



Pupil Premium Strategy Statement

St Mary's CE VC First School

Charminster, Dorchester

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	16% (26 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mick Homer (HT)
Pupil premium lead	Lisa Thornicroft (SENCo)
Governor lead	Ez Lucas (Parent Gov)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,375
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,465
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32,840

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's First School our vision is to 'Be the best that you can be. Shine God's love for all to see.' With this in the forefront of our minds it is our goal that every single child is able to be the very best that they can be, achieving their full potential regardless of their starting point. We strive to provide opportunities to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within school. We make decisions about how to utilise the spending of our Pupil Premium funding that is tailored to the needs of the child and is firmly rooted in sound evidence based research conducted by EEF.

Key Principles:

At St Mary's First School we follow these key principles to ensure that we provide the culture and the opportunities to maximise the impact of our Pupil Premium Grant spending.

High expectations and quality first class teaching:

We have high expectations of all our children, school staff and community members. Staff identify children's barriers to learning and we strive to overcome these barriers and give every single child in our school the best provision, so that they can grow and flourish in every aspect of their lives.

Knowing our children and their families well to identify specific needs:

We work together in school and with the local church to support all our families when needed. We work hard to get to know and connect with all families and support them. Our Family Support Worker is in regular contact with our families in receipt of Pupil Premium Grant offering advice support or just a listening ear.

Interventions:

Teachers identify children quickly who need Catch Up Interventions. These Interventions are planned and led by experts - Teachers and Teaching Assistants. In line with evidence based research these sessions take place 3 times a week and over a short period (6-12 weeks) to result in maximum impact.

Effective Transition:

Enhanced Transition for children in receipt of Pupil Premium Grant takes place so that each child's story is told and the information collected over time is shared so that the child's learning journey is seamless. In Year 4 the same best practice is followed with the receiving Middle Schools and many children in receipt of the Pupil Premium Grant receive enhanced Transition.

Wider Curriculum Opportunities:

We aim to offer all children within our school a variety of extra-curricular clubs. School trips, Forest School Provision and a Residential Trip in Year 4 form an important part of the curriculum. Financial support is available to ensure that no children are disadvantaged from such important experiences. We have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. As such, we prioritise building on our children's actual starting points and secure prior learning when designing our curriculum, school development plan and pupil premium strategy. All three of these plans echo each other and lie at the heart of our provision.

Challenges

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

Challenge number	Detail of challenge
1	Slow progress rates for PP compared to non PP.
2	Lack of parental engagement to support home learning.
3	Low self-esteem and confidence of PP children to achieve because of low parental expectations.
4	Limited life experiences beyond school and local community.
5	Increase in mental health needs amongst children and their families.

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
The gap between PP and Non PP achieving expected is narrowed in reading	KS1/ End of Year reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
The gap between PP and Non PP achieving expected is narrowed in writing	KS1/ End of Year writing outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
The gap between PP and Non PP achieving expected is narrowed in maths	KS1/ End of Year maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
PP pupils make at least expected progress in phonics	Year 1 Phonic results show that disadvantaged pupils achieve in line with their peers
That school have more resources to support the mental health of children and family	Parents can indicate places in which they can find support with their children's mental health
That parents feel confident in ways in which to support their children with their learning at home and understand what is being taught at school	Parents are aware of the current learning topics of their child. They report that they feel confident in ways in which to support their child and if not they are aware of places to find assistance.

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional time given to ELSA/Nurture groups within school, enabling more children to access these.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower S&E skills are linked with poorer mental health and lower academic attainment.</p> <p>S&E learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. However the studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of S&E interventions. Being able to effectively manage emotions will be beneficial to children even if it does not translate to reading or maths scores.</p>	<p>3, 5</p>
<p>ELSA attends supervision</p>	<p>ELSA Network emphasise the importance of supervision for ELSA's. 'ELSAs are constantly giving to the youngsters with whom they work. In order to look after the needs of pupils an ELSA's own needs should be acknowledged and supported by the supervisor and other group members. Supervision is identified as having many benefits including, supporting professional practice and reflection, continuing professional development and improving wellbeing.</p>	<p>3, 5</p>

<p>Continued CPD for all teachers focussing on developing quality first teaching, including INSET day visiting a high performing school with high levels of PP.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dorset reading Partners (incl. Parent Training)</p>	<p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	<p>1, 2</p>
<p>Forest School</p>	<p>As a school we have a dedicated space for Forest schools. We have used this space for a number of years within our school and have seen and heard the numerous benefits for the children who have engaged with the intervention. The New Economics Foundation (NEF) evaluated how they can provide learning opportunities for children who typically do not do as well in the classroom. It concluded Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom.</p>	<p>3, 4, 5</p>

	Its key findings concluded it made a difference with confidence, social skills, communication, motivation, physical skills and knowledge and understanding of the natural surroundings and respect for the environment.	
Rapid catch up (Phonics)	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1
Increased TA support in key year groups	When TAs are working well alongside teachers in providing excellent supplementary learning support, emerging evidence shows that TAs can provide noticeable improvements to pupil attainment. Research also finds that TAs help reduce classroom disruption and allow teachers more time to teach. With careful management, additional TAs are used in our classes with the highest levels of SEND and PP numbers.	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Parent Support Advisor	<p>The EEF reports that - "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year. There are also higher impacts for pupils with lower attainment saying "practical strategies with tips, support and resources to assist learning at home may be more beneficial to pupil outcomes.</p>	2, 5

<p>Increase parent engagement by providing workshops, How-to videos, regular newsletters, provision of curriculum Knowledge Organisers, termly Curriculum Open Mornings, Termly reports replacing annual ones.</p>	<p>The EEF reports that - “Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year. There are also higher impact for pupils with lower attainment saying “practical strategies with tips, support and resources to assist learning at home may be more beneficial to pupil outcomes.</p>	<p>2, 3, 4, 5</p>
<p>Use of Tapestry and Marvellous Me to engage parents in children’s learning</p>	<p>EEF research suggest that ‘personalised messages linked to learning can promote positive interactions about learning.’</p>	<p>2, 3</p>
<p>TA support 1:1 ‘I can problem solve’ intervention Lego therapy</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>	<p>1, 3, 5</p>
<p>PP lead time</p>	<p>EEF strenuously promote the need for schools to ‘adopt and embed practices that work best.’ In order for this to effectively take place release time is required to ensure there is sufficient time to investigate and implement appropriate strategies and then ensure that these are evaluated to ensure the most appropriate strategies are utilised.</p>	<p>ALL</p>
<p>Transition mentor</p>	<p>It is well documented that transitions are very important for children and can be a challenging and anxiety-provoking time, particularly when the child is vulnerable or has special educational needs and/or a disability that require understanding and support over the transition. Our Educational Psychologist service emphasise the need for support during transitions for our vulnerable children. To ensure smooth transition we employ a mentor to work with the children both in our school and the local middle school.</p>	<p>3, 4, 5</p>
<p>Support with school visits, residential trips and uniform</p>	<p>EEF recognise that school uniform policies are thought to complement the development and support of a whole school culture and approach, which in</p>	<p>3, 4</p>

	turn may assist pupil discipline and motivation. However although there is little evidence of it improving progress it has been noted that children from poorer socio economic backgrounds benefit from this strategy	
Extra-curricular clubs and Music tuition	The EEF states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	1, 3, 4
Staff CPD in wider strategies/issues: Trauma, Relational Practice, Sensory needs	The EEF states that professional development should be carefully planned and designed to include methods of embedding wider practice, as well as developing teaching techniques. Focussing on these wider strategies will provide a well-rounded improvement in provision for all of our children, particularly those with higher needs.	1, 3, 5

Total budgeted cost: £46,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the 2022/23 academic year, our school underwent a significant period of change due to change of Headteacher and some teaching staff. Despite this, our PP leader remained constant and ensured that all disadvantaged pupils received the full range of support, as planned in last year's strategy statement.

The most significant improvement for disadvantaged pupils throughout the 2022/23 academic year was in the Year One Phonics Screening Check. There were also improvements in end of EYFS assessments.

As a school, KS1 data was low for the 2022/23 academic year and this has been addressed through the new School Development Plan and this updated Strategy Statement.

Analysable data has been inconsistent in the past, but there is now a new system in place which will provide objective data for future analysis and tracking. This document will be updated with full data as soon as it is available.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia Core 5	Lexia
Spelling Shed	Ed Shed
Times Table Rockstars	Maths Circle