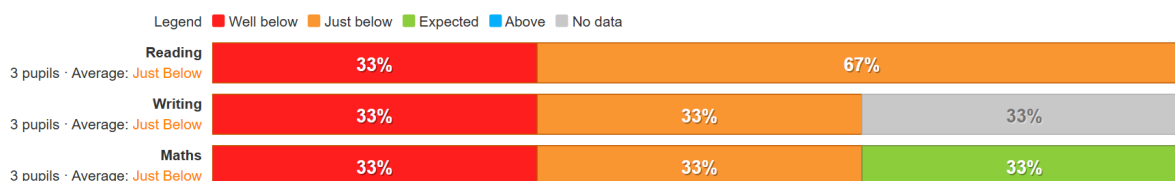
Internal assessment data October 2024 shows more children eligible for pupil premium are working below ARE than those children not in receipt of pupil premium. However, it should be recognised that 25% of children eligible for pupil premium also have high level special educational needs.

Attainment

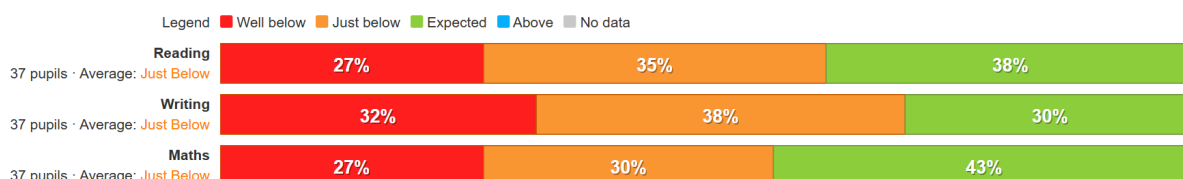
Children in receipt of pupil premium



Children in receipt pupil premium (no SEN)



Children not in receipt of pupil premium





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Attendance

Average attendance remained strong for all groups in 2022-2023, when compared to national. However average attendance for disadvantaged pupils is lower than for all children and there is a significantly higher rate of persistent absence amongst disadvantaged children.

	Attendance 2021-2022	Attendance 2022-2023	Attendance 2023-2024
All Children	94%	94%	94%
Children in receipt of FSM	91%	90%	90%
Persistent Absence (below 90%)	All Children 13% Children in receipt PP 25%	All Children 11% Children in receipt of FSM 29%	All Children 18% Children in receipt of FSM 43%

Additionally investment of Pupil Premium funding in 2023-2024 supported the following outcomes:

- Additional resources, training and TA time meant % of children achieving the Phonic Check in Year 1 was 70% compared with only 58% of this cohort achieving a GLD at the end of their reception year.
- School benefitted from CPD and bespoke support from an external literacy advisor - building on previous training around high quality texts (for reading) and focusing on using this in supporting writing (Opening Doors).
- Continued Family Support Lead role has meant that school has continued to engage proactively and positively to support vulnerable children and families and a wide variety of external agencies inc. Locality and Community Support, Social Workers, MASH, Food Banks, Health Visitors, GPs and Paediatricians to bring about positive outcomes for specific children and families.
- Moves to fully align reception and KS1 classes between The Batt and St Mary's has meant more effective transition for all and consistency for vulnerable learners as SLT, SENCo and Family Support Lead are common across both schools.
- All staff received training in Social Emotional Literacy Curriculum from the Mulberry Bush Outreach Service and this should bring further improvements to SEL, particularly for younger children) over time.



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- Alternative provision has been used in support of vulnerable learners to support their access to learning.
- Play therapy has been used in support of vulnerable children in support of the MH and wellbeing.
- Children in receipt of PPG have received support in accessing wraparound care so that their transitions into and care after school are supported.
- Children in receipt of PPG have received additional learning resources/financial support to facilitate full engagement in the wider curriculum inc. sport, music, trips, workshops and residential.