

Pupil premium strategy statement

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	91
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	James Procter Executive Head Becca Hare HOS/Abbie Hill HOS
Pupil premium lead	Sian Leahy
Governor / Trustee lead	Lorna Duggleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465
Recovery premium funding allocation this academic year	£0
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	£12,465

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	SEND impacting on learning (40% PPG have an identified SEND)									
2	Readiness to learn due to SEMH and emotional wellbeing									
3	Low attendance/lateness of PP pupils (,.....) compared to non-PP pupils									
4	Year 1 Phonics trend shows average point score dropping and is lower for disadvantaged than non-disadvantaged.									
	3326	St Mary the Virgin Church of England Primary School	15	0.0%	20.0%	13.3%	6.7%	33.3%	26.7%	27.1
		Disadvantaged	4	0.0%	25.0%	25.0%	25.0%	25.0%	0.0%	21.8
		Non Disadvantaged	11	0.0%	18.2%	9.1%	0.0%	36.4%	36.4%	29.1

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
PP children have a strong foundation in phonics and reading that support access to the curriculum and future wellbeing	PP children in Y1 perform in line or better than non-PP in the phonics screener
Pupil premium children with SEND are supported appropriately in order to make progress measurable on the trackers on towards their individual targets	Trackers show small steps of progress in R,W,M Where there is slow or unmeasurable progress individual support plans have appropriate targets and interventions in place to demonstrate progress PP with SEND make similar or better progress than pupils with SEND (not PP) Pupil premium pupils with SEND have appropriate referrals made and school has

	support from the appropriate agencies
Pupil premium children access learning in line with other pupils and do not miss learning if they are dysregulated	Behaviour analysis shows similar levels of intervention required for PP and non PP pupils PPG pupils are prioritised for therapeutic intervention as it becomes available. 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 with poor attendance make progress in line with pupil premium pupils with good attendance

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
<i>Lexia training and use of the teaching resources for all staff (SDP)</i>	EEF Toolkit comprehension strategies high impact low cost	1,4
<i>Little Wandle training for all Ks1/R staff (SDP)</i>	EEG phonics – high impact for low cost +5	1,4
<i>Training a member of Pioneer staff to become a Thrive Practitioner Sept 22– April 23</i> Second member of staff license renewed Sept 22– April 23 (paid by another Pioneer school)	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19)	2

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

Budgeted cost: 220+2204+6559+100=£9083

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Language Link screening completed for all R,Ks1 and those who have had previous intervention in Ks2 (£220)</i>	EEF toolkit oral language interventions – high impact low cost +6 EYFS toolkit communication and language approaches low cost high impact +6 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	1
<i>Language Link interventions in place at least weekly for children identified with a need from the screener other Wellbeing supports eg Talkabout and zones of regulation</i> SEND TA	EEF toolkit oral language interventions – high impact low cost +6 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	1
<i>PE staff employed to ensure that sensory circuits runs SEND TA</i>	Recommended in OT plans	2
<i>50 Lexia licences in place prioritised for SEND and PPG pupils (SDP budget)</i>	EEG phonics – high impact for low cost +5 EEF Toolkit comprehension strategies high impact low cost EEF individualised instruction low cost moderate impact +4	1,4
<i>Lexia third session weekly for PP if not accessing at home (part of 2 afternoon PP TA support) costs - see below</i>	EEG phonics – high impact for low cost +5 EEF Toolkit comprehension strategies high impact low cost EEF individualised instruction low cost moderate impact +4	1,4
<i>2 afternoons weekly PPG TA support on individual intervention – working on catching up missed learning for the week, over learning, wellbeing and additional SEND</i>	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	1, 2,3,4

intervention eg speech and language n link programme/ Lexia follow up lessons £2204	use in context, relating to curriculum topics	
Class based TA support so each class has a TA in the morning, and R and KS1 also in the afternoon – interventions planned in pupil progress meetings £6559	small group tuition EEF toolkit +4 EEF individualised instruction low cost moderate impact +4 social and emotional learning EEF toolkit +4	
Sensory circuits in place to meet sensory needs - No cost from SEND budget	Physical activity EEF toolkit +1 OT advice in order to meet needs	1,2,3,
Contribution to resources costs – resources and supervision for student art therapist £100	social and emotional learning EEF toolkit +4	2
Thrive individual profiling and action planning to support and monitor wellbeing needs (costs part of PP TA see above , SEND TA and Inclusion Manager provision)	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing	2

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

Budgeted cost: £344+950+390=£1684

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive profiling for all children twice a year and children identified for targeted support children additional profiling (approx.) every 12 weeks with individual actions plans</i>	ES Therapeutic thinking behaviour strategy supports teaching strategies to support behaviours Access plan do and review graduated approach – this allows accessing and monitoring of interventions EYFS EEF toolkit – self regulation strategies –	1,2

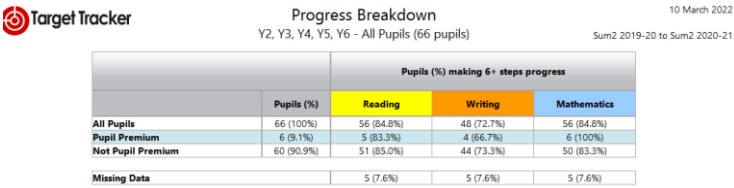
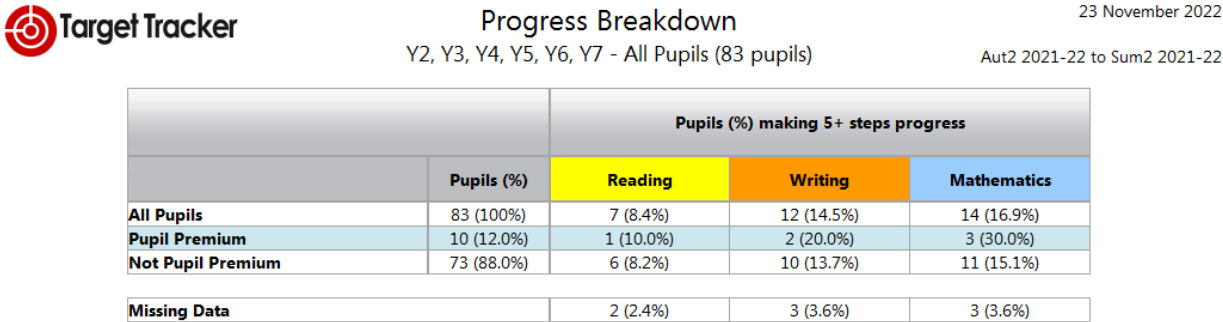
<p><i>created</i></p> <p>£1375 / 4 schools= £344</p>	<p>high impact for low cost +5 EYFS EEF toolkit – self regulation strategies – high impact for low cost +5</p> <p>The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/</p> <p>Dfe – Mental Health and Wellbeing in schools (Nov 19)</p>	
<p>Contributions to trips and extracurricular activities, book bags and uniform, additional resources and punctuality, attendance and wellbeing (£450 residential +£500)</p>	<p>Feeling part of the group, cultural capital OFSTED framework 2019</p> <p>Dfe – Mental Health and Wellbeing in schools (Nov 19)</p>	2,3
<p><i>ESBAS unit bought to support attendance x 6</i></p> <p>£390</p>	<p>EEF parental engagement +4</p>	3
<p><i>Parental coffee mornings/workshops held by Inclusion Manager in liaison with the MHST (no cost) topics such as The Thrive Approach, zones of regulation and Anxiety</i></p>	<p>EEF Toolkit Parental engagement low cost high impact +4</p>	1,2,3

Total budgeted cost: £0+£9083+£1684=10767

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.

Intended outcome 21-22	Success criteria 21-22																												
<p>Pupil premium children make good progress in writing</p>	<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>Target Tracker Progress Breakdown Y2, Y3, Y4, Y5, Y6 - All Pupils (66 pupils) Sum2 2019-20 to Sum2 2020-21</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Pupils (%)</th> <th colspan="3">Pupils (%) making 6+ steps progress</th> </tr> <tr> <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 (%)	Pupils (%) making 6+ steps progress			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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<p>Review Sept 22: From T2-T6 so 5 step progress used, a higher percentage of PP pupils compared to non-PP pupils made 5 step progress in writing (data for Y1 (the current Y2 is not collected until T2)</p>  <p>Target Tracker Progress Breakdown Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (83 pupils) Aut2 2021-22 to Sum2 2021-22</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Pupils (%)</th> <th colspan="3">Pupils (%) making 5+ steps progress</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>83 (100%)</td> <td>7 (8.4%)</td> <td>12 (14.5%)</td> <td>14 (16.9%)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (12.0%)</td> <td>1 (10.0%)</td> <td>2 (20.0%)</td> <td>3 (30.0%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>73 (88.0%)</td> <td>6 (8.2%)</td> <td>10 (13.7%)</td> <td>11 (15.1%)</td> </tr> <tr> <td>Missing Data</td> <td></td> <td>2 (2.4%)</td> <td>3 (3.6%)</td> <td>3 (3.6%)</td> </tr> </tbody> </table>		Pupils (%)	Pupils (%) making 5+ steps progress			Reading	Writing	Mathematics	All Pupils	83 (100%)	7 (8.4%)	12 (14.5%)	14 (16.9%)	Pupil Premium	10 (12.0%)	1 (10.0%)	2 (20.0%)	3 (30.0%)	Not Pupil Premium	73 (88.0%)	6 (8.2%)	10 (13.7%)	11 (15.1%)	Missing Data		2 (2.4%)	3 (3.6%)	3 (3.6%)	<p>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</p> <p>Pupil premium pupils make progress in in all areas in line with non-pupil premium pupils.</p>
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<p>Pupil premium children access learning in line with other pupils and do not miss learning if they are dysregulated</p>	<p>Pupil premium pupils attendance is improving and moving towards being in line with non-pupil premium pupils (2020-21 pupil premium 92.8%</p>																												
<p>Review Sept 22: See the chart above – more PP pupils than non PP pupil made expected or better progress over a 5 term period in R, W and M</p>																													
<p>Pupil premium pupils have improved attendance/punctuality and miss less learning thereby the</p>																													

attainment gap does not widen	whole school 97%) Pupil premium punctuality is in improving and moving towards being in line with non-pupil premium punctuality.
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Review Sept 22:

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.
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Review Sept 22:
See above

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
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Review Sept 22:
This continues to be an area that needs additional support:

PP progress for Y2-6 (2021-22) was generally in line with expected progress except for one child in reading and writing and one child in maths



Progress Breakdown

23 November 2022

Y2, Y3, Y4, Y5, Y6, Y7 - 'PPG July 22' (11 pupils)

Sum2 2020-21 to Sum2 2021-22

All Pupils (11 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	4 (36.4%)	3 (27.3%)	4 (36.4%)	3.7 (33.3%)
Progressed by 5 steps	1 (9.1%)	2 (18.2%)	1 (9.1%)	1.3 (12.1%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	1 (9.1%)	0.3 (3.0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	1 (9.1%)	1 (9.1%)	0 (0%)	0.7 (6.1%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	5 (45.5%)	5 (45.5%)	5 (45.5%)	5.0 (45.5%)

Year 1 progress is slow, 2/4 of the PP having high SEND needs.

Year 1 – 2/4 children with slow progress have SEND, 1 EAL,



Progress Breakdown

23 November 2022

Y2 - 'PPG July 22' (4 pupils)

Aut2 2021-22 to Sum2 2021-22

All Pupils (4 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	1 (25.0%)	0 (0%)	0 (0%)	0.3 (8.3%)
Progressed by 2 steps	0 (0%)	0 (0%)	1 (25.0%)	0.3 (8.3%)
Progressed by 1 step	3 (75.0%)	2 (50.0%)	2 (50.0%)	2.3 (58.3%)
No steps progress	0 (0%)	1 (25.0%)	0 (0%)	0.3 (8.3%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	0 (0%)	1 (25.0%)	1 (25.0%)	0.7 (16.7%)

Externally provided programmes

None

Service Pupil Premium

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)

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