

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	James Procter Executive Head Jane Robinson HoS
Pupil premium lead	Sian Leahy/Jane Robinson
Governor / Trustee lead	Lorna Duggleby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23, 680
Recovery premium funding allocation this academic year	£0
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	£23, 680

## 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	<b>Pioneer Curriculum:</b> To develop and evolve the Pioneer curriculum to ensure that it is the best it can be for all pupils
2	<b>Inclusion for All:</b> Ensure that appropriate adaptations are made to the curriculum to enable all groups of pupils to be fully included, making strong progress – readiness to learn/removing barriers of dysregulation
3	<b>KS2 Maths:</b> To ensure there is an increase in KS2 Maths GD by July 2025 SMV Maths GDS to reach NA (22%) (SMV 2022/23/24= <b>6.7%/7.3%/8.3%</b> ) <b>SMV Phonics:</b> To embed Little Wandle Phonics scheme at SMV, ensuring rigorously track impact of pupil standards. To ensure that <b>SMV Year 1 phonics outcomes</b> (2024= <b>67%</b> ) reach NA (76%). <b>Early Language development and life experiences.</b>

## 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	Outcomes and assessments demonstrates PPG outcomes are broadly in line with non PPG children (attainment)
That all curriculum subjects are adapted and scaffolded for all PPG children to make good or better progress	PPG children progress inline with non PPG children
For all PPG children to be emotionally regulated and able to learn	Thrive scores demonstrate that PPG children are in line with cohort or if low intervention is in place PPG progress broadly in line with non PPG peers
That PPG children make good or better progress in reading and language development	That PPG children achieve in line with non PPG children in phonics check and reading assessments

	PPG children with low Language Link score show progress across the year from September to September
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## 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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PINS (Partnership in Neurodiversity in Schools project training – 37 hours of support including audit of school environment, dyslexia training, communities of practice sessions, policy review, webinars, Parent Carer workshops)</i>  (No cost)	EEF Toolkit comprehension strategies high impact low cost	1, 2, 3
<i>Adaptive Teaching INSET training to all PF staff</i>  (no cost)	Evidence of Quality First Teaching having the most significant impact on closing disadvantage gap  Metacognition and Self-regulated Learning- Apply metacognitive strategies in the classroom. EEF report 2021	1, 2, 3

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

Budgeted cost: £ 20, 730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Language Link screening completed for all R,KS1 and those who</i>	EEF toolkit oral language interventions – high impact low cost +6 EYFS toolkit communication and language approaches low cost high impact +6	2

<p><i>have had previous intervention in KS2 (£220 licence)</i></p>	<p>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</p>	
<p><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 (part of the TA allocated hours below)</i></p>	<p>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</p>	2,3
<p><i>50 Lexia licences in place prioritised for SEND and PPG pupils (£1290 3<sup>rd</sup> year of 3 year licence)</i></p>	<p>EEG phonics – high impact for low cost +5 EEF Toolkit comprehension strategies high impact low cost EEF individualised instruction low cost moderate impact +4</p>	1, 3
<p><i>370 minutes weekly (6 hours) 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 (£18,211)</i></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  EEG phonics – high impact for low cost +5 EEF Toolkit comprehension strategies high impact low cost EEF individualised instruction low cost moderate impact +4</p>	1, 2,3,
<p><i>TA to support lunchtime legions group (comes out of TA allocation above)</i></p>	<p>The EEF guide to the pupil premium – sense of belonging focus</p>	2

Thrive individual profiling and action planning to support and monitor wellbeing needs (£199 – licence continuation)	The Thrive Approach is research based: <a href="https://portal.thriveapproach.com/approach/info/credentials/">https://portal.thriveapproach.com/approach/info/credentials/</a>  Dfe – Mental Health and Wellbeing	2
Clicker Licence (£810 for 10 for 3 year deal)	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

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

Budgeted cost: £2,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Play therapy sessions  Extended from previous year to include £2,000	Little Folk Therapy Certified Play Therapist	2

## Total budgeted cost:

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 2023 to 2024 academic year.

<b>Intended outcome</b>				
<p>-For all PPG children to have full access and experience success in all curriculum subjects through provision of quality first teaching</p> <p>-That all curriculum subjects are adapted and scaffolded for all PPG children to make good or better progress</p> <p>-That PPG children make good or better progress in reading</p>				
<b>Review</b>				
<p>In 2023 the pass rate for the phonics screening was: <b>67%</b>. There is one PPG child in this cohort and therefore the numbers are too small to report on.</p>				
Year 6				
	SAT Outcomes 2024		National 2023	
	EXS+	GDS	EXS	GDS
Year 6 Reading	100%	42%	73%	27%
Year 6 Writing	75%	25%	71%	10%
Year 6 Maths	83% (91%)	8.3%/17%	72%	17%
Year 6 Combined	67%	8.3%	59%	7.2%
<p>Context: 12 children in Year 6    1 child = 8.3%    SEND = 2    0 chn with EHCPs in the year group</p>				
<p>In year 6, there was one PPG child so these cannot be reported.</p>				

## 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
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**Further information (optional)**

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