

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 the Virgin C of E Primary
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	March 2022
Date on which it will be reviewed	Dec 2022
Statement authorised by	James Procter Executive Head Becca Hare HOS
Pupil premium lead	Sian Leahy
Governor / Trustee lead	Catherine Simmons James Streets

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,415
Recovery premium funding allocation this academic year	£2000
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	£11,415

# Part A: Pupil premium strategy plan

## Statement of intent

At the Pioneer federation we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our schools every chance to realise their potential.

When making decisions about using the funding we look at common barriers to learning such as language and communication skills, social and emotional aspects of learning including confidence, attendance, punctuality and support at home. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, have previously been in the care system or are young carers.

Our main objective in deciding how to use the Pupil Premium funding is to ensure that the gap between groups of pupils is narrowed and that all vulnerable children make good progress from their starting point including those who are already high attainers. We aim to ensure that high quality teaching and targeted interventions alongside wider strategies that support being ready to learn, help remove barriers to learning and progress.

We believe in building belief, resilience and a “can do” attitude. The school community works hard to develop resilience and perseverance in all our children, staff believe that all children can succeed and we celebrate individual strengths and have high expectations for all children.

The federation believes in providing the highest quality of teaching and acknowledges that early intervention is key and needs to be focused on the areas in which our vulnerable pupils are struggling to make good progress. We value the importance of early language development and acknowledge the importance of the EYFS. We aim to maximise teaching time by supporting parents to improve attendance and punctuality.

Our plans need to be considered alongside our School Development plan as our plans for high quality teaching, behaviour and attitudes and personal development are interlinked with this strategy and there are many cross overs. The focus of the National Tutoring programme is also closely linked to this strategy.

Leadership are aware that improvements in pupil attainment require effective use of resources including staffing. We believe in using an evidence based approach to identify areas of focus and intervention and in reviewing the impact of our plans. Plans and strategies are put in place and reviewed following data analysis to ensure the best possible outcomes for all children. Children’s progress is analysed termly to support this. In addition we seek advice from our local authority, and utilise other areas of

expertise, such as Education Endowment Foundation, East Sussex Behaviour and Attendance service, our School Improvement Partner and other Headteachers.

All staff are aware of PPG children and other vulnerable groups across the school and the progress of these groups is discussed at termly Pupil Progress meetings. Some individuals will have specific intervention as individuals or in a small group. The school will respond flexibly to the needs of individual children taking into account individual situations.

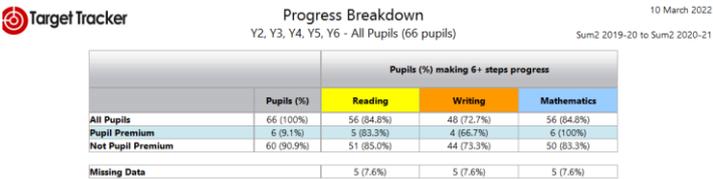
## Challenges

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

Challenge number	Detail of challenge
1	For this cohort (at Sept 2021) writing progress is below the progress of non-pupil premium pupils
2	Readiness to learn due to emotional wellbeing
3	Low attendance/lateness
4	SEND impacting on learning (50% PPG have an identified SEND)

## 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																									
Pupil premium children make good progress in writing	<p>The gap between pupil premium and not pupil premium making 6 steps progress scores is narrower than 67%:73 % with writing</p> <p>The attainment gap in writing is narrowing.</p>  <p><b>Target Tracker</b> Progress Breakdown Y2, Y3, Y4, Y5, Y6 - All Pupils (66 pupils) 10 March 2022 Sum2 2019-20 to Sum2 2020-21</p> <table border="1"> <thead> <tr> <th></th> <th>Pupils (%)</th> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>66 (100%)</td> <td>56 (84.8%)</td> <td>48 (72.7%)</td> <td>56 (84.8%)</td> </tr> <tr> <td>Pupil Premium</td> <td>6 (9.1%)</td> <td>5 (83.3%)</td> <td>4 (66.7%)</td> <td>6 (100%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>60 (90.9%)</td> <td>51 (85.0%)</td> <td>44 (73.3%)</td> <td>50 (83.3%)</td> </tr> <tr> <td>Missing Data</td> <td></td> <td>5 (7.6%)</td> <td>5 (7.6%)</td> <td>5 (7.6%)</td> </tr> </tbody> </table>		Pupils (%)	Reading	Writing	Mathematics	All Pupils	66 (100%)	56 (84.8%)	48 (72.7%)	56 (84.8%)	Pupil Premium	6 (9.1%)	5 (83.3%)	4 (66.7%)	6 (100%)	Not Pupil Premium	60 (90.9%)	51 (85.0%)	44 (73.3%)	50 (83.3%)	Missing Data		5 (7.6%)	5 (7.6%)	5 (7.6%)
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Missing Data		5 (7.6%)	5 (7.6%)	5 (7.6%)																						
Pupil premium children access learning in line with other pupils and do not miss learning if they are dysregulated	PPG pupils are engaged in learning in line with peers or have an Access, Plan Do Review support plan, pupil passport or Therapeutic Plan in place to support this that shows their wellbeing needs are being addressed. The plans show improvement towards set targets over time																									

	Pupil premium pupils make progress in in all areas in line with non-pupil premium pupils.
Pupil premium pupils have improved attendance/punctuality and miss less learning thereby the attainment gap does not widen	Pupil premium pupils attendance is improving and moving towards being in line with non-pupil premium pupils (2020-21 pupil premium 92.8% whole school 97%) Pupil premium punctuality is in improving and moving towards being in line with non-pupil premium punctuality.
Poor attendance does not impact on core learning in reading, writing and maths	Pupil premium pupils make progress in line with non-pupil premium peers in all areas.
Pupil premium children with SEND are supported appropriately in order to make expected progress	Pupil premium pupils with SEND make progress in line with pupil premium pupils without SEND. Pupil premium pupils with SEND have appropriate referrals made and school has support from the appropriate agencies

## 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: £ NO COST FROM PPG

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and INSET regarding phonics, grammar and maths in place as part of SPD  Sharing practice by subject leads across the federation – Maths  CPD around the use of Clicker 8 to support writing  NO COST FROM PPG	CPD for national teaching standards The EEF guide to the pupil premium - training and improving Quality Teaching  The EEF guide to the pupil premium key lessons – improving quality of teaching	1
Therapeutic thinking training NO COST FROM PPG	CPD all staff The EEF guide to the pupil premium key lessons – improving quality of teaching  Dfe – Mental Health and Wellbeing in schools (Nov 19)	2,3, 4

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

Budgeted cost: £7,250 + £2000= £9,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tutoring – 25% top up (£236.25) towards the tutor led funding grant plus extended hours of tutor led sessions – focus on phonics and writing Total £2000</p>	<p>Instigated by DFE as part of recovery programme Feedback EEF toolkit – high impact to low cost +6 small group tuition EEF toolkit +4 teaching reading comprehension strategies +6</p>	1
<p>3 afternoons (1 x wellbeing) weekly PPG TA support on individual intervention – working on catching up missed learning for the week, over learning, wellbeing and additional SEND intervention eg speech programme £6750</p>	<p>Oral language interventions EEF toolkits +6 Overlearning opportunities – Mastery – EEF toolkit +5 phonics and language link focus in KS1 - EEF toolkit +4 social and emotional learning EEF toolkit +4 small group tuition EEF toolkit +4 The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics</p>	1, 2,3,4
<p>Sensory circuits in place to meet sensory needs - No cost from SEND budget</p>	<p>Physical activity EEF toolkit +1 OT advice in order to meet needs</p>	2,4
<p>Contribution to resources costs – resources and supervision for student art therapist £300</p>	<p>social and emotional learning EEF toolkit +4</p>	2,4

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

Budgeted cost: £1,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions to trips and extracurricular activities, additional resources and 2 x places at breakfast club supported at 50% cost to facilitate punctuality, attendance and wellbeing (£500)	Feeling part of the group, cultural capital OFSTED framework 2019 Dfe – Mental Health and Wellbeing in schools (Nov 19)	2,3
Boxall Subscription to screen the whole school and help prioritise level of need £325	Boxall cited by the Department for Education, as well as highlighted in the Department for Education's 2018 Mental health and behaviour in schools advice.	2
Language link Screener Ks1 (£275) – screen all Reception and KS1 and put in place interventions as necessary	The EEF guide to the pupil premium - key lessons EYFS is key The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics	4
Language link screen for KS2 screen all KS2 pupils and put in place interventions as necessary £364	The EEF guide to the pupil premium - key lessons EYFS is key, The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics	4

**Total budgeted cost: £7250+£2000+£1464=£10,714**

## 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 2020 to 2021 academic year.

Attendance of pupil premium pupils was 92.8% compared to 97% for the whole cohort.



#### Progress Breakdown Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (77 pupils)

10 March 2022

Sum2 2019-20 to Sum2 2020-21

	Pupils (%) making 6+ steps progress			
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	77 (100%)	66 (85.7%)	48 (62.3%)	67 (87.0%)
Pupil Premium	9 (11.7%)	7 (77.8%)	4 (44.4%)	9 (100%)
Not Pupil Premium	68 (88.3%)	59 (86.8%)	44 (64.7%)	58 (85.3%)
Missing Data		5 (6.5%)	5 (6.5%)	5 (6.5%)

*Pupil premium pupils made better progress in maths than non-pupil premium pupils.*

*Despite this progress the gap in attainment for Pupil premium pupils is increasing in all areas. Year 1 pupils are not shown on this information due to the change in reporting systems – this accounts for 4 pupils. Due to the small numbers involved this changes to the cohort/ children identified as PPG have a significant effect. 1/3 pupils were also SEND.*

## Diminishing Differences Report

Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (77 pupils)

77 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 19-20	Sum2 20-21
Males	42 (54.5%)	2 (4.8%)	37.5%	72.5%
Females	35 (45.5%)	3 (8.6%)	53.1%	93.8%
Difference (change in difference):			15.6	21.3 (5.7)
Pupil Premium	9 (11.7%)	0 (0%)	55.6%	66.7%
Not Pupil Premium	68 (88.3%)	5 (7.4%)	42.9%	84.1%
Difference (change in difference):			12.7	17.4 (4.7)

77 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 19-20	Sum2 20-21
Males	42 (54.5%)	2 (4.8%)	30.0%	52.5%
Females	35 (45.5%)	3 (8.6%)	59.4%	65.6%
Difference (change in difference):			29.4	13.1 (-16.3)
Pupil Premium	9 (11.7%)	0 (0%)	44.4%	44.4%
Not Pupil Premium	68 (88.3%)	5 (7.4%)	42.9%	60.3%
Difference (change in difference):			1.5	15.9 (14.4)

77 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 19-20	Sum2 20-21
Males	42 (54.5%)	2 (4.8%)	42.5%	67.5%
Females	35 (45.5%)	3 (8.6%)	50.0%	84.4%
Difference (change in difference):			7.5	16.9 (9.4)
Pupil Premium	9 (11.7%)	0 (0%)	44.4%	55.6%
Not Pupil Premium	68 (88.3%)	5 (7.4%)	46.0%	77.8%
Difference (change in difference):			1.6	22.2 (20.6)

**Difference Key:**    Widening    Narrowing    Unchanged

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

4 children have been identified for tutor led intervention and additional children have benefited from group work as part of this support.