



Mary Dean's CE Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Mary Dean's CE Primary School
Number of pupils in school	294 School 22 Nursery
Proportion (%) of pupil premium eligible pupils	18% 9%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Donna Wilson/Heather Slater
Pupil premium lead	Donna Wilson
Governor / Trustee lead	Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,485.00
Recovery premium funding allocation this academic year	£6,912.00
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	£79,397.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Half of our disadvantaged learners have additional special educational needs, and with additional targeted support, we can set aspirational individual targets for progress and attainment.

High-quality teaching and learning are at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. We intend for all pupils to receive quality first teaching in all areas and anticipate that all pupils in our school will make progress and achieve well. Our approach is linked to our School Improvement Plan objectives.

Our approach will be responsive to common challenges and individual needs, taken from our collective evidence and knowledge of our pupils. Robust assessment and tracking of progress will identify how to allocate funding and set targets for support to ensure challenging attainment targets can be met.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and given aspirational opportunities
- act early to intervene at the point need is identified
- provide support appropriate to the identified need(s)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our strategy also provides support in tackling the most significant barriers to success at school, including attendance, behaviour and social and emotional and mental health support.

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language, Communication and Oracy Assessment and observations show many pupils have poor on-entry language skills and generally poor vocabulary available to them. Many pupils do not have the comprehension skills to understand instructions or questions and find it hard to respond. Speaking and listening skills, acquisition and application of vocabulary and breadth of opportunities to talk are key areas to develop.
2	Phonics and Reading Phonics ability in the youngest disadvantaged children is lower than that of their peers as indicated by phonics assessments. Routine reading in classes indicates that many children lack basic reading routines within the home, and many are struggling to maintain the standards required in the classroom.
3	Social, Emotional and Mental Health Social and emotional support for children and families remains a significant issue with teacher referrals and parents' requests for help. This is a similar picture to that seen nationally. Observations indicate poorly developed learning behaviours in children, especially in the younger age groups. Children are noted to find it harder to concentrate for periods of time and to stay on task. Group learning tasks are also noted to be especially challenging for some children.
4	Low Academic Attainment in Key Stage 2 Current data for Upper Key Stage 2 indicates some disadvantaged children have not attained expected progress from starting points (partly due to school closures during Covid). To best support High Quality First Teaching, smaller class sizes would be appropriate to meet this challenge. Desire for Upper Key Stage 2 children to be ready for Key Stage 3 curriculum.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, in July 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Speech, Language, Communication and Oracy Pupils to be able to communicate clearly to express needs, wants and emotions with appropriate vocabulary. To develop confident emotional literacy.</p>	<p>By the end of July 2024:</p> <ul style="list-style-type: none"> Disadvantaged children in the EYFS will achieve expected or better in the speaking and listening aspect of the curriculum. Progress gaps identified through Language Link and NELI will be reduced between disadvantaged and non-disadvantaged pupils. Pupils make needs known and choose suitable vocabulary to be precise. Vocabulary gap to be closed. Children's behaviour will demonstrate a better ability to manage themselves emotionally.
<p>Phonics and Reading All children will have high quality reading and phonics experiences in order to reach age-related expectations.</p>	<ul style="list-style-type: none"> Disadvantaged pupils will demonstrate abilities in phonics in line with their non-disadvantaged peers. All disadvantaged learners to pass phonics screening check. Children will engage with a variety of suitable texts. Robust assessment systems will identify any children requiring specialist support or intervention. Disadvantaged pupils in Key Stage 1 and Key Stage 2 will make a good level of progress in reading and writing from baseline starting points and achieve in-line with non-disadvantaged peers. Intervention will be timely and successful. Parents will have a clear picture of their child's needs.
<p>Social, Emotional and Mental Health (SEMH) Social and emotional health needs of all children will be met successfully. Additional targeted intervention will support learners to develop strategies for independence and resilience to challenges. Disadvantaged learners to be confident and successful in all aspects of school life.</p>	<ul style="list-style-type: none"> SEMH needs will be identified early and addressed by expert in-house intervention. Children will be able to seek support for their needs within school. Children with SEMH will maintain their class place with appropriate support. Families can be signposted to other agencies as appropriate. Pupils have a readiness to learn with improved progress and achievement outcomes from starting points.
<p>Attainment and Progress Outcomes for Key Stage 2</p>	<ul style="list-style-type: none"> End of Key Stage 2 outcomes will show a minimal gap for progress and attainment.

Attainment and progress gaps between Pupil Premium and non-Pupil Premium learners will close.

- Monitoring of data for pupil premium and non-pupil premium children for early identification and intervention.

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: £32,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Higher Level Teaching Assistant (HLTA) 0.5 FTE to deliver the teaching of Maths in both Key Stage 1 and Key Stage 2.</p>	<p>Research by the National Centre for Excellence in the Teaching of Maths (NCETM) shows that this approach has a long term effect on children’s ability to retain number facts. <u><i>Maths guidance, NCETM</i></u></p>	<p>4</p>
<p>Continued Professional Development (CPD) for staff: (Speech and language)</p> <p>*NELI *Language Link</p>	<p>*Staff are up to date with speech and language programmes and use these effectively to plan, teach, assess and review. Gaps identified, targeted intervention put in place, pupils make progress from starting points</p> <p><i>Speech, language, and communication are critical areas of development for children. They play a vital role throughout our lives, helping us to understand what is going on around us, communicate our basic needs and feelings, hold conversations, think and learn, develop relationships, solve problems, and more. They also support many other aspects of development, including cognitive, social, and literacy development.</i></p> <p><u><i>Supporting Language Development in the Early Years – High Speed Training, 2021</i></u></p>	<p>1, 2</p>
<p>Continuous Professional Development for staff in Phonics and reading</p> <p>*Little Wandle Phonics Programme *Purchase of teaching materials. *Lexplore</p>	<p>*Staff able to plan and teach using new phonics programme. Assessments carried out support closing gaps in knowledge and inform planning next steps. Pupils make progress from starting points.</p> <p>*Assessments in reading with pupils carried out. Gaps identified; targeted intervention put in place. Pupils make progress from starting points.</p> <p><i>A systematic, synthetic phonics scheme of work is recognised to be the most effective route to successful early reading and writing. This report explains how successful schools have excelled in early reading and phonics.</i></p> <p><u><i>Reading by six – How the Best Schools Do it – Ofsted Report</i></u></p>	<p>1, 2</p>

<p>Continuous Professional Development (CPD) for staff in Writing</p> <p>*Talk4writing principles</p> <p>*Greg Bottrill-Drawing Club in the Early Years.</p>	<p><u><i>Speed and fluency as important as accuracy for good writing – EEF</i></u> <u><i>(educationendowmentfoundation.org.uk)</i></u></p> <p>To excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing. (EEF- IMPROVING LITERACY IN KEY STAGE 2 Guidance Report)</p>	<p>1, 2</p>
<p>Senior staff to gather and analyse information and share data to ensure interventions are effective.</p>	<p>Use EEF’s Implementation approach-putting evidence to work.</p> <p>“School leaders need to create a common and explicit understanding of what will be expected, supported, and rewarded during the implementation process.”</p> <p>“Leaders will define clear implementation outcomes; monitor them using robust and pragmatic measures.”</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £22,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional Little Wandle phonics materials and catch up materials	All pupils to follow same approach Common approach to phonics is structured from Nursery-Year 2	1, 2
Commitment to LEXPLORE as method of assessing and recording progress in reading	Clear methodology for assessment of reading will give diagnostic results which can then be developed as interventions	2
Support staff intervention group sessions to facilitate language development, phonics, reading and social and emotional skills. Pre-teach and post-teach opportunities every morning	<i>The high impact of the deployment of teaching assistants to support pupils in intervention work. The positive effects have been found in studies where teaching assistants deliver high-quality structured interventions, which deliver short sessions, over a finite period, and link learning to classroom teaching.</i> <u>EEF - Teaching Assistant Interventions</u>	1, 2, 3, 4

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

Budgeted cost: £24,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated full time member of staff to work with and manage Social, Emotional and Mental health (SEMH) issues including bereavement and attachment.	<p>*Dedicated person enables a timetable of support tailored to individuals and groups.</p> <p>*Children who require support are identified and allocated time in order that their learning may remain uninterrupted.</p> <p>*Staff learn new techniques to effectively support children with SEMH needs.</p>	1, 3, 4
Schools wider curriculum offer (includes trips, visitors and enterprise, etc.) to promote high aspirations amongst disadvantaged pupils.	<p><i>Focus on improvements in a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. Some disadvantaged pupils do not currently access additional activities outside of school hours.</i></p> <p><u>Children's University EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	1, 3
After-school and lunchtime clubs are available for all pupils including disadvantaged to support SEMH as well as physical health.	<p><i>To provide stimulating environments and activities or develop additional personal and social skills. Research shows that this is more likely to have an impact on attainment than additional time based solely in academic focus. This is designed to improve attendance and greater engagement and aspiration.</i></p> <ul style="list-style-type: none"> • <u>Extending school time EEF</u> <u>(educationendowmentfoundation.org.uk)</u> 	1, 3
Additional, specific resources to support the work of SEMH staff and SEND team.	<p>*Staff are suitably resourced to undertake activity with children.</p> <p>*Children will have better classroom outcomes.</p>	1, 2, 3, 4

Total budgeted cost: £79,397

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 2022 to 2023 academic year.

Outcomes-

*Early Years Foundation Stage, pupil premium learners (80%) made better progress than non-pupil premium learners (63%). This makes for a good foundation to build upon for the next academic year and our objective to close the gap between advantaged and disadvantaged children.

Because phonics and early reading skills were given prominence in the Foundation Stage, many children made good progress in these areas. Communication and Language continues to be an area to improve. Use of the Language Link materials supported some children to make progress to achieve their early learning goal. Intervention through the NELI programme and learning through the continuous provision and new and improved environment will continue to support the progress in this area, moving forward.

*Year 1 Phonics data indicates that only 2 pupils did not achieve a pass mark in their phonics screen check. The gap between non-pupil premium and pupil premium children was 19%. Attendance may be a contributing factor in this difference and will continue to be monitored next year for some pupils.

*Year 2 Phonics screen re-take data shows a greater gap of 28% and identifies children with special educational needs.

The school adopted the Little Wandle Phonics programme in the Summer of 2022 resulting in the majority of pupils succeeding to an age related standard. However, the Year 2 retake data suggests that as some disadvantaged children started the year behind their peers, the gap remained. A 'keep up' programme of learning is used daily to help to close this gap.

*Key Stage 1 data for the Year 2 SATs show reading to be particularly strong. A 1% gap between non-pupil premium and pupil premium children. However, the gap widens in Writing and Maths. Whilst outcomes are lower in these subjects, pupil premium and non-pupil premium children demonstrated a confidence and resilience in talking about their writing ideas and how to apply their maths, but this was not always replicated on paper.

*Key Stage 2 data for the Year 6 SATs show a significant gap across reading, writing and maths as separate subjects but not as a combined score. A number of children in this cohort were supported with special educational needs as well

as social, emotional and mental health needs. They made good individual progress in preparation for transition to secondary school.

*Service children (4%) meet every half term with their representative teaching assistant, who themselves has military connections. Support and pastoral care is provided when required, for example when a family member is posted away from home, children know they can reach out. Events are organised by Plymouth Armed Forces for service children to participate in and our children join in when possible. 67% of children are on track to make age related expectations in reading; 58% in writing and 58% in maths.