



Mary Dean's CE Primary School 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.

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	Mary Dean's CE Primary School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021-2024 Current statement focuses primarily on funding for 2022-23 with a longer term view in mind
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Donna Wilson
Pupil premium lead	Mrs Donna Wilson
Governor / Trustee lead	Dr Mike Forster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,842.00
Recovery premium funding allocation this academic year	£7,613.00
School-led tuition funding	£7,938.00
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	£88,455.00

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 disadvantaged pupils 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 disadvantaged pupils 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 strategy is also integral to our wider school plans for education recovery, notably in its targeted support through the National Tutoring programme and school-led tuition funding, for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 disadvantaged pupils 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 disadvantaged pupils' outcomes 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 disadvantaged pupils.

Challenge number	Detail of challenge
1	Speech, Language, Communication and Oracy Assessment and observations show many pupils have poor on-entry language skills and generally poor vocabulary available to them. 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.
2	Phonics and Reading Phonics ability in the youngest disadvantaged children is lower than that of their peers as indicated by phonics assessments. Routine reading in classes indicates that many children lack basic reading routines within the home, and many are struggling to maintain the standards required in the classroom.
3	Social, Emotional and Mental Health 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 poorly developed 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.
4	Quality First Teaching Current data for UKS2 indicates some disadvantaged children have not attained expected progress from starting points (partly due to school closures during Covid). To best support High Quality First Teaching, smaller class sizes would be appropriate to meet this challenge. Desire for UKS2 children to be ready for for KS3 curriculum.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, in July 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Speech, Language, Communication and Oracy Pupils to be able to communicate clearly to express needs, wants and emotions with appropriate vocabulary. To develop confident emotional literacy.</p>	<p>By the end of July 2024:</p> <ul style="list-style-type: none"> Disadvantaged children in the EYFS will achieve expected or better in the speaking and listening aspect of the curriculum. Progress gaps identified through Language Link and NELI will be reduced between disadvantaged and non-disadvantaged pupils. Pupils make needs known and choose suitable vocabulary to be precise. Vocabulary gap to be closed. Children’s behaviour will demonstrate a better ability to manage themselves emotionally.
<p>Phonics and Reading All children will have high quality reading and phonics experiences in order to reach age-related expectations.</p>	<ul style="list-style-type: none"> Disadvantaged pupils will demonstrate abilities in phonics in line with their non-disadvantaged peers. All disadvantaged learners to pass phonics screening check. Children will engage with a variety of suitable texts. Robust assessment systems will identify any children requiring specialist support or intervention. Disadvantaged pupils in KS1 and KS2 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>Social, Emotional and Mental Health Social and emotional health needs of all children will be met successfully. Additional targeted intervention will support learners to develop strategies for independence and resilience to challenges. Disadvantaged learners 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>Quality First Teaching Support Upper KS2 in reducing class sizes to enhance pupil support and intervention.</p>	<ul style="list-style-type: none"> A fourth teacher and HLTA for morning sessions in the Upper School will ensure the best quality teaching and learning to maximise

	feedback and 1:1 tuition for accelerated progress.
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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: £35,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher 0.2 FTE at KS2	<p>*Smaller class sizes increase the amount of time spent with, and impact on, the children. Children perform better at end of year tests.</p> <p><i>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</i></p> <p><u>EEF – reducing class size</u></p>	4
Additional HLTA 0.5 FTE at KS2	<p>*Reduced child: adult ratio improves performance and enables more personalised approach to closing the gaps in knowledge.</p> <p><i>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</i></p> <p><u>EEF – reducing class size</u></p>	4
CPD for staff: (Speech and language) *NELI *Language Link	<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>Supporting Language Development in the Early Years – High Speed Training, 2021</u></p>	1, 2
CPD for staff: (Phonics and reading)	<p>*Staff able to plan and teach using new phonics programme. Assessments carried out support closing gaps in knowledge and inform planning next steps. Pupils make progress from starting points.</p>	1, 2

<p>*Little Wandle Phonics Programme</p> <p>*Purchase of teaching materials.</p> <p>*Explore</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>	
<p>CPD for staff: SIP priority for developing reading fluency and comprehension</p>	<p><i>Pupils who secure phonics knowledge will develop fluency and automaticity of reading to ensure reading is meaningful and allows for comprehension. Elements of this activity run alongside quality reading from EYFS.</i></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>	1, 2
<p>Embedding PSHE Curriculum</p>	<p><i>Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. This culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. A positive association exists between academic and physical activity levels of pupils.</i></p> <p><u><i>Public Health England – The link between pupil health and wellbeing and attainment.</i></u></p>	3
<p>Moderation time</p>	<p>*Senior staff to gather and analyse information and share data to ensure interventions are effective.</p>	1, 2, 3, 4

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

Budgeted cost: £7,938 + £8,175.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery Programme Tuition partners and school purchased resources	Increased support for vulnerable pupils with a familiar adult provides better outcomes. <i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i> <u>EEF - Small Group Tuition</u>	1, 2, 3, 4
1:1 School-Led Tuition To be led by teaching staff at Mary Dean's CE Primary school and Tuition Partner	<i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.'</i> <u>EEF - One-to-one Tuition</u>	1, 2, 3, 4
Purchase of additional Little Wandle phonics materials and catch up materials	All pupils to follow same approach Common approach to phonics is structured from Nursery-Y2	1, 2
Commitment to LEXPLORE as method of assessing and recording progress in reading	Clear methodology for assessment of reading will give diagnostic results which can then be developed as interventions	2
Support staff intervention group sessions to facilitate language development, phonics, reading and social and emotional skills.	<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 structured interventions, which deliver short sessions, over a finite period, and link learning to classroom teaching.</i> <u>EEF - Teaching Assistant Interventions</u>	1, 2, 3,

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated full time member of staff to work with and manage SEMH issues including bereavement and attachment.	<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>	1, 3, 4
Schools wider curriculum offer (includes trips, visitors and enterprise, etc.) to promote high aspirations amongst disadvantaged pupils.	<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, 3
After-school and lunchtime clubs are available for all pupils including disadvantaged to support SEMH as well as physical health.	<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> <ul style="list-style-type: none"> • <u>Extending school time EEF</u> <u>(educationendowmentfoundation.org.uk)</u> 	1, 3
Additional, specific resources to support the work of SEMH staff and SEND team.	<p>*Staff are suitably resourced to undertake activity with children.</p> <p>*Children will have better classroom outcomes.</p>	1, 2, 3, 4

Total budgeted cost: £88,455

Part B: 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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021

Due to the pandemic, our activity focused on ensuring children were ready to learn, had good self-esteem and developed resilience.

Specific successes include:

- Increased focus on children's gaps in Speech, Language & Communication in Early Years supported by NELI & Speech Link interventions.
- Vocabulary development planned through the curriculum on Knowledge Organisers.
- Growing accuracy of vocabulary & knowledge development through monitoring.
- Whole school focus on learning behaviours.
- Continued high expectations for all children, regardless of their difficulties or background.
- Increased SEMH awareness amongst staff. Targeted support.
- More tailored programmes for vulnerable children and those at risk of exclusion (no exclusions made).
- All pupils had equal access to resources through school provision.

Next steps are included in our Pupil Premium Strategy for 2022-23.