

Pupil premium strategy statement 2023 – 2025

School Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on his message of equality, peace and justice, guided by his words ‘As I have loved you, so you must love one another’ (John 13:34).

School overview

Detail	Data
School name	St Mary's CofE Primary School Lewisham
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 2024 2025
Date this statement was published	13/09/23
Date on which it will be reviewed	13/09/24
Statement authorised by	Mrs C Graham
Pupil premium lead	Mrs C Graham
Governor / Trustee lead	Ms J Pring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130 950
Recovery premium funding allocation this academic year	£8330
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	£139 280

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium grant is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged children. The intention of Pupil Premium funding is to directly benefit the children who are eligible, helping to narrow the attainment and progress gap between them and their classmates.

At St Mary's we recognise that children who receive Pupil Premium funding can face a wide range of barriers which may affect their learning. However, we strongly believe that all pupils can achieve their full potential, despite their disadvantage, if they are given the opportunity and right environment to thrive.

St Mary's will invest in a number of whole school strategies and specific, focused interventions for identified groups. The approach has been developed in areas where research has shown the greatest impact. The intent of this strategy is to 'level the playing field' for all pupils within the school to ensure that our disadvantaged pupils have a greater chance of success in life.

We will do this by:

- providing access to a broad, balanced and rich curriculum and enrichment activities
- providing high quality education through quality first teaching so that disadvantaged pupils reach their full potential
- promoting an environment in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- monitoring persistent absence and providing early help support to families
- setting ambitious, aspirational and challenging targets and closely tracking and monitoring disadvantage pupils progress through rigorous assessment
- promoting good mental health and wellbeing

We have carefully targeted the use of our Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to reduce the attainment and progress gap between their peers. Our longer-term goal is for our children to be prepared for their transition to secondary school and to become confident and articulate members of society where they can actively contribute and flourish.

Challenges

Challenge number	Detail of challenge
1	Assessment data and observations from external consultant has identified that disadvantaged pupils with low oral language skills and vocabulary gaps have struggled in literacy particularly writing.
2	Monitoring, book looks and assessment has highlighted that our disadvantaged pupils are making less than expected progress in reading.
3	Pupils Social emotional difficulties including medical and mental health issues have increasingly become a barrier to their learning
4	Persistent absenteeism and lateness contributes to pupils missing much of their education and has led to gaps in their learning

5	Pupils have limited experiences beyond their home life and immediate family community as well as limited support with their home learning, this has led to gaps in their knowledge and experiences and is a real challenge in the writing process
6	Children join the school with low levels of numeracy, language and basic number facts. This is a barrier to their attainment in maths.

Intended outcomes

Intended outcome	Success criteria
Improved attainment – 80% disadvantaged pupils reach expected standard or above in reading & writing with 10% achieving a higher standard	<ul style="list-style-type: none"> • EYFS 80% disadvantaged pupils achieve GLD • KS1 80% disadvantaged pupils achieve expected+ standards in RWM • KS2 67% achieve expected+ standards in RWM • Phonics 80% achieve expected+ standards • Staff are delivering phonics confidently • All disadvantaged children pass their phonics screening test • High levels of questioning promote accelerated learning • Pupils can read / write confidently • Monitoring, data and children's learning books demonstrate accelerated progress • All teaching is good and outstanding • Regular Pupil Progress meetings see a rise in attainment
A reduction in the gap between disadvantaged pupils and their peers	<ul style="list-style-type: none"> • All disadvantaged pupils make good or better progress and data shows that the attainment gap is closed. • Analysis of adapted and personalised lessons and targeted focused support highlights that children made progress • Class teachers and subject leaders receive CPD which helps to improved knowledge and pedagogy • Higher standards and outcomes in writing and reading for disadvantaged pupils • The funds are used effectively to maximise attainment and progress.
Improve Quality of Education	<ul style="list-style-type: none"> • Targetted focused teaching happens regularly and have a clear impact. • pupils and parents talk about and value an enriched curriculum. This is reflected in pupil and parent questionnaires. • Ongoing CPD to reinforce existing practice and systems in literacy • Teaching and standards in EYFS are good or outstanding

Activity in this academic year

Teaching

Budgeted cost: £48 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI development days training coaching and support, assessment and resources for targeted focused group as well as 1:1 support of KS1 children this will result in pupils moving up in phonics groups. To deliver the phonics scheme effectively.	Staff know the expectations for phonics Staff know the theory behind the approach Staff to receive refresher training (new staff receive training) to deliver RWI phonic programmes and purchase of home books. Focused book looks targeting disadvantaged pupils and learning walks throughout the year RWI books purchased	1 2
To provide cover in order for teacher and teaching assistant to attend pupil progress meetings with ELT to identify gaps in learning and plan provision to address these.	Staff are aware of pupils individual leaning and can contribute to a discussion about the targeted support that they might need.	1 2 6
To employ additional part time teacher and support staff to carry out focused group work and extended learning and for literacy lead to coach and model for staff	CPD allows staff to develop high quality teaching techniques Modelling, monitoring & feedback embeds the good practice across the school	1 2 6
Support for parents through workshops and 1:1 session to increase confidence in supporting their children's learning.	Cover for literacy lead to provide reading training and literacy workshop.	5

Targeted academic support

Budgeted cost: £32 780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Tutor to deliver 1:1 support as well as targeted focused teaching in reading and writing across the school	Children make good or rapid progress which can be seen in take data assessment and book looks	1 2 3
Use cover teachers to provide tutoring for children		

Wider strategies

Budgeted cost: £ 58 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide early professional intervention for children with emotional, developmental, behavioural, mental barriers to their learning.</p> <p>Referrals will also be made to other agencies as required e.g. CAMHS</p> <p>Children in receipt of P\P have the opportunity to extend their life experiences through the subsidised trips.</p>	<ul style="list-style-type: none"> All behaviour, assessment, and intervention systems are embedded in order to improve learning behaviour. Behaviour for learning is good and very good in all classes, reflected in monitoring and questionnaires. 	5 4 3
Improved resources and support for PP children and families	<ul style="list-style-type: none"> The school will continue to invest in a School Home Support worker School Home Support Worker provides families with advice, training and support. Families in need can get support with meeting basic needs School Home Support worker will support with home routines to reduce persistent absenteeism 	4 5 3
PP children access extended services Ballet / Sports / Art	<ul style="list-style-type: none"> Children attend training and play in local football tournaments (KS2). Children in KS1 and KS2 enjoy participating in a wide range of Lewisham sports tournaments. A wide range of targeted curriculum enrichment and enhancement activities. 	5 4 3
Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning	<ul style="list-style-type: none"> All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment. 	3 4 5
Persistent absence and attendance	<ul style="list-style-type: none"> Purchase EWO support Personalised approach adopted to raise attendance to 96% Rewards for good attendance and punctuality Provide free breakfast club to encourage children to come to school earlier Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home learning 	1 3 4 5

Invest in technology to promote children's learning in all areas including new interactive screens in all classrooms sets of Ipads and laptops, Apple TV and Now pressplay	<ul style="list-style-type: none"> • Upgrade 5 screens in school to improve interaction and engagement in learning. • Purchase laptops for pupils to use at home • Purchase laptops for family workshops 	1 2 6 5
Support Pupils Social emotional difficulties including medical and mental health issues.	<ul style="list-style-type: none"> • Meet a percentage of the cost of a speech and language therapist, Educational Psychologist, Specific Learning difficulties specialist and Behaviour support specialist to support the school and parents in their work with early intervention and support for children with additional needs. 	3 5
Improve children's numeracy by investing in external consultant, resources, CPD, text books and pupil books	<ul style="list-style-type: none"> • Children have access to a wide range of resources to support learning in maths 	6

Total budgeted cost: £ 139 280

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2023 results review

- **KS2** – PP children was in line with non-pp children in writing, maths greater depth and combined expected. This indicates that they are closing the gap with their peers.

Expected +	PP %	Non-PP %
Reading	67	72
Writing	67	68
Maths	67	76
Combined	67	68

- **KS1** - PP children's attainment was better than (in some cases significantly better than) non-PP learners in all subject areas. The data also showed significant increase in PP attainment from the previous year and has identified that the school is continuing to close the learning gap between PP and non-PP children.

Expected +	PP %	Non-PP %
Reading	85	77
Writing	77	70
Maths	77	77
Combined	69	69

- **Phonics** – 91% of PP children passed their phonics assessment which was higher than non-PP 83% children.
- **EYFS** – PP children's Good Level of Development is higher 69% than non-pp children 54%

Initiatives

- All staff to received refresher training (new staff receive training) to deliver RWInc Phonics programmes delivered and 'home' books purchased
- Additional staff recruited to deliver small group targeted support in Maths and Literacy for disadvantaged pupil falling behind age related expectations.
- Provided workshops for parents and 1:1 sessions to increase their confidence in supporting their children's learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	