

‘Direct my footsteps according to your word’ Psalm 119:133

### **Pupil Premium 3 Year Statement 2023-2026 – Year 1 2023-24**

This statement details our school’s use of pupil premium (and recovery premium for the 23-24 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**

<b>Detail</b>	<b>Data</b>
School name	St Mary the Virgin CE Primary School.
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2023- July2026 (Year 1 23-24)
Date this statement was published	September 2023
Date on which it will be reviewed	Feb 2024/July 2024
Statement authorised by	Matt Barge (Exec Head)
Pupil premium lead(s)	Jen Williamson (Head of school) Emma Board (SENCo/Inclusion)
Governor / Trustee lead	Colin Brooks (Chair of LGB)

## **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£48,164
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 48,164</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

*At St Mary the Virgin CE Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may have an impact upon their learning. This additional funding is provided by the Government, because research suggests that children from low-income families perform less well at school than their peers. The Government recognise that often, children who are entitled to Pupil Premium face challenges, such as: poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.*

*Our Ultimate Objectives are to:*

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers within school.*
- Ensure ALL children can read fluently with a good understanding to enable them to access a broad and balanced curriculum.*
- Enable children to look after their social and emotional well-being and to develop resilience.*
- Access a wide range of opportunities to develop their knowledge and understanding of the world.*

*Achieving Our Objectives*

- Provide all teachers with high quality CPD to ensure children access high quality teaching.*
- To provide high quality targeted support to address any gaps in learning.*
- Target funding to ensure that children have access to swimming, trips, visits and residential visits.*
- Provide appropriate and high-quality mental health support to enable children to access their learning.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Children's levels of worry and anxiety linked with family circumstances. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</i>
2	<i>Oracy There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. ( EEF Oral language Interventions) The Oracy All-Party Parliamentary Group's (APPG) Inquiry found that two-thirds of primary teachers (69%) and nearly half of secondary teachers (44%) said school closures had a negative effect on the spoken language development of students eligible for pupil premium. NELI The DFE realised how much impact NELI has on early years and has continued to fund the small group and 1-1 interventions.</i>
3	<i>28% SEND children are also pupil premium. EEF's PP Guide [2019] is that 'Quality teaching helps every child'. It states that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PP to improve teaching quality benefits all pupils and has a particularly positive effect on PP children.'</i>

## 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
Mental Health and Emotional Wellbeing	Children will be less anxious and will no longer need the service or be referred further to gain extra help.
Oracy	Children will have mastery and command of the spoken word.
Intervention and support for SEND children who are Pupil Premium.	Children will benefit from a targeted response to their learning and progress. They will have full access to a broad and balanced curriculum that supports their needs.

## 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: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oracy /Voice 21, school champions to lead and deliver high quality training.</i>	On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers.( Voice 21)	1,2,3
<i>Termly progress meetings</i>	<i>Teachers meet with Senior Leaders to discuss progress and attainment, identifying target pupils and interventions to diminish differences. These meetings take place termly. The DFE found that more successful schools use data to identify disadvantaged students learning needs at every opportunity, by reviewing progress regularly, analysing for underperformance and engaging staff with the data to improve teaching and learning.</i>	3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) – Budgeted cost £38,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured 1:1 support from adult using appropriate resources. SALT/ NELI/ Sensory programmes</i>	Children with specific learning difficulties are working below the age-related curriculum.	3
<i>Small group support from teaching assistant.</i>	Children's historical attainment and new pupils to school have gaps in their learning that need to be identified and targeted effectively.	1,2,3

## Wider strategies (attendance, behaviour, wellbeing) – Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Support Team ( Dorset) ELSA (Newly trained ELSA via the Educational Psychologist Team)	Schools play an important role in supporting the wellbeing of children and young people at a time when they are experiencing lots of physical, emotional and social changes to ensure they can access the curriculum.	1
<i>Subsidised Visits Before school and after school provision</i>	Children from lower income families may not be able to attend school trips, swimming, sporting activities, which will disadvantage their access to a broad and balanced curriculum.	1,2,3
<i>Provision for school uniform, PE kit, book bag.</i>	Maslow Hierarchy of Need	1

**Total budgeted cost: £ 48,200**

## Part B: Review of outcomes in the previous academic year 22-23

### Pupil premium strategy outcomes

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

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

*Assessment of Intended Outcomes 2023*

#### **Challenge1.**

*Children's levels of worry and anxiety linked with family circumstances.*

2. 34% Pupil Premium children below expected in writing ( Summer data 2022)\*

**41% of pupil premium children met ARE in writing ( Summer data 2023)**

.3. 31%% Pupil premium children below expected in maths ( Summer data 2022)\*

**55% of pupil premium children met ARE in maths ( Summer data 2023)**

26% of our SEND children are also pupil premium.

### 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
Language Angels	Primary Languages Network
White Rose Maths Books	White Rose Education
All Aboard Phonics	Allaboardlearning.com

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Access to high quality learning.
What was the impact of that spending on service pupil premium eligible pupils?	Enabled children to continue with their learning.