

## Pupil premium strategy statement

This statement details our school's use of pupil premium Autumn 2021-Summer 2024 (and recovery premium for the 2021 to 2022 and 2022-2023 academic years) 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	St Mary's C of E Primary, Edwinstowe
Number of pupils in school	105 (full time)
Proportion (%) of pupil premium eligible pupils	Oct 2023 13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Autumn 2021- Summer 2024
Date this statement was published	October 2021; review July 22; July 23
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	M Parkin
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,005
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,005

# Part A: Pupil premium strategy plan

## Statement of intent

*Our Pupil Premium strategy is intended to enable all our children to thrive; to address the gap between pupil premium and non- pupil premium children through their accelerated progress in core areas of the curriculum. Pupil premium will continue to be engaged I their learning and maintain their current positive attitudes and behaviours.*

*This will be delivered through a combination of quality first teaching, robust diagnostic assessments to address specific gaps, and timely interventions. Positive relationships will promote attendance and reduce the negative impact of lost school hours. Achievements will be celebrated and emotional wellbeing promoted so that children have a positive self-image and develop the resilience needed to cope with challenge.*

*A tiered approach will be used in acknowledgement that ensuring the highest quality of teaching for all should be the main focus for spending, with additional expenditure on targeted support and wider strategies as necessary. Our core Christian values of Justice and Dignity demand that we act to overcome the negative effects of disadvantage, ensuring that each child grows to understand their inherent worth as a child of God and is enabled to achieve their full potential academically, socially and emotionally.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Some of the children have a limited experience of the world, either first-hand or through books</i>
2	Some of the children have low attainment in baseline assessments, especially in speech and language skills, this slows progress in many areas in Key Stage 1 and beyond
3	Some of the children have lower attendance than non pupil- premium children; this reduces the hours in school and causes gaps in learning
4	Some of the children have social and emotional problems which affect wellbeing and progress.
5	Some pupils need to develop their resilience and organisational skills
6	Changes in staffing mean that not all have received consistent phonics CPD

## 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
To have addressed the gaps in reading, writing and maths identified in our disadvantaged pupils.	Percentage of pupils meeting ARE will be at least in line with non- pupil premium pupils
To have reduced the negative impact of low attendance of some pupils	All pupil premium pupils will attend at least 96% of available sessions.
Pupils will have the necessary resilience and stamina to cope with challenge and the emotional literacy to express emotions which are having a negative impact on their wellbeing	Observed learning behaviours demonstrate at least 90% willingness to attempt new challenges or persevere. Dialogue within ELSA (Emotional Literacy ) sessions demonstrates awareness of emotions Observed behaviours show use of coping strategies as discussed in ELSA sessions.

## 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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school use of Tom Sherrington's Walkthru's</i>	This approach addresses curriculum planning, explanation and modelling, behaviours, retrieval, questioning and feedback and is drawn on evidence base of what makes effective teaching. Information from research is put into practice.	2
<i>Additional CPD for Early Career teacher in reading and writing</i>	EEF Toolkit: an additional 6 month' progress per year of reading comprehension: vey high impact for low cost based on extensive evidence	1,2
<i>Additional CPD on teaching of phonics</i>	EEF Toolkit: additional 5 months progress per year with phonics	6

	interventions based on extensive research.	
<i>1.5 days working with English consultant in development of whole school writing strategy</i>	DFE What is the research evidence on Writing? DFE RR238	1,2
<i>Sharing of best practice both within school and SNMAT including opportunities for Team teaching and Lesson study</i>	Godfrey et al 2018 cited by Teacher Development Trust	1,2,5
<i>Use of White Rose materials to enhance whole school Maths teaching</i>	Edtech Impact cite improvement in attainment and reduction in attainment gap by 63% and improvements in teacher knowledge of 50%	1,2
<i>Use of Lexplore programme for individual assessment of all pupils' reading y1-y6; targeted support in response</i>	EEF individual programmes: additional 5 months' progress within the year. Lexplore based on 30 years' research on the way that eye tracking can give information regarding the cognitive processes involved in reading	1,2
<i>Individual Pupil premium reviews, termly, to track progress, assess impact of pupil premium strategy so far and inform future planning</i>	Regular reviews enable focus to adapt according to need; historically this has resulted in, for example, accelerated progress in phonics.	2
<i>Establishment of Peer Tutoring scheme</i>	EEF: additional 5 months progress within the year	2,4,5
<i>Giving feedback alongside the child, including one-to-one writing consultations</i>	EEF: precise feedback additional 8 months progress within the year	2,5
<i>Implementation of collaborative learning approaches</i>	EEF: additional 5 months progress within the year based on extensive evidence	2
<i>Purchase of supplementary high-quality texts to support teaching of reading and writing, particularly in Key stage 2, of</i>	e.g. emotionally powerful texts with strong narrative DFE What is the research evidence on Writing? DFE RR238	1,2

<i>additional manipulatives for use alongside White Rose Maths and Forest School resources to encourage resilience</i>	Use of Manipulatives Liggett 2017; EEF Improving Mathematics in KS2 and 3 guidance report	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Third space learning: one to one maths intervention.</i>	EEF Toolkit digital learning : extra 5 months impact over the year EEF Toolkit individual : extra 5 months impact over the year EEF Toolkit mastery learning : extra 5 months impact over the year	1,2,5
<i>TA targeted oral language interventions</i>	EEF Toolkit: extra 6 months impact over the year	1,2
<i>Small group and individual interventions including mastery learning following robust diagnostic assessment; focus on phonics and reading</i>	EEF Toolkit small group: extra 4 months impact over the year EEF Toolkit individual : extra 5 months impact over the year EEF Toolkit mastery learning : extra 5 months impact over the year EEF Toolkit digital learning : extra 5 months impact over the year	1,2,6

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

Budgeted cost: £ 2100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised guitar lessons	Positive responses and engagement from pupils	1,4,5
<i>Draw and talk therapy; access to calm zones in classroom and centrally</i>	Pupil voice; teacher evidence- fewer instances of inability to regulate emotions	4,5

<i>Parental support with attendance and lateness; Attendance awards</i>	Attendance figures show increase in pupil -premium pupils' attendance (e.g. in one case up by 15% year on year)	3
<i>Help with uniform purchases, including PE kit</i>	Parent voice- pupils wellbeing is enhanced.	4
<i>25 % Contribution towards DART provision (Drugs, Alcohol and resistance Training)</i>	Pupil voice- awareness of associated risks and strategies to be resilient to influences; status attributed to message when introduced and concluded by DaArt Officer. DaArt research analysis shows pupils in data sample twice as likely to be resilient to risk factors	

**Total budgeted cost: £ 14,100 so far; £1905 to be allocated in light of priorities identified after Autumn data analysis**

## 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 to 20223 academic year.

*Pupil premium children last year made progress broadly in line with their non- pupil premium peers. Average progress:*

Points progress	Pupil premium	Non-Pupil premium
Reading	5.4*	6.1
Writing	5.8	6.0
Maths	5.8	5.9

For some children, therefore, the gap is narrowing; 71% pupils in receipt of pupil premium achieved at least age-related expectations in reading, with 21% exceeding age-related outcomes; 86% achieved at least age-related outcomes in writing, with 14% exceeding and 79% at least meeting in maths, with 21% exceeding age related outcomes

\*13 of the 14 pupils achieved a mean points progress of 6.0 points

Based on 14 pupils: one child equates to 7%

100% pupil voice evidenced the positive impact of nurture activities and 100% pupils evidenced positive attitudes to learning in teacher observations

### Externally provided programmes

Programme	Provider
Reading intervention; Lexplore Analytics	Lexplore
Maths Tuition in schools	Third Space Learning

### Service pupil premium funding (optional)

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