

# Pupil premium strategy statement St Mary's Church of England Primary, Edwinstowe

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	109
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 2025/26 2026/27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sara Coupe
Pupil premium lead	Jennie Bailey
Governor / Trustee lead	Sara Coupe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,490
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£22,490

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary's Church of England primary, we believe that every child is a precious gift from God where each child is special and unique. Children are at the heart of every decision we make here at St Mary's and it is our mission for all our children to love, learn and flourish.

We are committed to providing our pupils with the best possible education through a carefully planned and sequenced curriculum designed for all children to know more and remember more. We are committed to providing an engaging learning environment where teachers provide high-quality first teaching to meet the needs of all pupils. Using ongoing assessment for learning and the expertise of staff, gaps in learning are quickly identified and targeted support is provided to close the gap.

We aim to provide children with a wide range of opportunities and experiences to further enhance the education provided. It is our mission to ensure all children who leave St Mary's do so with a heart full of love and a mind full of knowledge and cherished memories.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Mental health and wellbeing
3	Attainment of pupils
4	Access to wider opportunities

## 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
<i>Wider Strategies</i>	<ul style="list-style-type: none"><li>Pupils attend school – attendance improves over time</li></ul>

Attendance policies strategies known, understood and implemented. Benefits of good attendance and impact of poor attendance is known and promoted across school.	<ul style="list-style-type: none"> <li>• Profile of good attendance is raised across school</li> </ul>
<p><i>Quality of teaching</i></p> <p>Ensure teaching of reading across school, particularly phonics and early reading, is consistently high quality to raise attainment for all children whilst closing the attainment gap for disadvantaged pupils and their peers</p>	<ul style="list-style-type: none"> <li>• Increased % of pupils achieve age related expectations in reading across school</li> </ul>
<p><i>Targeted academic support</i></p> <p>Pupils who are identified as working below age related expectations, make accelerated progress and close the attainment gap with their peers. Interventions are high quality</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make accelerated progress when compared with their peers</li> </ul>
<p><i>Targeted academic support</i></p> <p>Ensure all disadvantaged pupils learn to read with a strong focus on whole school phonics and other strategies to promote a love of reading across school</p>	<ul style="list-style-type: none"> <li>• RWI data shows disadvantaged children are making good or better progress in reading</li> <li>• Phonics is consistently taught and interventions for identified pupils accelerates progress of pupils</li> </ul>
<p><i>Targeted wellbeing support</i></p> <p>Pastoral support is accessible for all pupils with a particular focus on pupils who have been identified as having a mental-health and wellbeing need.</p>	<ul style="list-style-type: none"> <li>• Pupils able to access support quickly</li> <li>• Families receive help quickly</li> <li>• SEMH assessments show children make progress towards identified area of need.</li> <li>• Importance of regulation is understood across school</li> </ul>
<p><i>Enrichment opportunities</i></p> <p>School visits / Visitors in school</p> <p>Participation in extra-curricular clubs</p>	<ul style="list-style-type: none"> <li>• Pupils show engagement in school activities</li> <li>• Pupils have access to a wide variety of opportunities and experiences</li> </ul>

## 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: £6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Train all staff in delivering High-Quality phonics and reading scheme across school</p> <p>£4200 – RWI training and resources</p>	<p>The government recognises the need for all schools to deliver an effective systematic phonics programme</p> <p><a href="#">Systematic synthetic phonics (SSP) teaching programme validation - GOV.UK</a></p>	3
<p>Training – High quality first teaching approaches known, understood and implemented by staff</p> <p>£500 approx – resources for training</p> <p>£1500 approx – supply cover to release staff for training/CPD</p>	<p>EEF – The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">1. High-quality teaching   EEF</a></p>	3

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

Budgeted cost: £ 9864

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA delivering specific and targeted interventions to identified pupils</p> <p>£3540</p>	<p>EEF: Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> <p><a href="#">TA Recommendations Summary.pdf</a></p>	3
<p>TA support to develop independent learning skills and manage own learning</p> <p>£5029</p>	<p>EEF: Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> <p><a href="#">TA Recommendations Summary.pdf</a></p>	3
<p>Interventions: TT Rockstars - £95</p>	<p>EEF: Use of structured interventions to provide support. Repetition of skills and recall of knowledge are clearly linked to pupil progress</p>	3
<p>Use of B squared as a specific assessment tool for pupils with identified needs</p> <p>£1200</p>	<p>Graduated approach to SEND relies upon detailed assessment in order to plan and deliver specific support where gaps are identified.</p>	3

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

Budgeted cost: £ 6352

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Nurture provision</b></p> <p>£1430 towards experienced TA in supporting SEMH needs.</p>	<p>Benefits of providing specific nurture provision can be found here. <a href="#">Nurture-Groups-Booklet-Dec-2019.pdf</a></p>	2
<p><b>Development of Meta-cognition and self-regulation strategies across school such as - Zones of regulation – safe spaces across school and resources that enable children to co-regulate/self-regulate</b></p> <p>£750 towards whole school resources</p>	<p>EEF: The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	2,3
<p><b>Motivational speaker for whole school with additional programme for KS2 to support self-esteem, self-belief and having aspirations.</b></p> <p>£500</p>	<p>Providing a bedrock for children to build upon and understand their own aspirations is an important factor to future success.</p>	2,4
<p><b>Costs to support the provision of educational experiences and trips offered. Additional funds to purchase items/resources that may enable pupils to participate such as book bags etc.</b></p> <p>£680</p>	<p>Cost of living crisis is impacting on all, particularly those from disadvantaged backgrounds.</p>	1, 4
<p><b>Provide equivalent of 1 free breakfast club a week for eligible pupils.</b></p>	<p>Research shows good attendance increases chances of academic success. Providing support with breakfast club will support parents in</p>	1

£2992	achieving good attendance levels as well as providing some additional support during this time.	
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**Total budgeted cost: £ 22416**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2024-25	Reading % achieving EXS	Writing % achieving EXS	Maths % achieving EXS
KS1	PPG 75% Non PPG 72.7%	PPG 75% Non PPG – 63.6%	50% EXS Non PPG – 72.7%
KS2	Data suppressed as this could identify individuals		

In KS1 pupils in receipt of pupil premium funding achieved broadly in line with the national average in Reading and Writing, achieving better than that of their non-pupil premium peers. It is important to note that pupils included in performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.

As the pupil premium strategy is reviewed it is noted that there is an increasing number of disadvantaged pupils achieving the expected standard in reading and writing, although more consideration is needed to support within maths. Pupil attendance for those identified in 2023-24 overall was 89%, there is further work to be undertaken to improve attendance figures for this group of pupils across school. Due to changes in leadership it is difficult to demonstrate the impact on children's resilience and emotional literacy.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

