



Mary Dean's CE Primary School and Nursery Pupil Premium Strategy Statement

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.

School overview

Detail	Data
Number of pupils in school	270 School, 20 Nursery
Proportion (%) of pupil premium eligible pupils	19% (51 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Donna Wilson/Heather Slater
Pupil premium lead	Donna Wilson
Governor / Trustee lead	Dr. Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£74,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, 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 all pupils with a disadvantaged background to achieve that goal, including progress for those who are already high attainers. Half of our disadvantaged learners have additional special educational needs, and with additional targeted support, we can set aspirational individual targets for progress and attainment.

High-quality teaching and learning are at the heart of our approach, with a focus on areas in which our pupils with a disadvantaged background require the most support. We intend for all pupils to receive quality first teaching in all areas and anticipate that all pupils in our school will make progress and achieve well. Our approach is linked to our School Improvement Plan objectives.

Our approach will be responsive to common challenges and individual needs, taken from our collective evidence and knowledge of our pupils. Robust assessment and tracking of progress will identify how to allocate funding and set targets for support to ensure challenging attainment targets can be met.

To ensure they are effective we will:

- ensure pupils with a disadvantaged background are challenged in the work that they're set and given aspirational opportunities
- act early to intervene at the point need is identified
- provide support appropriate to the identified need(s)
- adopt a whole school approach in which all staff take responsibility for the outcomes for pupils with a disadvantaged background and raise expectations of what they can achieve.

Our strategy also provides support in tackling the most significant barriers to success at school, including attendance, behaviour and social and emotional and mental health support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, Language, Communication and Oracy</p> <p>Assessment and observations show many pupils have underdeveloped on-entry language skills. Many pupils do not have the comprehension skills to understand instructions or questions and find it hard to respond. Speaking and listening skills, acquisition and application of vocabulary and breadth of opportunities to talk are key areas to develop.</p>
2	<p>Social, Emotional and Mental Health (SEMH)</p> <p>Social and emotional support for children and families remains a significant issue with teacher referrals and parents' requests for help. This is a similar picture to that seen nationally. Observations indicate underdeveloped learning behaviours in children, especially in the younger age groups. Children are noted to find it harder to concentrate for periods of time and to stay on task. Group learning tasks are also noted to be especially challenging for some children.</p>
3	<p>Low Academic Attainment in Key Stage 2</p> <p>Current data for Upper Key Stage 2 indicates some children, including those from a disadvantaged or vulnerable background, have not attained expected progress from starting points (partly due to school closures during Covid). Desire for Upper Key Stage 2 children to be ready for Key Stage 3 curriculum.</p>
4	<p>Phonics and Reading</p> <p>Phonics ability in the youngest children, including those with a disadvantaged background, is lower than that of their peers as indicated by phonics assessments. Routine reading in classes indicates an inconsistency in reading routines outside of the classroom, meaning that many are struggling to make appropriate progress and develop a love of reading. Our chosen synthetic phonics program and fidelity to the scheme produced good outcomes for pupils last year, but it is imperative that this is maintained.</p>
5	<p>Mathematics</p> <p>Maths outcomes from the previous year shows a range of Maths scores in different year groups, highest attaining in Year 1 and lowest attaining in Year 5. The cohort has suffered significantly as a result of COVID with many gaps in learning. On average 50% of pupils with a disadvantaged or vulnerable background in each year group, have not achieved age-related expectations.</p>
6	<p>Attendance</p> <p>The school's attendance at the end of the Autumn term sits at 95.16% for the whole school with 91.05% attendance for pupils who are Pupil Premium. Monitoring of all pupil's attendance is required but especially for those children who are vulnerable or with a disadvantaged background. 31% of pupil premium children have attendance less than 90%. There is evidence of correlation between pupils on track to make expected progress towards end of year expectations with good attendance.</p>

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>1. Speech, Language, Communication and Oracy</p> <p>Pupils to be able to communicate clearly to express needs, wants and emotions with appropriate vocabulary.</p> <p>To develop confident emotional literacy.</p>	<p>By the end of July 2025:</p> <ul style="list-style-type: none"> • Children with a disadvantaged or vulnerable background in the EYFS will achieve expected or better in the speaking and listening aspect of the curriculum. • Progress gaps identified through Language Link will be reduced • Pupils make needs known and choose suitable vocabulary to be precise. • Children’s behaviour will demonstrate a better ability to manage themselves emotionally.
<p>2. Social, Emotional and Mental Health (SEMH)</p> <p>Social and emotional health needs of all children will be met successfully.</p> <p>Additional targeted intervention will support learners to develop strategies for independence and resilience to challenges.</p> <p>All learners, including those with a disadvantaged and vulnerable background, to be confident and successful in all aspects of school life.</p>	<ul style="list-style-type: none"> • SEMH needs will be identified early and addressed by expert in-house intervention. • Children will be able to seek support for their needs within school. • Children with SEMH will maintain their class place with appropriate support. • Families can be signposted to other agencies as appropriate. • Pupils have a readiness to learn with improved progress and achievement outcomes from starting points.
<p>3. Attainment and Progress Outcomes for Key Stage 2</p> <p>Attainment and progress gaps between those learners with a disadvantaged background and their non disadvantaged peers will close.</p> <p>Ensure that pupils with a disadvantaged or vulnerable background with additional barriers to learning have their individual needs addressed so they make at least expected progress from their starting points in reading, writing and maths.</p>	<ul style="list-style-type: none"> • End of Key Stage 2 outcomes will show a minimal gap for progress and attainment. • Monitoring of data for pupil premium and non-pupil premium children for early identification and intervention. • All leaders, school and subject leads, routinely gather and analyse information and share data to ensure interventions are effective. • There will be a systematic approach to individual cases identifying any SEND or safeguarding needs. This approach will include a termly Pupil Progress meeting and possible further intervention which could include: <ul style="list-style-type: none"> *Joining a specific intervention group *Adjustments made within the classroom *Individual learning plans

<p>4. Phonics and Reading</p> <p>All children will have high quality reading and phonics experiences in order to reach age-related expectations. Skills learnt in EYFS and KS1 will lay the foundations for learning and progression into KS2.</p>	<ul style="list-style-type: none"> • Pupils with a disadvantaged background will demonstrate abilities in phonics in line with their non-disadvantaged peers. • All learners to pass phonics screening check with a score of 36+. • Children will engage with a variety of suitable texts. • Robust assessment systems will identify any children requiring specialist support or intervention. • Pupils from vulnerable or a disadvantaged background in Key Stage 1 and Key Stage 2 will make a good level of progress in reading and writing from baseline starting points and achieve in-line with non-disadvantaged peers. • Intervention will be timely and successful. • Parents will have a clear picture of their child's needs.
<p>5. Maths</p> <p>Attainment and progress gaps between those learners with a disadvantaged background and their non disadvantaged peers will close.</p> <p>Ensure that pupils who are vulnerable or with a disadvantaged background with additional barriers to learning have their individual needs addressed so they make at least expected progress from their starting points in maths.</p>	<ul style="list-style-type: none"> • End of year outcomes will show a minimal gap for progress and attainment. • Monitoring of data for pupil premium and non-pupil premium children for early identification and intervention.
<p>6. Attendance</p> <p>Ensure that pupils from vulnerable groups or with a disadvantaged background are able to meet end of year expectations due to being supported in school as have regular attendance.</p>	<ul style="list-style-type: none"> • Monitoring the attendance of pupils who are vulnerable or with a disadvantaged background to support access to school. • School attendance from this group will increase the chances of closing the attainment gap for pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development to support the implementation of evidence-based approaches.</p> <p>Continuous Professional Development (CPD) for staff in</p> <ul style="list-style-type: none"> • Writing • Maths • Planning sequences and lesson design <p>*Talk4writing principles *Greg Bottrill-Drawing Club & Scribble Club in EYFS *Testbase/Springboard</p>	<p><u><i>Speed and fluency as important as accuracy for good writing – EEF</i></u> <u><i>(educationendowmentfoundation.org.uk)</i></u></p> <p><i>To excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing. (EEF-IMPROVING LITERACY IN KEY STAGE 2 Guidance Report)</i></p> <p><i>For all students to become mathematically proficient, major changes must be made in mathematics instruction, instructional materials, assessments, teacher education, and the broader educational system. (Helping children learn mathematics, National Research Council)</i></p>	3, 4, 5
<p>Mentoring and coaching for teachers.</p> <p>Begin to see development of skills in KS2 as a result of children coming through the school having been taught Little Wandle phonics programme in EYFS and KS1.</p>	<p>*Staff able to plan and teach using adopted phonics programme. Assessments carried out support closing gaps in knowledge and inform planning next steps. Pupils make progress from starting points.</p> <p>*Assessments in reading with pupils carried out. Gaps identified; targeted intervention put in place. Pupils make progress from starting points.</p> <p><i>A systematic, synthetic phonics scheme of work is recognised to be the most effective route to successful early reading and writing. This report explains how successful schools have excelled in early reading and phonics.</i></p> <p><u><i>Reading by six – How the Best Schools Do it – Ofsted Report</i></u></p>	4
<p>Senior staff to gather and analyse information and share data to ensure interventions are effective.</p>	<p>Use EEF’s Implementation approach- putting evidence to work.</p> <p>“School leaders need to create a common and explicit understanding of what will be expected, supported, and rewarded during the implementation process.”</p> <p>“Leaders will define clear implementation outcomes; monitor them using robust and pragmatic measures.”</p>	1, 2, 3, 4, 5

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

Budgeted cost: £18,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support language development for all year groups by trained Teaching Assistant.</p> <p>Subscription to Language Link</p>	<p>*Staff are up to date with speech and language programmes and use these effectively to plan, teach, assess and review. Gaps identified, targeted intervention put in place, pupils make progress from starting points</p> <p><i>Speech, language, and communication are critical areas of development for children. They play a vital role throughout our lives, helping us to understand what is going on around us, communicate our basic needs and feelings, hold conversations, think and learn, develop relationships, solve problems, and more. They also support many other aspects of development, including cognitive, social, and literacy development.</i></p> <p><u><i>Supporting Language Development in the Early Years – High Speed Training, 2021</i></u></p>	<p>1</p>
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND in SEMH.</p>	<p>SEMH identified as a high need on the SEND lens.</p> <p><i>Addressing Social, Emotional, and Mental Health (SEMH) needs in educational settings offers a range of benefits, including improved academic achievement, a positive learning environment, enhanced emotional regulation, increased resilience, improved social skills, reduced behavioural issues, better mental health outcomes, increased school engagement, decreased absenteeism, enhanced teacher wellbeing, and long-term success for students in both academics and personal development.</i></p> <p><u><i>Nurtureuk, 2023</i></u></p>	<p>2</p>
<p>Teaching assistant deployment and interventions to support high-quality provision within the classroom or</p>	<p><i>The high impact of the deployment of teaching assistants to support pupils in intervention work. The positive effects have been found in studies where teaching assistants deliver high-quality</i></p>	<p>1, 2, 3, 4, 5</p>

<p>deliver structured interventions.</p> <p>Pre-teach and post-teach opportunities every morning.</p>	<p><i>structured interventions, which deliver short sessions, over a finite period, and link learning to classroom teaching.</i></p> <p><u>EEF - Teaching Assistant Interventions</u></p>	
<p>Subscription to programmes, TTRS, Spelling Shed.</p>	<p>Interventions can be an incredibly beneficial aspect of school life.</p> <p>Using a structured intervention, teachers can swiftly close progress or attainment gaps in a key area. They can also see the demonstrable impact of their practice and share it with the child and their parents or carers. <u>Highspeed Training-Effective Interventions in Education</u></p>	3, 4, 5

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

Budgeted cost: £10,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated full time member of staff to work with and manage Social, Emotional and Mental health (SEMH) issues including bereavement and attachment.</p> <p>Supporting attendance</p> <p>SENDCo/FSA coffee mornings</p> <p>SEMH role-Lego</p> <p>Therapy interventions</p> <p>Family Support Advisor (FSA) employed to work with families.</p>	<p>*Dedicated person enables a timetable of support tailored to individuals and groups.</p> <p>*Children who require support are identified and allocated time in order that their learning may remain uninterrupted.</p> <p>*Staff learn new techniques to effectively support children with SEMH needs.</p> <p>*Families who require support are identified and safeguarding requirements are met.</p>	2
<p>Schools' wider curriculum offer (includes trips, visitors and enterprise, etc.) to promote high aspirations amongst disadvantaged and vulnerable pupils.</p> <p>Supports attendance/curriculum offer</p>	<p><i>Focus on improvements in a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. Some disadvantaged pupils do not currently access additional activities outside of school hours.</i></p> <p><u>Children's University EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	1, 2, 3, 6

<p>After-school and lunchtime clubs are available for all pupils including disadvantaged and vulnerable pupils to support SEMH as well as physical health.</p> <p>Wrap around care including breakfast and after school club. Frequent users of breakfast club funded.</p>	<p><i>To provide stimulating environments and activities or develop additional personal and social skills. Research shows that this is more likely to have an impact on attainment than additional time based solely in academic focus. This is designed to improve attendance and greater engagement and aspiration.</i></p> <p><u><i>Extending school time EEF</i></u> <u><i>(educationendowmentfoundation.org.uk)</i></u></p>	<p>1, 2, 3, 6</p>
<p>Additional, specific resources to support the work of SEMH staff.</p>	<p>*Staff are suitably resourced to undertake activity with children. *Children will have better classroom outcomes.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Attendance team to gather and analyse information about pupil attendance. Explore the correlation of low academic success with absence, especially from those who are vulnerable or from disadvantaged backgrounds.</p>	<p><i>Absences from school can have negative effects on a child's education, including the loss of teacher-led lessons, peer interactions, and, ultimately, academic achievement. (<u><i>The long-term consequences of early school absences for educational attainment and labour market outcomes.</i></u>)</i></p>	<p>6</p>

Total budgeted cost: £74,000

Part B: Review of the previous academic year

Outcomes for pupils with a disadvantaged background.

Outcomes-

*Early Years Foundation Stage, pupil premium learners (100%) made better progress than non-pupil premium learners (71%). This is progress from last year with 80% pupil premium learners and 63% non-pupil premium learners. This makes for a good foundation to build upon for the next academic year and success in our objective to close the gap between advantaged and disadvantaged children.

Because phonics and early reading skills were given prominence in the Foundation Stage, many children made good progress in these areas. Communication and Language continues to be an area to improve. Nursery children requiring support in this area are identified and supported from an early stage. Use of the Language Link materials supported some Reception children to make progress to achieve their early learning goal. Careful planning of the continuous provision and learning environment will continue to support the progress in this area, moving forward.

*Year 1 Phonics data indicates that 100% of pupil premium children passed their phonics screen check with 90% of non-pupil premium children needing to re-sit at Year 2.

*Year 2 Phonics screen re-take data shows 100% of pupil premium pupils achieving a pass with 83% of non-pupil premium pupils not achieving the pass mark.

The school adopted the Little Wandle Phonics programme in the Summer of 2022. There was concern in 2023 that the Year 2 retake data suggested that as some disadvantaged children started the year behind their peers, the gap remained. A 'keep up' programme of learning was used daily to help to close this gap and this has resulted in the improved data above.

*Key Stage 1 data for the Year 2 SATs show that 5 out of 6 pupils achieved EXS in reading so a 7% gap between non-pupil premium and pupil premium children. However, the gap widens in Writing and Maths. Whilst outcomes are lower in these subjects, pupil premium and non-pupil premium children demonstrated a confidence and resilience in talking about their writing ideas and how to apply their maths, but this was not always replicated on paper.

*Key Stage 2 data for the Year 6 SATs show higher attainment in reading and writing for pupil premium pupils than non-pupil premium pupils. However, in maths, a significant gap was evident between the two groups with pupil premium pupils achieving 36% lower than the non-pupil progress pupils. A number of

children in this cohort were supported with special educational needs as well as social, emotional and mental health needs. They made good individual progress in preparation for transition to secondary school.

*Service children (3%) meet every half term with their representative teaching assistant, who themselves has military connections. Support and pastoral care is provided when required, for example when a family member is posted away from home, children know they can reach out. Events are organised by Plymouth Armed Forces for service children to participate in and our children join in when possible. 67% of children are on track to make age related expectations in reading, writing and maths.