

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	81
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	James Procter Executive Head Jane Robinson HoS
Pupil premium lead	Sian Leahy
Governor / Trustee lead	Lorna Duggleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17, 460
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	£17, 460

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 – Set out in the School Development Plan ‘Quality of Education’
1	Continue to develop and evolve the Pioneer Curriculum to ensure that it is the best it can be for all children.
2	Ensuring that appropriate adaptations are made to the curriculum to enable all groups of pupils to be fully included and making strong progress. (OFSTED ways forward 2020: <i>raise levels of challenge so that pupils make even greater progress across the breadth of subjects</i>)
3	Embed ‘Little Wandle’ phonics scheme and associated resources and rigorously track impact on standards. (OFSTED ways forward 2020: <i>reading expected standard to reach NA 2023= 60%, NA =70% - “To ensure pupils develop the necessary language comprehension skills in Reading by end of KS1”</i>)

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
For all PPG children to have full access and experience success in all curriculum subjects through provision of quality first teaching	<p>Pupil voice demonstrates this – that PPG children are fully accessing the full rich curriculum, are motivated and inspired to learn</p> <p>Pupil books demonstrates this is the case</p> <p>Outcomes and assessments demonstrates PPG outcomes are broadly in line with non PPG children</p>
That all curriculum subjects are adapted and scaffolded for all PPG children to make good or better progress	<p>That pupils can articulate how they learn, how they are supported,</p> <p>Books demonstrate that any barriers are overcome such as emotional or learning to</p>

	ensure all achieve a similar progress steps to their non PPG children
That PPG children make good or better progress in reading	That language development is not a barrier to learning and PPG children achieve in line with non PPG children in phonics check and reading assessments That PPG children make good or better progress and is in line with non PPG across the school

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: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>TA training (cover provided for TAs to undertake training) – CLASS Universal Autism Training – various TAS</i></p> <p><i>CITES sensory processing training – various TAS</i></p> <p><i>Makaton – reception staff</i></p> <p><i>(2 x £300)</i></p>	EEF making best use of teaching assistants – strand 4, 5, 6 (Nov 21)	2, 3
<p><i>In house training – TA to TA peer training (funding used to cover TA's to release from class to undertake training)</i></p> <p><i>Observation of speech and language session Various TAS T2,4,6 (MN, KC)</i></p> <p><i>De-escalation strategies (AS, LC)</i></p> <p><i>(2 x £300)</i></p>	EEF making best use of teaching assistants – strand 4, 5, 6 (Nov 21)	2, 3
<i>Lexia training and use of the teaching resources for all staff (SDP)</i>	EEF Toolkit comprehension strategies high impact low cost	1,3
<i>Little Wandle training for all Ks1/R staff (SDP)</i>	EEG phonics – high impact for low cost +5	1,3

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

Budgeted cost: £15, 099.95

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	2
<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 (SEND TA 3 x pm sessions - £4,429)</i>	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	2,3
<i>staff employed to ensure that sensory circuits runs (as above – SEND TA)</i>	Recommended in OT plans	2
<i>50 Lexia licences in place prioritised for SEND and PPG pupils (£1, 289.75 part of 3 year deal 2022-25)</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, 3
<i>Lexia third session weekly for PP if not accessing at home</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	2, 3

(part of 2 afternoon PP TA support) costs - see below		
4 afternoons 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 and language n link programme/ Lexia follow up lessons £4, 862	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	1, 2,3,
Sensory circuits in place to meet sensory needs - No cost from budget	Physical activity EEF toolkit +1 OT advice in order to meet needs	1,2,3,
Thrive individual profiling and action planning to support and monitor wellbeing needs (£199.20 – licence continuation)	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing	2
Play therapy session run by Niki Proctor (10 wks x 3 pupils Autumn Term - £2500 + 10 x 3 pupils Spring Term – £2500 = £5000)	Niki Proctor - Little Folk Therapy Certified Play Therapist PTUK littlefolktherapy@gmail.com Instagram: @little_folk_therapy	2
Art Therapy resources contribution (£100)	Social and emotional learning EEF toolkit + 4	2

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

Budgeted cost: £950

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Contributions to trips and extracurricular activities, book bags and uniform, additional resources and punctuality, attendance and wellbeing (£450 residential +£500)	Feeling part of the group, cultural capital OFSTED framework 2019 Dfe – Mental Health and Wellbeing in schools (Nov 19)	2,3
<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>	EEF Toolkit Parental engagement low cost high impact +4	1,2,3

Total budgeted cost: £600 + £15, 099.95 + £950 = £17, 457.95

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	Success criteria	Review
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	13 children in cohort, 1 PPG in Sept, 2 by testing date 50% PP 77% non PPG
Pupil premium children with SEND are supported appropriately in order to make progress measurable on the trackers 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	PPG and SEND - 100% made 5 steps or more – Reading - 100% made 4 steps or more in Writing - 100% made 4 steps or more in Maths SEND non PPG 83% 4 + Steps or more in Reading 67% 4 + steps or more in Writing 68% 4+ or more in Maths

		School sourced private SALT assessment that has been used to support PPG with SALT needs
Pupil premium children access learning in line with other pupils and do not miss learning if they are dysregulated	<p>Behaviour analysis shows similar levels of intervention required for PP and non PP pupils</p> <p>PPG pupils are prioritised for therapeutic intervention as it becomes available.</p> <p>Pupil premium pupils make progress in all areas in line with non-pupil premium pupils.</p>	<p>HOS and SENCO consider these children as priority in referral process</p> <p>Behaviour analysis showed that PPG were not overly represented. The number is in line with non-PPG children.</p> <p>NB 3 children arrived during the year so cannot be considered in data comparison (33% not included in figures):</p> <p>Reading PPG – 75% reading 5 steps or above</p> <p>Non PPG – 92% 4 steps or more progress</p> <p>Writing PPG – 76% 4 steps or more progress</p> <p>Non PPG – 87%</p> <p>Maths – 77% PPG children making 4 steps progress or more</p> <p>86% for non PPG children making 4 steps progress or more</p> <p>NB 6 of 13 PPG have SEND</p>
Pupil premium pupils have improved attendance/punctuality and miss less learning thereby the attainment gap does not widen	<p>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%)</p> <p>Pupil premium punctuality is in improving and moving towards being in line with</p>	<p>Whole school – 94.1 %</p> <p>PPG 89.4%</p> <p>Attendance and punctuality heavily impacted by two children one who has now moved out of area,</p>

	non-pupil premium punctuality.	additional supporting referrals made and second also with supporting referrals made.
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	1 child – made 5+steps of progress in all areas 1 child made 6 steps of progress in all areas (expected progress)

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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