

Pupil premium strategy statement



This statement details our school's use of pupil premium 2022-2023 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	249
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Clare Sturmey, Headteacher
Pupil premium lead	Clare Sturmey, Headteacher
Governor Lead	Kathy Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110 440 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	£110 440 00

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. We believe all pupils can reach their full potential with the right provisions in place to meet their needs.

Our aim is to

- 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.

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.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

	Detail of challenge
1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupil's ability to hear sounds when practising blending and segmenting, impacting on early reading and fluency.
2	Pupils unable to self-regulate and manage emotions in an age appropriate way.
3	Pupils achieve well by the end of KS2 but fail to convert to a greater depth standard due to gaps in prior knowledge due to the impact of Covid-19 pandemic/lockdown.
4	Pupils vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
5	Pupils attendance is in line nationally, but persistent absences are above national data for FSM and Pupil Premium groups.

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
3. Increase the number of children achieving greater depth at the end of key stage 2	KS2 writing outcomes for 2021/2022 show an decrease in attainment achieving GD for those who receive pupil premium (2022 - 7% of all pupils achieved GD).
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 alongside staff delivering sessions to support and improve delivery (instructional coaching). Daily reading opportunities increase by 30%. In house data shows disadvantaged and non disadvantaged in line with each other for HFW & fluency. (summative assessments)
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 (for example, CPD, recruitment and retention)

Budgeted cost: £ £15,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised diagnostic assessments</i>	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
<i>Purchase Wellcomm & Communication and Print resources</i>	standardised materials to support pupils to communicate and build oral language	1, 4
<i>Improve Early Reading texts</i>	Align RWI phonics and school reading scheme to to make a positive impact on fluency development and an impact on the accuracy of word reading	1, 2, 4
<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, 3, 4, 5,

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw Learning 1:6 approach for maths and Reading	Y6 2021 GD teacher assessment data in Reading (PP: 17%, Non PP: 44%) Maths (PP: 17%, Non PP: 50%) shows Disadvantaged pupils achieved well below non disadvantaged pupils	3, 4
<i>Fluency Reading Interventions targeted at PP pupils</i> <i>15min daily x 6 weeks</i> <i>1:4</i>	From baselines KS1 pupils increase known HFWs and words per minute. KS2 pupils words per minute and understanding – comprehending texts	3, 4, 5
<i>Phonics catchup targeted at PP pupils</i> <i>15min daily x 6 weeks</i> <i>1:4</i>	Intervention for pupils working below ARE to close the gap on peers. Increase number of HFWs and fluently recognise speed sounds	2, 4, 5

<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
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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>	% of our pupils are not working at their right age for their emotional needs	1, 2, 5
<i>Attendance</i>	Persistent absence is higher in PP group than any other strand	3, 5
<i>Ukulele tuition</i>	KS2 pupils have opportunity to learn n instrument and work towards grades	2, 3
<i>Nurture session 1:1, small group, family sessions</i> <i>Designated Safeguarding Lead</i>	Number of Vulnerable pupils is higher in PP group than any other strand Impact of HMHM sessions led by wellbeing team	2, 3, 5,

Total budgeted cost: £ £15,300 (CPD) £80,000 (Targeted Academic Support) £62,100 (Wider Strategies) - £157,400

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 2021/22 academic year.

Phonics	cohort	Pupil Premium	Non Pupil Premium	boys	girls
2021	55%	44%	59%	62%	45%
2022	61%	46%	68%	62%	60%

Key Stage 1. 2021/22		Reading		Writing (TA)		Maths		RWM comb	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils (35)	Exp %	48	67	48	58	54	68	49	53
	GDS	5	18	3	8	5	15	0	6
Girls (20)	Exp %	50	71	50	64	60	67	50	58
Boys (15)	Exp %	47	63	47	52	47	68	47	49
FSM (10)	Exp %	30	51	30	41	40	52	30	37
Non-FSM (25)	Exp %	56	52	56	42	60	53	56	38
SEND E & K (5/10)15	Exp %	20	29	20	17	20	29	20	15
Non SEND N (20)	Exp %	74	75	74	66	84	76	74	61

Key Stage 2. 2021/22		Reading		SPAG		Writing (TA)		Maths		RWM comb	
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All Pupils (27)	Expected %	74	75	70	72	63	70	85	71	63	59
	GDS	33	28	22	28	7	13	30	23	4	7
Girls (10)	Expected %	90	80	90	77	90	77	90	71	90	63
Boys (17)	Expected %	65	70	59	68	47	63	82	72	47	55
Disadvantaged (15)	Expected %	67	63	60	59	47	56	80	57	47	43
Non-Dis (12)	Expected %	83	79	83	77	83	74	92	76	83	64
SEND E & K (3/7)10	Expected %	30	37	20	31	20	26	60	34	14	21
Non SEND N (17)	Expected %	100	84	100	83	88	80	100	81	88	69

Externally provided programmes

Programme	Provider
TT Rockstars	SPAG.com
NCETM	Read Write Inc – Oxford Reading
SIPS Music services	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