

Pupil premium strategy statement



This statement details our school's use of pupil premium 2023-2024 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	Grace Mary Primary School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Clare Sturmey, Headteacher
Pupil premium lead	Clare Sturmey, Headteacher
Governor Lead	Kathy Ross

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£123 630 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	£123 630 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 are not disadvantaged as a result of their socio-economic context.

To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that they achieve targets set where learners are working on another pathway.

To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.

To have no recognisable gap between the attainment of pupils in receipt of PP and non-pupil premium groups who are not on the SEND register.

- Remove barriers to learning created by poverty, family circumstances and backgrounds and have access to the wellbeing team and programmes.
- Narrow the attainment gaps between groups of pupils within school and nationally.
- Ensure all pupils who require it have access to in school communication, speech and language support.
- Ensure all pupils are able to read fluently with good understanding so they can read across the curriculum and for enjoyment.
- Ensure disadvantaged pupils with EHCP plans have the same opportunities as non-disadvantaged pupils.

We prioritise the use of the Pupil Premium as follows:

Pupil Premium pupils who are underachieving.

Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions and enhancement activities that are being delivered for Pupil Premium.

Key Principles.

High-quality 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.

Challenges

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

	Detail of challenge
1 EYFS	PP pupils entering school in EYFS generally have very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Due to a poorer socio- economic and disadvantaged upbringing, these children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, PP children are unlikely to use talk to connect ideas and explain what is happening coherently. We are seeing an increasing number of children accessing SALT in Reception. Most children working within 22-36 month age band on entry to Reception despite making accelerated progress do not meet the required end of year ELGs.
2 Mental Health & Well- being	Pupils unable to self-regulate and manage emotions in an age appropriate way (Zones Of Regulation). Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies.
3 Writing	Lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Progress and attainment in reading is good throughout school, but progress and attainment in writing and spelling is not in-line with reading. Notably, there are increasing gaps in attainment and progress of boys' writing – have increased during the pandemic due to lack of engagement with remote writing tasks.
4 Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers - particularly inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home).
5 Behaviours & Attitudes	Pupils attendance is in line nationally, but persistent absences are above national data for FSM and Pupil Premium groups. Improving attendance and readiness to learn for the most disadvantaged pupils is becoming an increasing issue now that additional catch up intervention groups are run from 8.30am school start time.
6 Personal Development	Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.
7 SEND	Ensuring that provision is tailored to meet the personal barriers to learning for each child. For example, 60% of disadvantaged children are recorded as requiring additional intervention due to having SEND or mild to severe learning difficulties. 26% of the 46 Disadvantaged/SEND pupils are requiring high levels of intervention as they are working <i>significantly</i> below ARE and have an EHC Plan.

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
1. <i>Improved oral language skills & vocabulary among disadvantaged pupils.</i>	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of

	evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Pupils are able to self regulate and participate/ engagement with confidence in lessons	In house Rainbow intervention or Haven. Boxall data shows movement in year through ongoing formative assessment and observations Pupil voice • Our rich, exciting and engaging themed-based curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development. • Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self- esteem. •
3. Increase the number of children achieving greater depth at the end of key stage 2	• All progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths. • Disadvantaged pupils make expected progress in Foundation subjects through careful monitoring of standards within our Creative Curriculum. • Quality First Teaching – impactful CPD further strengthens pedagogy, particularly the use of AFL and feedback; scaffolding strategies and teacher modelling techniques. • SENDCOs work with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to understanding barriers and addressing needs. • Targeted, impact measured interventions for RWM 1:1; small group tuition, booster activities improve attainment.
4. children are reading fluently (100wpm) so word level does not hamper their efforts to comprehend what they are reading:	Reading lesson are structured so that all reading requirements are developed in a cohesive and systematic way. Monitoring of effectiveness of reading sessions and intervention sessions and SLT work • Increased percentage in the number of pupils achieving the expected standard in Reading, in all year groups but especially EYFS, Y2 and Y6. • Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PPG pupils judged at least good. • Attainment gaps between PP and non-PP children are closing. • Class teachers demonstrate a high level of knowledge of children's individual needs at PPMs • A focus on early reading strategies in EYFS and KS1 and novel study in KS2 increase reading attainment. • We have increased reading for pleasure • All relevant EYFS/KS1 staff have received training to effectively deliver the 'RWI' scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check. • Talk for Writing processes are embedded across the whole school which leads to an increase in attainment.

	Through participation in the NELI programme, communication and language skills for identified pupils in EYFS improve significantly.
5. Reduce the persistent absence	Attendance data indicates that the gap to national and local closes termly during 2022-2023. Attendance officer follows school procedures and monitors progress, working closely with families.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests along with formative assessment can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1, 3, 4, 7
To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.	<i>Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</i> <i>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</i> <i>Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months):</i> <i>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</i>	1, 3, 4, 7
To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.	<i>Evidence to support the impact of quality first teaching and targeted support:</i> <i>The EEF Guide to the Pupil Premium</i> <i>Evidence to support closing the gap:</i> <i>Mark Rowland – Addressing Educational Disadvantage EEF The Attainment Gap</i>	1, 3, 5, 7
<i>Instructional Coaching</i>	CPD/meetings improving quality first teaching – teaching to mastery	1, 2, 3, 4
<i>Wellbeing team to impact on SEMH & attendance</i>	Approach to ensure pupils have improved outcomes in performance, attitude, behaviour and relationships now and in the future - tools	1, 2, 5, 6, 7
Projected Spending		£30,000
In-class support: embed the deployment of Support Staff to work <i>specifically</i> with Disadvantaged children identified as needing further support to close academic gaps in Reading, Writing and Maths, including those in the bottom 20% (where appropriate).		

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw Learning 1:6 approach for Writing, maths and Reading for pupils with moderate learning difficulties	To teach challenging and thoughtfully scaffolded lessons demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion. <i>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).</i>	2, 3, 4, 5, 6, 7
<i>Fluency Reading Interventions targeted at PP pupils</i> <i>15min daily x 6 weeks</i> To promote a love of reading throughout school - create a welcoming and positive reading environment in each class, the library and the entrance hall. Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted pre and post teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. NELI to be implemented with targeted pupils in EYFS to improve C&L skills.	From baselines KS1 pupils increase known HFWs and words per minute. KS2 pupils words per minute and understanding – comprehending texts <i>EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has 'very extensive' evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training.</i> <i>Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</i> <i>NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme.</i> <i>The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 ADDITIONAL months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</i>	1, 4, 7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Small group phonics intervention with LSP across KS1 in addition to QFT class). Ensure all relevant staff (including new staff) have received training to deliver Early Reading and the phonics scheme effectively.	Intervention for pupils working below ARE to close the gap on peers. Increase number of HFWs and fluently recognise speed sounds <i>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils.</i> <i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</i> <i>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</i>	1, 4, 5, 7

<i>Communication, language & speech intervention</i> <i>Y1, Y2 and Focus Provision</i> <i>Wave 2 & 3 pupils small groups & 1:1</i>	Daily intervention for pupils in KS1 & EYFS to access Wave 3 targets on a 1:1 set by SaLT and Wave 2 for pupils moving from Wave 3 to Wave 2 focus on language. Meeting personal targets – SENDCo report PP group have the highest number of pupils with S&L plans	1, 2, 4, 6
Projected Spending		£60,000
Subsidy for <i>additional LSP</i> deployment for small group tuition and targeted interventions in Reading, Writing and Maths across all year groups; Targeted maths, reading and writing booster classes. £30,000 based on an average of £18 per hour, 35-38 weeks a year. SALT Team to deliver individual plans, pathways, Welcomm, Talk Boost, NELI, £30,000		

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

Budgeted cost: £ 62,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Haven, Rainbow & specific 1:1</i> <i>Nurture session 1:1, small group, family sessions</i> <i>Designated Safeguarding Lead</i>	% of our pupils are not working at their right age for their emotional needs (boxall profile data) Number of Vulnerable pupils is higher in PP group than any other strand Impact of HMHM sessions led by wellbeing team	1, 2, 5, 6, 7
To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations To identify pupils who are falling behind national expectations for attendance. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. To provide tailored support for families with low attendance, working with the school's attendance team and key members of	Improved outcomes 2022-2023 for persistent absences. Introduction of Early meetings and phone calls to inform parents and support them with a plan. Ofsted consider whether the school is doing all they reasonably can to achieve the highest possible attendance. This will start with considering the school's analysis of absence and persistent absence for all pupils, the extent to which there is a strong understanding of the causes of absence and a clear strategy in place to improve attendance. In some cases this will include looking at factors such as off-rolling and part-time timetables	1, 2, 5, 6

staff. (Early Intervention approach). Daily meet and greet and late gate. To provide pupils with the opportunity to attend Breakfast Club and to engage with structured activities such as TTRockstars and Spelling Shed. DSL/Family Support to provide family Early Help support		
To enhance pupils' cultural capital by providing a breadth of experiences and ensuring that there are no financial barriers to taking part. To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development. To allow pupils to partake in visits free of charge which build on skills and knowledge from Creative Curriculum lessons and enhance Cultural Capital. To provide greater enrichment opportunities for disadvantaged pupils e.g. have themed curriculum days to deepen children's understanding of specific topic areas; use live theatre/performance to engage and enthuse learners and provide further enrichment opportunities; increase the range of visitors.	KS2 pupils have opportunity to learn n instrument and work towards grades <i>Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</i>	1, 5, 6

To use live theatre/performance to engage and enthuse learners and provide further enrichment opportunities Ensure that disadvantaged pupils are offered the opportunity to represent the school at Sports Competitions.		
Projected Spending		<i>£30,000</i>
Contingency of approx. £3,500 to buy back Ed Psych, SEMH teacher or ASD teacher time from the Local Authority		

Total budgeted cost: £120,000 (Total budget: £123,630.00)

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 2022/23 academic year.

EYFS	Phonics Year 1	End Of Key Stage 1																														
67% achieved a GLD in 2023 (compared to 66% in 2022) Disadvantaged pupils 56% compared to non-disadvantage 71% Male (18) 61% Female (12) 75% 74% of non-SEND achieved GLD (26/30 pupils) Focus for 2023-24 = Improve the outside provision for EYFS = SDP – Early Years - The EYFS classroom, outside provision and resourcing supports the curriculum	81% working at the correct standard in year 1 (61% in 2022) Disadvantaged pupils 73% compared to non-disadvantage 85% 100% of non-SEND achieved phonics standard for Y1 (23/31 pupils) Male (18) 86% Female (12) 77% Focus for 2023-24 = Continue to teach ‘RWI phonics alongside embedding FFT Reading Fluency as it has had a positive impact on pupil’s attainment this year from starting points in phonics and early reading.	<table><tr><th>S1 Data - 2022-2023</th><th>School</th><th>National</th></tr><tr><td>% expected standard in reading</td><td>59%</td><td>67%</td></tr><tr><td>% expected standard in writing</td><td>56%</td><td>58%</td></tr><tr><td>% expected standard in maths</td><td>59%</td><td>68%</td></tr><tr><td>% expected standard in science</td><td>71%</td><td>79%</td></tr><tr><td>% expected standard in RWM</td><td>56%</td><td>53%</td></tr><tr><td>% greater depth in reading</td><td>9%</td><td>18%</td></tr><tr><td>% greater depth in writing</td><td>6%</td><td>8%</td></tr><tr><td>% greater depth in maths</td><td>9%</td><td>15%</td></tr><tr><td>% greater depth RWM</td><td>3%</td><td>6%</td></tr></table> • Year 2 Cohort has 16 pupils with SEND • 3 EHCP SLD/Autism • 13 Cognition & learning (6 pupils under LA SEN-T team) Focus for 2023-24 = SDP – Quality of Education - To improve the teaching of and provision for more able children (greater depth) to align with national standard in reading, Writing & Maths.	S1 Data - 2022-2023	School	National	% expected standard in reading	59%	67%	% expected standard in writing	56%	58%	% expected standard in maths	59%	68%	% expected standard in science	71%	79%	% expected standard in RWM	56%	53%	% greater depth in reading	9%	18%	% greater depth in writing	6%	8%	% greater depth in maths	9%	15%	% greater depth RWM	3%	6%
S1 Data - 2022-2023	School	National																														
% expected standard in reading	59%	67%																														
% expected standard in writing	56%	58%																														
% expected standard in maths	59%	68%																														
% expected standard in science	71%	79%																														
% expected standard in RWM	56%	53%																														
% greater depth in reading	9%	18%																														
% greater depth in writing	6%	8%																														
% greater depth in maths	9%	15%																														
% greater depth RWM	3%	6%																														

Y4 Multiplication Check	End Of Key Stage 2											
75% scored 21-25 in 2023 (average score of 23/25) -National average in 2023 = 31% Non-SEND average score of 23/25 SEND support average score of 20/25 Disadvantaged average score 21/25 Non Disadvantaged 24/25 Focus for 2023-24 = embed across the school 'fluency in 5'	Key Stage 2. 2022/23		Reading		SPAG		Writing (TA)		Maths		RWM comb	
			Score	Target	Score	Target	Score	Target	Score	Target	Sch	Nat
	All Pupils (33)	Expected %	79	73	73	72	76	71	82	73	73	59
		GDS	33	29	27	30	30	13	24	22	21	8
		Scaled Score	108	105	106	105			109	104	107.8	104.3
	Female (15)	Expected %	73	76	67	77	73	78	73	72	73	63
	Male (18)	Expected %	83	70	78	68	78	65	89	73	72	56
	Disadvantage (14)	Expected %	87	60	67	59	73	58	87	59	73	44
	Non-Dis (19)	Expected %	72	78	78	77	83	77	78	78	72	65
	SEND E & K (3/6) 9	Expected %	44	36	33	33	33	29	67	42	33	20
	Non SEND N (24)	Expected %	96	82	91	83	96	83	100	83	91	70
Focus for 2023-24 = SDP – Quality of Education - To improve the tutoring and intervention provision to ensure all pupils who are not SEND achieve expected standard in all subjects.												

Externally provided programmes

Programme	Provider
TT Rockstars	SPAG.com
NCETM	Read Write Inc – Oxford Reading
FFT Early Reading Assessment	Discovery Learning
Purple Mash	School Led Tutoring Programme

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information

Use of Sports Premium funding to offer sporting clubs to pupils and competitions

Use of Local Support hubs such as Autism Awareness, Kolidascope, Base 10, Women's Aid, Local Food banks,

Expertise from specialist local Special School.

MAPA training