# Pupil premium strategy statement 21-22

## 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

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| Detail | Data |
| School name | St Mary’s CE Primary School |
| Number of pupils in school | 103 |
| Proportion (%) of pupil premium eligible pupils | 6.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 1 |
| Date this statement was published | Dec 2021 |
| Date on which it will be reviewed | June 2022 |
| Statement authorised by |  |
| Pupil premium lead | Emma Grunnill |
| Governor / Trustee lead | Dick Bennett |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £13, 450 |
| Recovery premium funding allocation this academic year | £1, 595 |
| 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 | £15, 045 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * *We want our disadvantaged pupils to achieve their potential, academically, emotionally and physically. We want them to leave school secondary ready, with a confident view of themselves as learners with high aspirations.* * *Funding supports additional reading support, ELSA support, additional teaching resources and more Teaching Assistants this academic year.* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | *43% of our disadvantaged pupils are also on the SEN register of need mainly for Communication, Language and Literacy. This means their progress and attainment may be lower than their non SEN and non-disadvantaged peers.* |
| *2* | *Some of our disadvantaged pupils need emotional support and are less resilient or confident than their peers. They may not have similar aspirations as their non-disadvantaged peers.* |
| 3 | *A few of our disadvantaged pupils have attendance which is not in line with their non-pupil premium peers. This can be a barrier to progress.* |

## 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.

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| Intended outcome | Success criteria |
| *All disadvantaged children demonstrate good progress and attainment from their starting points and achieve in line with their non-pupil premium peers at the end of Key Stages 1 and 2* | *Pupils will perform in line or better than their non-pupil premium peers in national benchmarks* |
| *Our disadvantaged pupils are confident individuals who are resilient to learn independently and take risks. They show aspiration to progress and have a greater sense of the richness of diversity in society.* | *Our disadvantaged pupils learn independently alongside their non-disadvantaged peers. They can talk confidently about themselves as learners, and what they hope to achieve.* |
| *All of our disadvantaged pupils attend school regularly* | *Attendance data is improved for individuals* |

## 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: £ *6800*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Retain Teaching Assistant in the afternoons to deliver additional reading support to all children in receipt of PP and SEN pupils* | *Fluent reading is the key to educational success and success later in life. We want all of our children leaving school being confident readers so that they can easily access the curriculum. This is turn also aids their communication and written skills.* | 26 |
| *Purchase and implement LYFTA programme* | *Sometimes our children in rural Dorset have less aspiration than other pupils nationally. It is important that our children begin to see themselves as global citizenships and appreciate the diversity that makes up the rich fabric of our society.* | 10 |

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

Budgeted cost: £ *5000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Daily tables and maths practise* | *We know that when skills are practised regularly, children remember and make progress. We have purchased additional laptops for classes so that children can come into school early and practise their core maths and spelling skills.* | Varies |
| *Small group tutoring* | *We recognise that some children need more input post covid to catch up. We employed a teacher to carry out some intervention sessions early in the year to address some of the gaps identified.*  *We have also appointed an additional Teaching Assistant to ensure that more small group work can be carried out.* | 20+ |

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

Budgeted cost: £3,372

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Retain ELSA hours in school* | *The emotional health of our children is very important. If children are not secure in their mental health, it is harder to learn. ELSA support helps our children understand their emotions builds, their confidence and helps them to develop strategies to deal with and understand issues they might be experiencing.* | Varies |
| *ELSA and HT to work with parents to ensure good attendance* | If pupils are not in school, is it obviously more difficult for them to make progress and for learning to be embedded. | 3 |

Total budgeted cost: £ 15, 172

# 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.

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| *Despite the disruption, our previous pupil premium strategy plan was fairly successful. Last year our pupil premium pupils left school working at or higher than end of Key Stage 2 expectations in all subjects.*  *Attendance was an issue for the whole school due to disruption through Covid.*  *Our new ELSA completed training and began ELSA sessions where possible. She was also able to give support to some parents ion need of emotional support.* |

## 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*

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| Programme | Provider |
| N/A |  |
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