

# Pupil premium strategy statement – Studley St Mary’s Church of England Academy

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	200
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Rebecca Gordon
Pupil premium lead	Rebecca Gordon
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,497
Recovery premium funding allocation this academic year	£9,062
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£98,559

# Part A: Pupil premium strategy plan

## Statement of intent

At Studley St Mary's we want all our children to reach their potential and are aspirational for all pupils, including those eligible for pupil premium. 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.

We use a variety of tools to assess secure learning, from commercially bought packages such as Word Wasp, Nessy dyslexia screening, Little Wandle Catch-up, York Assessment of Reading Comprehension and GL maths assessments to our own formative assessment tools. These focus staff on what has been retained and can be applied by our pupils. Comprehensive use of these assessments has allowed us to identify the challenges that some pupils are facing, particularly in Reading, Writing and Maths.

High Quality teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. Research has shown that this has the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school. Therefore, in the intended outcomes detailed below, it is the intention that the non-disadvantaged pupils' attainment will sustained and improved alongside their non-disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery and academy improvement, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our strategy is integral to wider school plans for recovery, notably in its targeted support through the National Tutoring Programme for pupils has been worst affected , including non-disadvantaged pupils.

We have identified some learning behaviours that have been impacted by the pandemic, namely resilience, stamina and independent learning. As a result, wider strategies have been implemented to support the social and emotional well-being of our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Learning behaviours – observations, assessments and discussions with pupils indicate that resilience, stamina and independence to attend to engage with their learning have been significantly impacted by school closures. These challenges particularly affect disadvantaged pupils
2	Maths – internal data indicates that some disadvantaged pupils have made less progress than their peers and fewer are achieving the age related expectation.

3	Attendance data indicates that attendance for disadvantaged pupils is 4% lower than for non-disadvantaged
4	Well being – observations indicate that some children need further support with their mental health and well-being. In particular their self regulation.
5	Vocabulary and phonics – assessments indicate that vocabulary and understanding of the phonic code are less developed for some pupils and a greater proportion of disadvantaged pupils have not achieved the phonics screening in KS1

## 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
Improved learning behaviours	Observations and assessments indicate that all pupils are resilient and independent learners Reduction in low level behaviour logs, observations from learning walks
Improved mathematical outcomes	Internal and external attainment data indicates that all pupils are making progress from their starting points in maths ARE at the end of KS2 to rise from 35% to 50%
Improved attendance	Attendance data will indicate that all pupils are continuing to exceed national averages for attendance
Improved mental health and well being	Observations and assessments will indicate that all pupils mental health and well being needs are being prioritised Qualitative data from pupil voice, parent voice, behaviour logs. Data to show increased pupil participation in enrichment activities. Autumn 2023 = 21% access
Improved application of the phonics code to reading and writing	Assessments will indicate that pupils make rapid progress to catch up where they have not reached the phonics standard. They will indicate that all pupils vocabulary is developing. Data demonstrates progress through phonics phases, Moderation of writing books, pupil voice

## 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: £59,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Gathering feedback on how well pupils have retained learning is important in enabling teachers to address misunderstanding and provide the right level of challenge in future lessons.</p> <p>Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through QFT or interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	<p>2, 5</p>
<p>Training to further develop staff practise around QFT, metacognition and regulation</p>	<p>Research indicates that the explicit teaching of metacognitive and self regulation has a positive impact on the outcomes for pupils.</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>1, 2, 4, 5</p>
<p>Embed the use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>5</p>
<p>Staff CPD on maths</p> <p>Pupil's mathematical outcomes can be improved through accurate</p>	<p>Research indicates that mathematical outcomes for pupils can be improved through key elements of QFT and the support of high quality teaching is pivotal in improving children's outcomes. Research tells us high quality teaching can narrow the disadvantage gap</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a></p>	<p>3</p>

assessment, use of manipulatives developing a rich bank of mathematical knowledge and structured interventions		
Embed the use of a 'strong start playbook'	Research shows that strong routines contribute to a calm and purposeful learning environment as well as reducing cognitive load so pupils are able to focus on learning	1
Support the ECTs in developing their teaching through engagement with the ECT learning materials and coaching	Research shows that a well structured and supported ECT process supports high quality teaching and learning and retentions of staff	1, 2, 4, 5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4
Teaching assistant deployment	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement	

and interventions - for example, by supporting high quality provision within the classroom and delivering targeted interventions	(rather than replace) high quality provision from the class teacher. Our Making the Best Use of Teaching Assistants guidance report presents six recommendations, including adopting evidence-based interventions to support small group and one to one instruction. Our Teaching and Learning Toolkit strand on teaching assistant interventions.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 19,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional daily phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	5
Targeted maths pre and post teach interventions	Targeted maths interventions increase enjoyment, resilience, the deepening understanding of mathematical concepts and attainment in maths. Research shows that the use of high quality targeted support to help all children learn mathematics is highly effective.	2
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. EEF guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND. Our 'Five-a-day' resource presents well-evidenced principles that can help to raise attainment for all pupils, including those with SEND	1,2,5

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

Budgeted cost: £19,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free attendance for disadvantaged pupils at extracurricular activities	Participation in arts and sports has a demonstrable impact on attendance and children's enjoyment of school	3, 4
Free packs of books for all pupil premium children in Years 3 and 4	There is extensive evidence about the impact of having books at home and reading for pleasure has on all pupils	5
Embed robust attendance processes and procedures	Research indicates that regular attendance at school is a key indicator of educational success <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	3
Further development of mental health and pastoral support team Including mentoring, play therapy, group sessions and individual support	Research indicates that the explicit teaching of relationship skills, decision making, social awareness and self management has a direct impact on pupil outcomes <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	1, 3, 4

**Total budgeted cost: £98, 559**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Observations and pupil voice the vast majority of pupils are resilient and independent learners. There has been a significant reduction in low level behaviour logs. Where children have struggled historically, they are now settled and focussed on their learning. Where any children are struggling with their independent learning, swift and effective action is taken to ensure that they develop the necessary skills rapidly. This has resulted in significant progress in their learning from their starting points.

Attainment data shows that the gap between the disadvantaged and non-disadvantaged (without SEND needs) is now significantly reduced in core subjects. The gap has narrowed in all core subjects with similar percentages achieving Age Related Expectations in Reading. The gap has decreased in Writing and Maths across the school.

Attendance for disadvantaged pupils has improved by 2.6% since the strategy was introduced following the appointment of the safeguarding and attendance lead. The current gap is 1.4%. This is a result of sustained a systematic work to address attendance issues as soon as they first emerge. There have been a number of cases where children have been persistently absent at their previous school or in previous years but are now attending well. Persistent Absence has reduced by 12% and is well below national figures. Robust plans are in place for those pupils who remain persistently absent and attendance is improving for all children who are able to access school. EG one child has gone from 87% last academic year to 98%. Children on part-time timetables have reduced from 4to1 with robust reintegration plans.

Children's mental health and well-being is exceptionally well supported. 8 disadvantaged pupils who have experienced domestic violence or bereavement are supported by weekly mentoring sessions. 5 pupils are supported by a counsellor. 44 disadvantaged pupil benefit from bespoke low level support in school which includes sessions with the family link worker and meet and greet. These interventions have led to a decrease in the number of suspensions from 49.5 days in 2021/2 to 19.5 suspension in 2023/24 for 2 children who are now both attending alternative provision where they are thriving. The number of child on child abuse incidents have reduced significantly. Parents comment that they feel exceptionally well supported with a recent inspection team commenting that the school' doesn't just change the lives of children but transforms families'.

## 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*