

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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.

School overview

Detail	Data
School name	
Number of pupils in school	571
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr A Lemouchi
Pupil premium lead	Mr J Pitchford
Governor / Trustee lead	Canon A Ademola

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,565
Recovery premium funding allocation this academic year	£10,295
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	£105,860

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Saint Mary's C of E Primary School and we are well aware of the common barriers to learning for disadvantaged pupils. We recognise that the most important factor affecting pupil progress is the quality of teaching being delivered. We have rigorous systems in place to ensure that our pupil premium pupils are being taught by outstanding practitioners who deliver a varied and challenging curriculum. This is designed to develop deeper understanding and joined up thinking; making each pupil's learning exciting and providing activities that revise, reinforce as well as stretch and challenge our pupils.

We are aware that many of our pupil premium children may have less support at home; may have weak language and communication skills; may often lack confidence; are often more likely to have frequent behavioural difficulties and in addition may have issues around attendance and punctuality. There are often complex family situations that prevent children from flourishing. The challenges are varied for these pupils and we need to ensure that our approach includes a variety of effective measures to address their needs.

The ultimate objectives for our pupils who are in receipt of pupil premium:

- to remain vigilant about setting up targeted interventions to ensure that we continue to make significant improvement in closing the gaps of PP children in terms of the progress that they make in school.
- To continue to provide opportunities through our Young Transformers programme where our pupils can improve their self-esteem and motivation to enable them to develop the confidence needed to trust their own abilities, resilience, a positive mindset, qualities and sound judgement
- We are well aware that many of the pupils at our school are less likely to have enriching experiences which expose them to knowledge and understanding of the wider world, due to the pressure of finances. Many attractions in and around London are expensive and beyond the reach of many of our families. We want to

ensure that our disadvantaged pupils are exposed to the same knowledge and experiences as our other pupils.

Challenges

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

Challenge number	Detail of challenge
1	Ensure Quality Teaching: To ensure that our staff are all demonstrating a level of teaching standard that is good or above. There must be a number of measures in place to ensure that this happens at St Mary's on a daily basis – with regular CPD and monitoring
2	Retain a Stable and Experienced Staff: To offer a series of incentives to ensure that our quality staff remain at the school and deliver outstanding practice on a daily basis
3	PP Pupils Achieve ARE or Beyond: We want to ensure that all our PP pupils achieve at least age-related expectation and there are no gaps between their progress and the progress of other pupils.
4	PP Pupils to Access Range of Enrichment Activities: Our pupil premium children must have access to planned enrichment activities which will expose them to sports and events that they would not otherwise experience.
5	Improve PP Pupil's Cultural Capital: For our pupil premium children to take part in a number of trips to develop their cultural capital and further their knowledge and understanding of the world through hands-on experiences and visits.
6	Our PP Pupils have Access to Quality Resources: To ensure that our pupil premium children have access to quality literature and are able to approach reading with confidence and understanding.
7	Our PP Pupils Have a Healthy Balanced Diet: Ensure that all our pupil premium children are not hungry and have access to a healthy diet through school food provision.
8	Aspirational Careers for PP Pupils: For our pupil premium children to be exposed to opportunities in STEM related projects to provide an interest and ambition in a future career in this area

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
<p>To ensure that the quality of teaching at St Mary's remains high. This is achieved through the series of measures that are in place. These include an outstanding programme of bespoke professional development and CPD opportunities for every member of staff; the embedding of the tri-coaching model, to support and develop all members of staff through the regular mentoring, modelling and monitoring of all staff members</p>	<p>All monitoring from internal and external audits outlines quality first teaching at all times in all classrooms and groups across the school. Assessment data, pupils work, formal and informal monitoring provides further evidence that all teaching is at least good across the school. All staff have access to bespoke targeted training, professional development and CPD</p>
<p>To provide a number of strategies and interventions to enable all PP pupils to achieve an attainment level and sustained progress in line with other pupils at St Mary's C of E Primary School.</p>	<p>A clear system of interventions and support packages are in place across the school to ensure that the needs of all pupils are being met. This is constantly under review to highlight any tailored learning which does not address gaps and facilitate rapid progress.</p>
<p>To provide a wide range of extracurricular activities which engage our pupil premium children and ignite passion and interest in areas/activities/sports which they might not have otherwise had access to.</p>	<p>There is a range of extracurricular activities timetabled across the year in which our pupil premium children are actively engaged. This provides them with a range of experiences in which they can engage in later life – stimulating interest and discovering unharnessed abilities.</p>
<p>To create a STEM programme involving a series of activities and expertise delivered by external providers which provide aspirational experiences for our PP pupils in terms of influencing their future success and career motivations</p>	<p>Targeted support and encouragement for PP pupils to engage in STEM activities and projects to highlight opportunities for careers in this field in later life. The interest provides a springboard on which they can be influenced regarding subject options further on in their school career, which will form the foundation for a career in these areas.</p>
<p>To provide activities that equip our pupil premium children with the critical skills they will need to succeed socially and academically, including improved self-esteem and resilience.</p>	<p>A curriculum that is designed to provide positive images of self with resilience and motivation, creating a culture in which every pupil sees themselves as an achiever who is capable of success in whichever field they seek to enter. PP pupils to be involved in debate and discussion groups which reinforce positive mindsets</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: £45,962.45

Activity	Activity Actions Outline	Evidence that supports this approach	Challenge number(s) addressed
<p>A quality program of ambitious CPD rooted in classroom practice to develop the quality of teaching through bespoke targeted training aimed at teachers at all stages of their teaching careers</p>	<p>Lead an ECT program for Early Career Teachers with the aim of them becoming outstanding practitioners by the end of the academic year.</p> <p>To develop our tri-coaching model with all teachers who are at different stages in their careers – matched to highly effective coaches who will support them to consolidate their performance at outstanding</p> <p>To further develop Specialist Leaders in Education to work in school and develop further experience through outreach work.</p> <p>To continue to implement our accelerated leadership program investing in and supporting ALPs development into leaders of the future</p>	<p>Good to outstanding teaching is the greatest lever schools have to improve outcomes for disadvantaged children</p> <p>Retaining outstanding practitioners through professional development ensures disadvantaged pupils have the best quality of teaching on offer.</p> <p>Using consistently outstanding leaders and teachers to specialise in an area, allows us to plan a rigorous and effective CPD programme.</p> <p>The Leaders of Learning on the Accelerated Leadership Programme will lead the PP strategy in school together with the HOS.</p> <p>https://www.gov.uk/government/news/schools-white-paper-delivers-real-action-to-level-up-education</p>	<p>1, 2 and 3</p>
<p>To ensure that we retain our most effective teachers and leaders at St Mary's through professional development opportunities and</p>	<p>To recognise potential leaders of the future through their drive and ambition. Invest in these individuals through development opportunities – encouraging and supporting members of staff to become a ALPs or SLEs, registering on the in school programs</p>	<p>To sustain the outstanding teaching that is currently in place we must continue to be attractive as an employer and offer progression models for our ambitious staff.</p>	<p>1, 2 and 3</p>

clear progression all models	<p>To recognise and nurture potential leaders of the future through targeted coaching – working alongside effective leaders to improve understanding and introduce members of staff to practical leadership activities</p> <p>Clear and competitive pay progression to encourage teachers and leaders to continue to remain at St Mary's with packages that are financially competitive when compared to other local schools</p>	<p>Top quality staff deliver top quality teaching and we operate a coaching model of support to rapidly improve practice, to motivate and to inspire all staff</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £112,887.59

Activity	Activity Action Outline	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke tailored intervention programs designed to accelerate progress and ensure that all pupil premium pupils achieve at ARE or above – diminishing the difference in attainment and progress between PP and non-PP pupils</p>	<p>Each year group to implement assessment for learning groups with effective timetabled programs for all additional adults.</p> <p>Targeted additional support through additional AFL classes in three targeted year groups</p> <p>Effective provision mapping to identify the needs of all pupils</p> <p>Focused intervention groups for PP pupils identified as below ARE - including focused targeted interventions in maths, reading and grammar.</p> <p>Funded offering of Saturday School, phonics school and Saturday achievement schools</p> <p>Boosters led by subject leaders and senior leaders targeted to raise attainment across each year group with bespoke planning to suit the needs of pupils in reading writing and maths</p>	<p>Using a structured intervention, staff can swiftly close progress or attainment gaps in a key area. Through our close data tracking we can monitor the impact of our support.</p> <p>In order to plan effective and impactful interventions we focus first on the desired outcome and design a measurable bespoke programme of support, which allows us to assess the impact of the programme.</p> <p>We prioritise interventions within the teaching and learning policy, then they're more likely to have a sustainable impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2 and 3</p>

	<p>February school and Easter school for PP pupils in year two, three, four, five, and six</p> <p>Daily interventions led by TAs targeting PP pupils to ensure that gaps in understanding are addressed</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	
<p>To ensure that our PP pupils have access to STEM technologies to afford them the same opportunities of their peers; to raise ambitions of their future and possible career in STEM based careers</p>	<p>Target PP pupils to be involved in projects and challenges involving STEM technologies - ensure that the school has a range of this technology on offer to enrich the learning experiences of PP pupils.</p> <p>PP pupils to use a VR headsets to enhance learning experiences and offer virtual reality to ensure that learning is engaging</p> <p>Our more able PP pupils to be involved in robotics workshops enabling them to learn how to build and program robots.</p> <p>School enrolment in the robotics program at Imperial College which targets female PP pupils to engage with science and technology</p> <p>To include our PP pupils in computing technology and the use of tinkercad to enable them to design and produce 3-D objects using a 3-D pen and printers</p> <p>Ensure that our science resources and science leader is up-to-date with all available current practice/resources linked to STEM technologies, including Emperi box.</p>	<p>STEM subjects are important in schools because they serve as the fertile ground from which future technical workers and industry leaders will be nurtured. STEM subjects provide the intellectual foundations and tools for future scientists, inventors, and engineers.</p> <p>Science, technology, engineering and mathematics (STEM) education puts an emphasis on preparing future generations to be successful in their careers. The skills gained from STEM education extend beyond those needed to be successful in STEM fields, preparing children with varied interests who move into any industry to have valuable skill sets that allow them to be successful. STEM-based education teaches children more than science and mathematics concepts. The focus on hands-on learning with real-world applications helps develop a variety of skill sets, including creativity and 21st-century skills.</p> <p>https://stemlearning.in/why-is-stem-education-so-important/</p>	6 and 8
<p>To raise the attainment of our PP pupils through a book-based curriculum</p>	<p>To expose our PP pupils to high-quality text with rich vocabulary to ensure that their reading and comprehensive skills are improved.</p> <p>Consolidating our book-based curriculum and topping up our literature on a rolling program to ensure that every child has access to these high-level texts.</p> <p>Use our reading recovery program</p>	<p>Where children are familiar with a text and vocabulary, they are confident to use authors' style and language in their own writing</p> <p>Pupils are engaged, prepared and knowledgeable about subject they study- it offers them a context and narrative for their new knowledge in afternoon lessons</p>	6

	<p>to boost pupils reading ability and close gaps rapidly</p> <p>To focus and target teach PP pupils in year five the corrective reading program to rapidly improve reading speed and comprehension</p> <p>To ensure that the reading areas in our classrooms are inviting and promote reading – encouraging children to take books out to read at home</p>	<p>Corrective reading is a intense and highly structured reading programme which targets decoding skills before moving onto comprehension</p> <p>Making quality books available to all children guarantees that children read at home and further develop their vocabulary and knowledge of the world.</p> <p>Listening to children read encourages pupils to read aloud for pleasure. Having rich conversations about text improves comprehension and engagement</p> <p>Targeting particular pupil premium children for a reading recovery intervention will raise reading skills and self esteem</p> <p>The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing.</p> <p>https://literacycounts.co.uk/research-influences/</p> <p>https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum</p> <p>https://clpe.org.uk/system/files/What%20We%20Know%20Works%20-%20Choosing%20%26%20Using%20Quality%20Texts.pdf</p>	
<p>To continue with Latin classes for PP children</p>	<p>The learning of Latin will demonstrate to our pupils the origin of many words and grammar rules in the English language.</p> <p>Targeted PP pupils who would benefit from additional language learning – with termly targets set.</p> <p>Pupils will gain confidence in their own abilities and develop</p>	<p>The National Curriculum requires all KS2 pupils to learn a foreign language and two of the options are Latin and ancient Greek. The Department for Education reasons that classical languages provide the foundation for learning modern foreign languages and for reading</p>	<p>1, 3, 4 and 5</p>

	<p>self-motivation and positivity about their learning</p>	<p>comprehension: a theory that the Iris Project, an initiative promoting classics in state schools, strongly supports.</p> <p>Classics can also boost children's learning across the curriculum. 'It extends English vocabulary, prepares children to learn modern foreign languages, and has enormous cross-curricular potential, drawing in literacy, history, geography, art, drama and philosophy, as well as helping children with maths and science vocabulary.</p> <p>Latest figures show that only four per cent of state primary schools offer Latin lessons, compared to 40 per cent of independent schools and we want to provide the same opportunities to our pupils as those offered in independent schools.</p> <p>https://www.gla.ac.uk/schools/humanities/research/classicsresearch/irisproject/#:~:text=Literacy%20through%20Latin%20is%20a,end%2C%20reaching%20over%2090%20children.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,983

Activity	Activity Action Outlined	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that our PP pupils are able to access the extracurricular events and extended school services that we provide.</p>	<p>Our PP children receive the same level of experiential learning through inclusive access to a range of enrichment, clubs and events that are embedded across our school.</p> <p>Funded places at breakfast and tea time club</p>	<p>The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live</p>	<p>4 and 5</p>

		<p>Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.</p> <p>Our school's pupil premium strategy sets out to support pupils who may be at a disadvantage in accessing opportunities in relation to their peers because of financial or family circumstances. The school aims to remove barriers to pupil premium students' academic achievement and ensure they can participate in the curriculum and enrichment activities at an equal level.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	
<p>To provide experiences and opportunities for our PP children linked to the curriculum</p>	<p>To provide funding to enable our PP pupils to participate in trips linked to topics across each academic year group to enable our PP children to access the detailed knowledge gained through trips in the chosen subject area</p> <p>Targeted trips to enhance learning experiences and provide new opportunities improving cultural capital for PP pupils. This includes day trips to restaurants, exhibitions, the seaside and a number of themed days that enhance learning.</p> <p>Our young transformers program to put our vision into practice - providing PP pupils with the opportunity to be courageous advocates for positive change. Increasing their confidence to be change makers for the present and the future.</p> <p>For our Y4 pupils to visit the alpacas. Once there they will have</p>	<p>Educational trips can help develop children's self-esteem, self-confidence, and self-belief. It gives all pupils the chance to experience cultures, respect differences, and develop new friendships with their peers and thus broaden their horizons and knowledge.</p> <p>A school trip can provide students with practical memories and experiences of the subject. These are much easier to recall and give students the chance to deepen their understanding of the subject; as well as giving the pupils an experience of the importance of a subject in the 'real world'.</p> <p>https://educationendowmentfoundation.org.uk/education-e</p>	<p>4 and 5</p>

	the opportunity to lead, feed and stroke the alpacas providing them with memorable experiences and to reinforce knowledge around the alpaca topic	vidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Funded access to breakfast and after-school clubs which include healthy breakfast and/or tea. This will ensure that our PP pupils are not hungry and are receiving a varied diet.	<p>Funded places at breakfast and after school clubs offered to all PP pupils</p> <p>To include PP pupils in initiatives like our UberEATS scheme – teaching children about food nutrition, food preparation as well as aspects of marketing and selling – highlighting the targeted selling techniques of less healthy options in the marketplace.</p>	<p>Children need healthy and nutritious food to thrive – physically, mentally, emotionally and academically. Support in providing assistance with the provision for low income families means that there is less pressure on families and the children’s access to healthy nutritious food is not compromised.</p> <p>Our food related initiatives teach children how to make informed choices about food</p> <p>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/#:~:text=Breakfast%20consumption%20in%20children%20has,task%20behaviour%20in%20the%20class</p>	7
To continue to promote safe and environmentally friendly travel to and from school	To take part in local initiatives promoting safe areas around our school, teaching our pupils about road safety and awareness on our roads – highlighting risks and promoting environmentally friendly travel – 5 foot bicycle or scooter.	<p>Evidence shows that some groups of children are not aware of the dangers of traffic. They need training on how to negotiate roads.</p> <p>Cycling and Scooter proficiency means that they are more road aware and encourages our PP pupils to travel to school by foot, scooter or bike – improving all round health.</p> <p>Safer streets initiative will continue to support the many PP pupils who travel to school independently. It will reduce the number of traffic related incidents</p> <p>https://www.rospa.com/road-safety/advice/pedestrians/children-road-safety</p>	1

Total budgeted cost: £178,833

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

At St Mary's Primary there is a strong drive to improve outcomes for all pupils. We ensure that an outstanding model of practice is in place to enable our pupils to excel in all areas of the curriculum and beyond. Our data reaffirms this by demonstrating the good progress and the high achievement our pupils make. Our approach is based on our belief that providing a quality education for all pupils enables all pupils to achieve results that surpass national expectation.

Our 'in house' data and end of key stage performance demonstrates this. We use data and teacher assessment to create assessment for learning groups to enable us to track the progress of groups and individual pupils. This method is highly effective and ensures that all pupils are on track. Through this method we are able to create lesson plans that are tailored for each group, enabling our teachers to pitch lessons appropriately and extend their understanding.

We ensure that where we have an additional qualified teacher in a year group, our pupil premium pupils work with the most experienced leaders who ensure that every child achieves accelerated progress; working in smaller groups where the teacher has more time to focus and tailor learning specifically to pupil needs. This action has had significant impact whereby our most vulnerable pupils are making progress in line with expectation or above.

Our intervention programme has been highly successful with a variety of sessions taking place for all of our year groups. Provision maps are based on assessments and from these we are able to plan for specific areas for development using affective and proven programs such as Reading Recovery and Press Start. Our teachers and support staff have been trained to lead these sessions and their sequence is planned to bring about rapid progress, working closely with class teacher to ensure there is consistency of all aspects

Throughout this academic year we have also operated a series of additional learning opportunities through our Saturday Plus Program, Our Achievement School, morning boosters, phonics school, Easter school – which are all designed specifically to address learning gaps, targeted at our PP pupils. These highly effective boosters are led by our experienced teachers and leaders and this quality first teaching has resulted in children making excellent progress.

We have ensured that our PP pupils have had access to the same exciting experimental learning opportunities as their peers throughout the year. This has included a variety of sports activities across the year groups, including a climbing wall in year 3 and 4. In addition, our after school clubs have been well attended by our pupil premium children, who have had full access to our extended services. We have guaranteed support for our PP families to ensure that these pupils are able to access our excellent extracurricular offer.

Our higher and middle performing PP pupils have taken part in targeted STEM lessons to improve their understanding of science and engineering. This has included input from professionals who are able to demonstrate how science is applied in real life, through a series of interactive workshops.

This year our PP pupils have joined in the Faraday challenge, helping children to think about technical solutions to current problems. Their work focused on the design for an air bus to transport aid to people in need – improving their knowledge and understanding about aid work and crisis. All our pupil premium children have also enjoyed trips to a forest school and a variety of all of her outside learning experiences.

We are confident that the measures that we have put in place have had a positive impact on our PP pupils. Our drive for excellence in the classroom means that quality first teaching takes place in every classroom and in every intervention group, day in, day out. Close tracking of data and targeted support means that our PP pupils receive bespoke intervention programs to ensure that they are on track and making progress in line with their peers. A number of other measures ensure that our PP pupils receive the same level of experimental learning, off site learning and are able to access a range of enrichment activities, clubs and events as well as targeted involvement in STEM opportunities.

KS2 SATs results

	National ARE	ARE	GDS
Reading	74%	97%	60%

Writing	69%	95%	38%
Maths	71%	98%	48%
SPAG	72%	98%	55%
Combined	59%	95%	34%

Year 5 Times Table Results

KS1 SATs Results

Phonics

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.