



## The Midsomer Norton Schools Partnership

### St Mary's Primary School

## Pupil Premium Report 2021-22

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Dave Finlay

December 2021

### 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's Primary School, Timsbury
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	26% 38/148
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michelle Parsons

Pupil premium lead	Dave Finlay
Governor / Trustee lead	Emma Sage

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110
Recovery premium funding allocation this academic year	£145 per PP child £ 5,510
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	£56,620

# Part A: Pupil premium strategy plan

## Statement of intent

EEF Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that our school strategies focus on support for disadvantaged pupils.

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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have poor attendance, a social worker and young carers. The activities outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

At St Mary's we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	A high proportion of PP children also have SEND
2	Observations and discussions have highlighted issues relating to low self esteem, confidence and resilience, resulting in children not yet ready to learn/able to access the learning.
3	Internal assessments indicated that gaps in learning particularly in reading, writing and phonics prevent pupils from achieving age related expectations, particularly for in year transfers and those with low attendance.
4	Many of our pupil premium children do not have rich and varied experiences as non-pupil premium children have, meaning knowledge of the world and vocabulary acquisition is limited (cultural capital). Access to extra curricular activities- educational experiences such as trips, music lessons and participation in physical activities.
5	Our assessments and observations indicate that emotional and mental health issues are prevalent among our PP pupils and their families which can impact on all aspects of school life, including progress, attainment, attendance and behaviour.  Our disadvantaged pupils have been impacted by the partial closures to a greater extent than other pupils. This has resulted in significant knowledge gaps leading to some pupils falling further behind, especially in writing.
6	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

## 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
Children make expected or better progress so that their attainment is in line with children from similar starting points	Children make measurable and quantifiable progress in reading, writing and maths across the year based on summative tests.
Pupils are emotionally ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom. Thrive Assessments completed with Practitioners and Class Teachers show progress on profile scores.	Pupils engage positively in lessons and wider school life; which impacts positively on academic attainment. Thrive Tracking demonstrates individual progress. Thrive and Forest School impact upon attendance and engagement in learning. Visitors evidence excellent behaviour for learning.
Pupils eligible for PP improve their phonic knowledge and can apply this in their independent writing. Sounds Write Training; Regular Class Assessments; Termly Screener Assessments show improved scores – tracked by Phonics Leader	SEND/CO/Phonics Leader supports/plans and reviews progress in Sounds-Write Intervention on a termly basis. All Pupils eligible for PP will pass the Year 1 test. Pupils apply phonic knowledge in writing
Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and teamwork are developed through participation in group activities and over-night stays on residential	Pupils will engage in wider school life – taking part in after school clubs and representing the school in events such as musical and sporting fixtures. Access to learning beyond the classroom has a positive impact on their achievement, wellbeing and cultural capital.
Improve oral language skills for pupils eligible for PP in EYFS/KS1. S&L therapists are in school on a weekly basis and able to provide advice, support and training for those delivering interventions, as well as parents. Children entering KS2 have no S&L barriers to learning; or if they do, there is a clear, targeted provision in place to ensure progress is made.	Where teachers or parents have concerns about S&L, a timely referral will result in assessment and identification of needs, which can then be addressed. An in-school tool (Wellcomm) for assessing needs will be used for all children in EYFS and year 1; with interventions then put in place, monitored and evaluated

## 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school quality first teaching from experienced and 'good or better' teachers and support staff and include effective feedback for learning.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Improving classroom teaching from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p1-12</p> <p>Also effective feedback for learning What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p13-24</p> <p><a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	<p>1,2,3,5,6</p>
<p>Continued use of standardised diagnostic assessments (NFER/SATS and AR reading)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,3,5,6,</p>
<p>Enhancement of our maths teaching and curriculum planning in</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	<p>3,5,6,</p>

<p>line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:  <u><a href="#">Maths guidance KS 1 and 2.pdf</a></u>  <u><a href="#">(publishing.service.gov.uk)</a></u></p> <p>The EEF guidance is based on a range of the best available evidence:  <u><a href="#">Improving Mathematics in Key Stages 2 and 3</a></u></p> <p>Mastery learning from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p51-56</p>	
<p>SENDCo and the PP Lead will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils</p>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>TAs and HLTAs become more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	1,3,5,6
<p>Pupils think about their own learning more explicitly. They are able to plan, monitor and evaluate their own learning. They can then choose the correct strategy to solve any given task.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>The evidence shows that this has a high level of impact making an additional 7 months, especially with low achieving pupils.</p>	1,2,3,5,6

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve oral language skills for pupils eligible for PP in EYFS/KS1</p>	<p>Providing timely assessment and an on-site specialist enables PP children to access appropriate intervention; and teachers and TAs to receive appropriate guidance on effective strategies Case Study research suggests the GLS Wellcomm assessment and intervention is effective in securing an increase in children who screen at the right level for their age in just eight months, after appropriate interventions  <a href="https://www.gl-assessment.co.uk/news-hub/casestudies/wellcomm-improving-">https://www.gl-assessment.co.uk/news-hub/casestudies/wellcomm-improving-</a></p>	6

	communication-skillsfrom-the-very-beginning/	
Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Think of yourself: self regulation and metacognition from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p35-40  <a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	2,5
Purchases Accelerated Reader to help support KS 2 children with their comprehension and vocabulary	<p>Accelerated Reader supports all children in making progress in reading.</p> <p><a href="https://www.renaissance.com/products/accelerated-reader/evidence/">https://www.renaissance.com/products/accelerated-reader/evidence/</a></p>	1,3,5,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by trained TAs and HLTAs who are already working with these children.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>1-1 tuition research from What Works? Research and evidence for successful teaching - Lee Elliot Major and Steve Higgins p29-34  <a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	3,5,6
School Led Tutoring (first £5510 NTP funded the rest will be recovery premium)	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a</p>	1,3,5,6

<p>32 children to receive small group catch up provision from NTP</p>	<p>group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that all years groups have gaps in maths, phonics, writing and reading. A list of children and the areas of weakness has been drawn up and the School Led Tutoring funding will be used for these interventions which will be both in and outside of the school day.</p> <p><a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum</p>	<p>PP children may not have access to the range of activities that non-PP children have. This limits their wider life experiences e.g. access to the arts, restricting the development of knowledge, vocabulary and skills which they need to be able to draw upon to be successful.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a> EEF suggests pupil who participate in adventure learning interventions make approximately +4 months progress over the course of a year</p>	<p>4</p>
<p>Peripatetic instrumental lessons or access to after school clubs</p>	<p>Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music, raising their self-esteem.</p> <p>Sport for health and wider outcomes from What Works? Research and evidence for successful teaching - Lee</p>	<p>4</p>

	<p>Elliot Major and Steve Higgins p115-118</p> <p><a href="https://www.bloomsbury.com/uk/what-works-9781472965639/">https://www.bloomsbury.com/uk/what-works-9781472965639/</a></p>	
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3

**Total budgeted cost: £ 55,000**

## **Part B: Review of outcomes in the previous academic year (2020/21)**

### **Pupil premium strategy outcomes**

See the 2020/21 academic year review as part of the PP Strategy for the same year.