

Pupil premium strategy statement

School overview

| Detail | Data |
|---|----------------------|
| School name | St Mary's CE Academy |
| Number of pupils in school | 215 |
| Proportion (%) of pupil premium eligible pupils | 27.1% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Maureen Andrews |
| Pupil premium lead | Karen Miller |
| Governor / Trustee lead | Alison Adair |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £97,105 |
| Recovery premium funding allocation this academic year | £9,280 |
| 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 | £106,385 |

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's CE Academy, we are completely committed to the ideal of 'every child matters' & are driven by our values that focus on enhancing pupil achievement & wellbeing irrespective of their personal circumstances. In short, we want ALL of our children to do well & to thrive in their learning! Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. The funding gives a method of further supporting some of our more disadvantaged pupils in order that we can 'close the gap' & ensure that they get the very best advantage from their time with us. For pupils that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that pupils know and remember more.

High-quality teaching lies at the heart of our approach. We seek to meet the needs of all of our pupils through quality first teaching, careful analysis of progress data on a termly basis, and by designing intervention strategies where necessary to meet each pupil's needs. To ensure that teaching is of high quality, we aim to continue to improve the quality of teaching through specifically planned and targeted professional development which is research informed and evidence based and which focuses on areas in which disadvantaged pupils require the most support.

We will know we have been successful when:

- All pupil premium pupils make good progress.
- Any pupils falling behind quickly catch up so no one is left behind.
- The gap between pupil premium pupils and non-pupil premium pupils is closed significantly.
- Assessments show that Pupil Premium pupils retain more information.
- Pupils have been exposed to a wide range of experiences.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Home factors |

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| | <ul style="list-style-type: none"> For many pupils, support from home is good, however for some pupils, for a variety of reasons, are not fully supported with learning at home. This impacts on pupil progress, self-esteem and aspiration. Financial issues- some of our disadvantaged families face significant financial hardship and observations and discussions with pupils and families are indicating this increasing in the current financial climate. This can impact on progress and attainment, despite parents being fully committed to their children's education. Wider and cultural opportunities- Gaps in experiences that are supportive of pupil's learning and wider development, and a lack of enrichment opportunities, have created challenges that particularly affect disadvantaged pupils, including their attainment. Parental negative attitude towards school due to own adverse experiences in education can in some cases mean poor parental engagement and support of learning. |
| 2 | Mobility <ul style="list-style-type: none"> We have high levels of pupil mobility (in the first quartile). A significant number of pupils join with low level language acquisition. This makes it more complex for teachers to ensure pupils know and remember more within a mastery curriculum. Some of our families are seeking asylum and can often be rehomed with little notice having attended multiple schools before. This can result in large gaps in disciplinary and substantive knowledge. |
| 3 | Oral language skills <ul style="list-style-type: none"> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged and EAL pupils than their peers. |
| 4 | Early Reading <ul style="list-style-type: none"> 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. |
| 5 | Attendance and punctuality <ul style="list-style-type: none"> Assessment of 2021-2022 attendance data shows disadvantaged pupils are more likely to have poor attendance (non-disadvantaged attendance was 94.1%, disadvantaged was 92.7%) This increases the risk of low levels of achievement. |

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 |
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| Pupil Premium pupils make good progress in all cohorts. The percentage of pupil premium pupils achieving | <ul style="list-style-type: none"> Pupil Premium pupils make good progress. |

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| expected or greater depth in Reading, Writing and Maths improves. | <ul style="list-style-type: none"> • A greater percentage of pupil premium pupils achieve ARE by the end of KS2 2023 • Teachers report that engagement levels in lessons is similar between disadvantaged and non disadvantaged pupils. • Actions taken to reduce the gaps in learning are research informed. • Gaps in knowledge are identified quickly and intervention is successful in addressing the gap so no child is left behind. |
| Cultural capital | <ul style="list-style-type: none"> • The design of the curriculum will ensure that enriching experiences are common place and pupils develop their cultural capital by participating in an educational visits at least once per half term. • Disadvantaged children will be prioritised during the selection of and organisation of extra-curricular events. • Pupil Premium pupils will engage with wider opportunities such as Junior Leadership Team, CREW Council, Merit Captaincy, junior librarians etc |
| Prompt action to address low baseline in EYFS so pupils have best opportunities to catch up with their peers | <ul style="list-style-type: none"> • Children make rapid progress across all areas of EYFS to meet age related expectations at the end of reception and close gap with non PP children |
| Improved oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including book study. |
| To achieve and sustain improved attendance amongst our disadvantaged children. | <ul style="list-style-type: none"> • The rigorous application of the attendance policy and in particular the layered system for intervention for attendance ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally (96%). • The admissions process and CME procedures are carried out in a timely way to ensure attendance and opportunities to engage with education are maximised. • There is a reduction of children who are persistently late. |

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: £ 65,000 (*Additional non class based leadership time for strategic lead for curriculum and teacher coaches- role of enrichment lead*)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To further develop excellence in teaching with the focus on strategies to ensure learning is placed in the long-term memory: pupils to know and remember more. <ul style="list-style-type: none"> Further increase the culture of high expectations of ALL pupils: a belief that all can make excellent progress from their starting points and that the quality of all outcomes matters. Embed an agreed/consistent approach to the use of retrieval strategies across school, alongside the effective use of jotters. Retrieval strategies and skills are taught and revisited frequently. Focus on disadvantage within pupil progress meetings to identify any child not fully reaching their targets, including GDS pupils. | EEF Toolkit The CPD programme is based on evidence based approaches. EEF Toolkit: Teaching Assistants and MITA research The development of Walk Thrus is taking place as part of a well planned Learn Sheffield programme. | 1, 2, 3 |
| Develop consistently high quality teaching through an effective system of CPD <ul style="list-style-type: none"> Staff training linked to the DSAT Teach Simply Model with a focus on generative learning, working memory and retrieval practice and schema building. Within all CPD staff to consider the implications for pupils not yet at the expected standard. In core subjects focus on the development of teaching strategies to support achievement at the Greater Depth standard. Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise We will focus specifically on the finding of Rosenshine and will implement the Walkthrus toolkit developed by Tom Sherrington. SLT members will attend CPD delivered by Tom Sherrington and feedback the approach to all staff. The DSAT Teach Simply approach will be developed and fully embedded into teaching and learning. | Oracy21 will be explored by SLT to help develop pupil's early language skills. Internal data and monitoring outcomes EEF Toolkit: Meta-cognition and Self-regulation Research linked to Research ED In Action publications, Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser) Marc Rowland: Addressing Educational Disadvantage | 1,2,3 |
| To fully embed the Mastery approach to the teaching of Maths across school; <ul style="list-style-type: none"> Continue engagement with the Maths Mastery Hub Programme Leader to engage with DSAT Maths Hub developments Leader to coach and develop other staff linked to the embedding of White Rose 3.0 and our KIRFS across school. | Significant research nationally linked to Mastery approaches and Maths Mastery Hubs have developed programmes of work. White Rose is an established programme | 1,2,3 |

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| <ul style="list-style-type: none"> • Further refine the use of assessment to precisely identify and respond to gaps in learning and misconceptions • Plan a programme of CPD across the year. | <p>for Mastery at national level.</p> <p>DSAT hub lead is also the Mastery Hub lead for the school.</p> <p>EEF report linked to high quality CPD</p> | |
| <p>Phonics and early reading</p> <ul style="list-style-type: none"> • Fully embed the Little Wandle Phonics programme the embedding of assessment processes and keep up programme. • Support new staff to deliver the programme consistently during the year. Training will take place for all new staff and ongoing training for current staff. • Training for staff linked to one to one reading to further embed their skills. • Introduce the SEND programme to support pupils who may be disadvantaged with SEND. | <p>EEF report linked to KS 1 Literacy</p> <p>OFSTED research documents and framework</p> <p>Internal data and monitoring</p> | 1,3, 4 |
| <ul style="list-style-type: none"> • Music tuition: ensure access to Music Tuition for all through wider opportunities in school for cornet for Year 5 children. • Identify those who are gifted in music and offer additional tuition through school. | <p>Marc Rowland: Addressing Educational Disadvantage</p> | 1 |
| <p>Wider curriculum</p> <p>To engage all pupil premium children in a high quality curriculum, which places equal value on core and foundation subjects:</p> <ul style="list-style-type: none"> - Develop strategies with staff for adaptive teaching, retrieval practice and scaffolding - Further develop assessment for learning and approach to summative assessments for the wider curriculum | <p>OFSTED subject reviews and framework demonstrate the importance of a high quality curriculum across all schools.</p> <p>EEF Toolkit</p> <p>Trust Hubs promoting development of all curriculum areas.</p> <p>Marc Rowland research on importance of a broad and balanced curriculum for engaging the disadvantaged</p> | 1, 3 and 4 |
| <p>Pupil Premium pupils' oral skills and vocabulary repertoire will continue to improve over time with a focus on application the wider curriculum across the whole curriculum.</p> <ul style="list-style-type: none"> - Focus Walk thru's CPD on deliberate Vocabulary development across all subjects - Work with the Sheffield Cluster leads on development of vocabulary across the curriculum - Review vocabulary progression across all subjects - Introduce oracy scheme across school - Develop use of pupil book study to monitor and evaluate our approach to vocabulary development at Tier 2 and Tier 3 level. - Use CUSP vocabulary units for each module within the wider curriculum. | <p>Internal observation and assessments</p> <p>Pupil Book Study training demonstrating the importance of vocab development</p> <p>Research such as Bringing words to life (Isabel Black) importance of precise vocab instruction.</p> | 3 |

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

Budgeted cost: £ 25,000 (Additional staffing support and release time for training and development, including visits to other schools.)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 1 to 1 Reading <ul style="list-style-type: none"> - Provide additional adult time for 1 to 1 reading - Provide appropriate training for all | OFSTED subject reviews demonstrate the importance of early reading and phonics Training for LW emphasising the need for regular practice and keep up work | 3 |
| Language link Intervention <ul style="list-style-type: none"> - Development of speech and language programme, targeting children identified from pupil progress meetings and referred by class. - Screening for all identified children - Intervention support for all children identified from screening. | Research linked to early intervention for Speech and language needs SALT advice and support | 4 |
| Targeted support for PP children with ASC across school <ul style="list-style-type: none"> - Additional support for the new SENDCO from Lead Practitioner for DSAT with ASC specialism - Staff training linked to development of strategies in supporting ASC in the mainstream provision. - Training for staff linked to Sheffield Support Grid - Develop further the use of Birmingham toolkit for identified children to impact on provision and progress | Sheffield backlog of external agency support and initial assessment leaving families vulnerable- early identification even more urgent | 1,2, 3 and 4 |
| Phonics and early reading intervention support <ul style="list-style-type: none"> - In FS and KS 1 introduce/refine a system for keep up phonics and early reading intervention introduced into the afternoons to ensure no child falls behind- reteach opportunities. - All staff have a clear knowledge of who their PP pupils are. This group is precisely targeted for support which is outlined pupil progress plans - Diagnostic assessments are completed each half term, and these are monitored closely for ongoing accelerated progress. - Establishing a Reading for Pleasure approach and an extra-curricular reading club to target and inspire PP pupils. | Internal data and monitoring outcomes EEF Toolkit: Reading Comprehension Strategies DFE Reading Framework Document and research into validated Phonics Programmes EEF Toolkit: Oral Language Intervention and small group intervention | 2 and 4 |
| Subsidise the school-led tutoring funding for pupils who would benefit most from additional tuition outside of the school day. | EEF Toolkit | 2,3,4 |

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

Budgeted cost: £7105

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Attendance: <ul style="list-style-type: none"> - Robustly monitor attendance and intervene early to reduce the number of disadvantaged pupils who are persistently absent. - Introduce daily monitoring of PP pupils struggling with attendance, using individual family action plans when required. - Access to free breakfast club provision for all with PA attendance issues to support attendance and wellbeing. | <p>Internal data and monitoring outcomes</p> <p>Data analysis</p> | 5 |
| Pupil Engagement Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning: <ul style="list-style-type: none"> - Extra Curricular activities targeting Sport, Reading, Music and Art for all pupils but with clear allocation, encouragement and targeting of pupils with additional needs. - Target PP pupils for Junior Leadership team, CREW council, Play Leaders, Merit Captains and classroom when appropriate. | EEF Toolkit: Arts and Sports Participation | 1,5 |
| Extra-curricular funding <ul style="list-style-type: none"> - When appropriate, a minimum subsidy will be offered to children in the receipt of PP in order to allow them access to a wider range of activities to broaden children's experiences and support mental wellbeing. | Internal monitoring of educational visit and wider opportunity uptake by PP pupils | 1 |
| Parental Engagement and support programme <ul style="list-style-type: none"> - Work with identified families to support and sign post when required, including support through Fare Share initiative, housing support, mental health work, parenting etc. - Run a range of parental workshops linked to the importance of attendance supporting keeping pupils safe in the community, supporting understanding of phonics and early reading and essential skills support for Maths. - Family workshops linked to Maths and Reading for Pleasure. - Targeted parental programmes linked to behaviour, attendance and SEND. | EEF Toolkit: educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-pupils-learning/ | 1 |

Total budgeted cost: £ £97,105

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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| Progress and Attainment in Reading | 56% of PP pupils met the expected standard+ by the end of KS2. 33% of PP met the greater depth standard by the end of KS2. |
| Progress and Attainment in Writing | 56% of PP pupils met the expected standard by the end of KS2. |
| Progress and Attainment in Maths | 66% of PP pupils met the expected standard+ by the end of KS2. 22% of PP met the greater depth standard by the end of KS2. |
| To achieve and sustain improved attendance amongst our disadvantaged children. | 2022-2023 attendance for PP children was 93.2%. This is a 2.3% increase on Sheffield LA whose PP attendance is 90.9%. Persistent absence for this academic year is 17.9%. This is an improve on Sheffield LA which is at 31.6%. However PA for all pupils in school stands at 12.8% and is therefore an ongoing focus. |
| Pupils develop their cultural capital | PP pupils were prioritised for all after school clubs that were run. All children attended an educational school visit each half term which was subsidised for PP recipients. |
| Prompt action to address low baseline in EYFS so pupils have best opportunities to catch up with their peers | 60% of PP pupils in Foundation Stage achieved a 'good level of development' by the end of FS2. This is a 40% improvement on the previous year, however it needs to continue on a positive trajectory to be in line for non PP peers. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | We explored the introduction of vocabulary units into the wider curriculum and staff were trained on how to use these units effectively. Oracy will be explored further next year as a cluster of schools. |

Externally provided programmes

| Programme | Provider |
|-----------|----------|
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