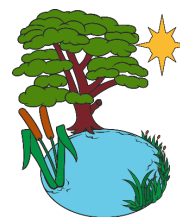


Pupil premium strategy statement

St Mary's C of E Primary 2023-24

School overview



Metric	Data
School name	St Mary's C of E Primary School
Pupils in school	100 (R to Y6)
Proportion of disadvantaged pupils	5 5%
Pupil premium allocation this academic year	£11385
Academic year or years covered by statement	2023-24
Publish date	Sep 2023
Review date	July 2024
Statement authorised by	Richard Moss
Pupil premium lead	Richard Moss
Chair of Governors	Glynis Ashford
Governor lead	Kathy Myers

St Mary's uses the Education Endowment Fund to access key, up to date research for how to implement different strategies:



<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

We continue to use the EEF to guide our strategies

The EEF suggests:

- ❖ Supporting great teaching
- ❖ Pupil assessment and feedback

Targeted approaches

- ❖ One to one small group tuition

- ❖ Intervention programmes

Wider strategies

- ❖ Supporting parents and carers
- ❖ Access technology

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading:	x 4 Exp. 1 working below
Writing:	x4 Exp. 1 working below
Maths:	x4 Exp. 1 working at GD and 1 working below
	<p>NGRT and NFER assessments completed across the three assessment cycles over the years</p> <p>Final assessment data captured from last assessment check July 2023.</p> <p>Assessments reported to parents within reports.</p>

Strategy aims for disadvantaged pupils

Measure	Reading	Writing	Maths	Combined
Meeting expected standard at KS2 +	100%	100%	100%	100%
Achieving high standard at KS2	40%	40%	40%	40%

Measure	Activity
Reading	<ul style="list-style-type: none"> • Amazon wish list linked to pathways to write texts (Use of £100 donation from FOSM to top up books if needed) • Increase reading fluency speed/words per minute 1:1 reading • Promote comprehension skills through use of VIPERS not only across

	<p>KS2 and introduce into KS1</p> <ul style="list-style-type: none"> • Development of vocabulary understanding across curriculum areas - weekly discrete vocab sessions • Continue to promote the love of reading across school - rich libraries in every classroom and amazon wish list for each class. Parents kindly donating books to school requested by teachers
Writing	<ul style="list-style-type: none"> • IDL invested in to support dyslexia • Staff move onto the pathways to write programme for delivering English. • Writing to continue to be cross-curricular where possible in line with pathways to write • Weekly editing sessions across KS2. Look to build editing into Y1/2 • 1:1 support for writing sessions and editing of writing once a week. Focus on the English skill that week • Knowledge organisers used for specific vocabulary linked to topic • Up levelling writing group work to work towards and confirm greater depth. • To secure non-negotiable spellings - group work once a week (spelling tests weekly)
Maths	<ul style="list-style-type: none"> • Support from Maths mastery specialist. Maths lead joined TRG and working with NCTEM • KS1 using number sense as an addition to maths lessons • Fluency x3 a week using number talks • Securing approaches to reasoning - morning starters linked to maths then unpicked together each day. • 1:1/group teaching of SATs paper questions unpicking key skills • Continuation of impact of covid = 1:1/group teaching maths basic number facts/fluency. Securing facts essential • TT rockstars to secure times tables facts - twice a week and morning starters • SATs booster sessions to be offered to all <p>Whole school maths focus 2023-24 (2 more years collaboration programme with maths specialist):</p> <ul style="list-style-type: none"> • Development of fluency/CPA approaches occurring during maths lessons - maths TRG action point

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Parental understanding of methods used - in particular maths mastery approaches. Parent workshops offered in term 2 onwards. Parent 'Helping your child at home' sessions and sessions relating to statutory testing. • Home support to rehearse skills including reading and tables practise. Home support through the use of <i>TT Rockstar</i>, <i>mymaths</i>, <i>bugclub</i>,

Projected spending	£3000 IDL £499 Teacher and TA hours Key licenesnes
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Teaching priorities for current academic year

Aim	Target	Target date
1) Progress in Reading	<ul style="list-style-type: none"> Aiming for 100% of PP at expected standard and for this then not to drop Raise the amount of PP children achieve GD - 40% 	July 2024
2) Progress in Writing	<ul style="list-style-type: none"> Aiming for 100% of PP at expected standard and for this then not to drop Raise the amount of PP children achieve GD - 40% 	July 2024
3) Progress in Mathematics	<ul style="list-style-type: none"> Aiming for 100% of PP at expected standard and for this then not to drop Raise the amount of PP children achieve GD - 40% 	July 2024
4) Spelling	<ul style="list-style-type: none"> Ensure PP spelling is at ARE and in line with their peers 	July 2024
Personal development and wellbeing.	<ul style="list-style-type: none"> Securing and delivering an effective PSHE/RSE curriculum to ensure that children have support to become well-rounded citizens. 	July 2024

Priorities explained below in further detail

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading	<ul style="list-style-type: none"> Staff supported and trained to high level for specific subject Range of varied and high quality texts to engage and motivate children Chromebooks utilised to support writing - continue with investment in 1 to 1 chromebooks for KS2. Purchase of 1:2 chromebooks for KS1 to access bug club and other key resources Group as well as 1:1 targeted support for development of fluency and comprehension skills. IDL used across KS2. Phonic development through high quality linked reading material and careful tracking. KS1 and KS2 Staff to clarify amazon wish list used - parents to donate/buy books

Priority 2 Writing	<ul style="list-style-type: none"> ● Chromebooks utilised to support writing - continue with investment in 1 to 1 chromebooks for KS2. Purchase of 1:2 chromebooks for KS1 to access chromebook features to support with writing (docs, spelling, dictionary, editing software) ● Access resources such as phonics play on chromebooks through google classroom. Head to give training to staff ● Role out of IDL for KS1 ● Teaching of editing embedded across whole school - use of KS2 to model to KS1 teachers ● Staff supported and trained to high level for specific subject ● Targeted support with handwriting across KS1 and Ks2 ● Effective marking and feedback strategies are taught ● Spelling 1:1 support to find gaps and close
Priority 3 Maths	<ul style="list-style-type: none"> ● Continue support from Maths master HUB specialist - 2 more years of 3 year journey. TRG once a half term to develop staff subject knowledge ● Staff supported and trained to high level for specific subject - CPD put in place for key areas ● Securing multiplication tables through use of TT Rock Star - preparation in particular to Year for for MTC ● Pre teach of maths objectives with TA for specific lessons ● Allowing time at OSSC to complete HW if needed ● USE of whole school NCETM Spines supported by maths leaders - staff meetings and training day time given
Priority 4 Spelling	<ul style="list-style-type: none"> ● IDL used on chromebooks KS2 and build to KS1 ● Children continue to use personal vocabulary books ● Staff supported and trained to high level for specific subject ● Bug club used to support spelling across school ● Precision teaching for spelling intervention ● Phonics intervention across whole school and not just KS1
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Parental support with homework ● Language quality and development ● Retention of teaching
Projected spending	<p>£4000</p> <p>Technology - chrome books and educational licences/subscriptions</p> <p>Investment in KS1 chromebooks</p> <p>TA/Teacher support focused support</p> <p>Investment in quality texts</p>

Wider strategies for current academic year

Measure	Activity
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<p>ELSA priority</p> <p>Support the social and emotional development of children with are in receipt of Pupil Premium.</p>	<p>ELSA support 1:1 with TA x2 a week to focus on emotional needs as well as build confidence and friendship opportunities. Close contact with families.</p> <p>Investment in x2 ELSAs for the full programme</p> <p>Discussion with pupils and parents around meeting individual support for attendance at out of school events such as clubs and involvement in the sports partnership.</p>
<p>Personal development focus</p> <p>Securing and delivering an effective PSHE/RSE curriculum to ensure that children have support to become well rounded citizens.</p>	<ul style="list-style-type: none"> ● PSHE curriculum reviewed and continues to roll out the use of KAPOW primary. PSHE/statutory RSE elements ● KAPOW also used across whole foundation subjects - curriculum time and develop signposted ● Development of PSHE/RSE curriculum and training to be delivered to staff ● Wider opportunities on offer to children (trips outside of York, links made with schools abroad, extra-curricular offer for clubs after school: Tennis, table tennis, invasion games, dance and chess club)
<p>Continue to further improve the attendance of PP pupils.</p>	<p>Continue to improve development of systems and tracking. Meetings with parents to discuss attendance/punctuality when needed to keep inline/ above peers</p>
<p>Projected spending</p>	<p>ELSA support £500 Resources and funding £1 725 Clubs, residentials + trips £2000 Resources £1000</p>

Monitoring and Implementation

Area	Challenge
Teaching	<ul style="list-style-type: none"> ● Invest in key assessment tools (NGRt/NFER) Data at the end of each assessment cycle recorded for PP and discussed in PP pupil progress meets ● PP monitoring completed and reviewed termly for staff with the head teacher. Targeted support and areas of spend agreed ● Track attainment of children as well as SEMH ● During teacher drop ins, PP provision will be monitored by ehad teacher building towards subject leaders in their release time ● Progress for PP children will be measured and recorded at the end of the academic year and reported to parents ● Parents off PP will be informed of support throughout the year
Targeted support	<ul style="list-style-type: none"> ● Interventions will have a baseline and measurable outcome. ● Pupil voice will be gathered at the end of interventions to gain feedback

Wider strategies	<ul style="list-style-type: none">● Attendance and punctuality will be tracked and addressed where needed● Support for parents where needed (phone calls with head)
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Reviewed by head teacher

Richard Moss

September 2023

See individual pupil plan for aims this year