

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Berwick St Mary's CE First School
Number of pupils in school	92 (including 24 Nursery)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2025/26
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Gary Hilton
Pupil premium lead	Gary Hilton
Governor / Trustee lead	Catherine Handley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,980
Recovery premium funding allocation this academic year	£2320
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	£29,300

# Part A: Pupil premium strategy plan

## Statement of intent

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.

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils. A pupil is identified as pupil premium if they are eligible for free school meals or have been eligible in the previous six years have been looked after, or are covered by a guardianship or residency order have been adopted from care have a parent serving in the armed forces

*'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'* Education Endowment Foundation –

The EEF Guide to Pupil Premium funding or further details visit:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success of their chosen expenditure. Our aims are to:

- Ensure that teaching and learning opportunities address the needs of all of the pupils.
- Ensure that necessary, challenging provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately assessed and addressed.
- Recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.

- Ensure Pupil Premium funding follows identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.
- Recognise that not all pupils who receive the Pupil Premium Grant experience disadvantage at school. However, we ensure that all children receive support to access appropriately challenging, motivating and enriching learning experiences.

We have used the Sutton Trust/ EEF toolkit to inform our decisions about the effectiveness of each approach/ intervention. Most of these interventions have a focus on learning; a number have a focus on social and emotional development and there is some focus on the enrichment of the curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	Inconsistencies in parental engagement with supporting pupils with learning, increased through home learning fatigue.
4	High levels of Social, Emotional, and Mental Health problems.
5	Lacking cultural capital and low aspirations for future destinations.

## 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
Improve reading/phonic skills and knowledge across school, so all pupils (at all levels) have access to appropriate resources and experiences to foster a love of reading, that subsequently impacts on their holistic learning achievements and progress.	Pupils to achieve in line with Non PP national levels in the Phonics screening, academic year 2024/25.
To continue our development as a reading school where reading is taught very well so pupils write widely, often and in different forms	Pupils to achieve in line with Non PP national levels in the KS1 reading assessments, academic year 2024/25.

<p>Improve writing/grammar skills and knowledge across school, so all pupils (at all levels) have access to appropriate resources and experiences to foster a love of writing that subsequently impacts on their holistic learning achievements and progress.</p>	<p>Pupils to achieve in line with Non PP national levels in the Phonics screening, academic year 2024/25.</p>
<p>Provide a range of social and emotional support structures within school to deal with identified concerns related to children as a consequence of the pandemic.</p>	<p>Pupils will develop resilience in their learning and demonstrate a desire to do well and improve.</p>
<p>Ensure parents understand, fully, what they can do to support their child effectively and encourage them to do this consistently.</p>	<p>School and home will work together to ensure that all pupils fulfil their potential and reduce the gap between PP and Non-PP learners.</p>
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations of families so that school and learning is seen as universally important</p>	<p>Pupils will be exposed to broader horizons to foster a desire and reason to learn. No disadvantaged learner will be excluded from any school activity due to financial reasons.</p>

## 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: £3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release for subject leaders to monitor and feedback across the curriculum  (£1,000)	This will improve the consistency and quality of teaching and learning, with a focus on in class support and challenge. EEF research suggests that QFT strategies are vital to the success of all pupils. <a href="#">High-quality teaching   EEF</a>	2,3
Staff CPD High quality CPD on developing St Mary's as a reading school  (£1,200)	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term  <a href="#">EEF - Effective Professional Development</a>	1,2,3,4,5
Further develop the quality of feedback to pupils so that it has the highest impact on learning outcomes. Strategies will include; <ul style="list-style-type: none"> <li>• Teacher CPD on the importance of feedback and on how to give high quality feedback.</li> <li>• Ensuring feedback is specific and focuses on how to improve and recognises achievements.</li> <li>• Next steps and challenges.</li> <li>• Use of live marking</li> <li>• Use of peer feedback</li> </ul> (£500)	EEF research suggests that effective feedback can add up to an additional 6 months of progress to pupil attainment  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/feedback</a>	1-4
To accelerate progress and attainment in reading across all year groups and develop pupil independence and a love of reading. Strategies will include;	EEF research suggests that reading comprehension strategies can add up to an additional 6 months of progress to pupil attainment- these skills can be applied across the curriculum	1-5

<ul style="list-style-type: none"> <li>• Embedding the use of Whole Class Reading / Story Telling in KS1 and KS2.</li> <li>• All staff trained on how to deliver Whole Class Reading effectively.</li> <li>• Pupils read ability appropriate texts and all levels are personalised.</li> <li>• Disadvantaged pupils a focus during these sessions.</li> <li>• Virtual and live author visits to school.</li> </ul> <p>(£1,000)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/reading-comprehension-strategies</a></p>	
--	--	--

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

Budgeted cost: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA to deliver A range of appropriate Early language interventions.</p> <p>A significant number of disadvantaged pupils enter school with deficits in language.</p> <p>(£5,900)</p>	<p>On entry to Reception, most children have low Language and Communication skills –Due to and poor socioeconomic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have.</p> <p>In KS1 and KS2 children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>The systemic review commissioned by the EEF ‘Early Language Development’ reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p><b>The EEF toolkit states that Oral Language impact development</b> (Average impact +5 months), and <b>phonics approaches</b> have a moderate impact (+4 months) for a very low cost.</p>	<p>1-5</p>
<p>Lexia reading intervention programme. Have sufficient licences for the reading interventions program to ensure all children who are behind in their reading have access to it (£2,500 licenses)</p>	<p>Lexia is an evidence based resource with a proven track record of accelerating children’s progress in reading. It provides individualised learning tasks specific to a pupils strength and weakness across phonics, word reading and comprehension.</p>	<p>1,2,3</p>
<p>Employ TA’s to deliver Read Write Inc sessions in addition to targeted additional reading, writing and SPAG sessions. Delivered in small group work (£2,800)</p>	<p>EEF evidence demonstrates the impact of small group tuition as an effective method in accelerating progress rates in focused areas of learning.</p>	<p>1,2,3</p>

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

Budgeted cost: £14,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will provide additional pastoral sessions per week as interventions to provide support/ advice/counselling for children who require this on a short or long term basis. (£9,100)</p>	<p>Many of our pupils, in the long and short term, can face challenging situations that limit their learning. These may include bereavement, family issues and relationship issues.</p> <p><b>Social and emotional learning</b> (+ 4 months)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="#">EEF - Social and emotional learning</a></p>	<p>1,3,4,5</p>
<p>Attendance award each half term for each class. (£300)</p>	<p>This was undertaken prior to the pandemic it resulted in attendance improving from 95.1% to 96.1% between 18-19 to 20-21</p> <p>Attendance at school has a direct correlation with wider attainment.</p> <p><a href="#">DFE - Attendance</a></p>	<p>3,5</p>
<p>School accessing support from Behaviour Lead professional / MAPA tutors, DSL team, Mental health First aiders (£2,000)</p>	<p><b>Behaviour intervention</b> (+ 3months)</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><a href="#">EEF - Behaviour</a></p>	<p>3,4,5</p>
<p>We plan to subsidise the cost of the breakfast club and afterschool provision.</p> <p>Families of disadvantaged pupils will be asked to make proportionally lower</p>	<p>Outdoor adventure learning (+4 months)</p> <p>Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months)</p> <p>Arts participation (+2 months)</p>	<p>4,5</p>



contributions towards the cost of the visit. (£3,000)		
---	--	--

**Total budgeted cost: £29,300**

## 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 2021 to 2022 academic year.

Our internal assessment data for 2021- 22 shows the performance of disadvantaged pupils was lower than in previous years in many areas of the curriculum, as well as increasing concern for issues related to emotional and physical well-being for those families who are financially disadvantaged.

Our assessment of the reasons for the 2021-22 outcomes highlights the main factor being the discontinuity in teaching caused by the impact of Covid-19 which disrupted the teaching and learning across the full academic year. Our children thrive due to the structure and fidelity of our provision, which is designed to fill the social and emotional gaps many of our children face in their everyday lives. The disruption to school and family life due to Covid 19, was a perfect storm for many of our children, causing a re-alignment of core values/focus away from academic learning as they learnt to deal with the challenges of change and the unknown in their previously quite stable school routines.

### 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
PUMA / PIRA	Hodder
LEXIA Core 5	Lexia