

# St Mary Abbots Pupil Premium Strategy Statement 2022-23

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Mary Abbots School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	14% (24 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year
Date this statement was published	31 <sup>st</sup> December 2022
Date on which it will be reviewed	31 <sup>st</sup> December 2023
Statement authorised by	J Primrose, Headteacher
Pupil premium lead	Z Shuttleworth SENCO
Governor / Trustee lead	M Sadovska Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,750
Recovery premium funding allocation this academic year	£ 3,190
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	£34,940

# Part A: Pupil premium strategy plan

## Statement of intent

At St Mary Abbots, we recognise that quality first teaching is the most important factor in improving outcomes for pupils. Our intention is to use the Pupil Premium funding to enhance the high quality provision our disadvantaged pupils receive, giving them the best possible life chances. Our aim is to ensure that our disadvantaged children make Expected+ progress in the core curriculum areas of Reading, Writing and Maths.

We use our Pupil Premium funding to provide identified children with additional adult support in class during core learning time. We also use this funding to provide additional reading opportunities or targeted interventions to fill in gaps in learning. By providing these identified children with this support in core lessons, they are more likely to make the progress needed to close the gap to the expected standard.

Having this additional adult capacity in class allows our teaching staff (not just our support staff) to focus on these identified children. This additional adult capacity helps provide consistency and support to children at the source of learning.

As well as in-class support, additional reading and interventions using our Pupil Premium funding, we subsidise online tutoring to identified children in KS2.

In Year 6, we also deliver tutoring for targeted children, run by the class teacher and a specialist teacher for greater impact. This happens outside of the school day.

## Challenges

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

Challenge number	Detail of challenge
1	Our observations and analysis have shown that our disadvantaged pupils have lower attendance.
2	Our observations and analysis have shown that 40% (10/24) of our disadvantaged pupils joined us in years other than Reception. This mobility often results in multiple gaps in prior learning, which need addressing in order to support rapid progress.
3	Our observations and analysis have highlighted that a high proportion of our disadvantaged pupils are also monitored in other areas such as SEND (33%) or flagged as vulnerable (50%).
4	Our observations and analysis have highlighted that 46% (11/24) of our disadvantaged pupils have English as an Additional Language.

## 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
To support children to make Expected+ progress across the school year, with access to quality first teaching.	<i>Children will make 3+ steps of progress across the year in pupil progress data. Children's books demonstrate this progress.</i>
To achieve and sustain improved attendance for our disadvantaged learners.	<i>The attendance will be at least 96% for all disadvantaged pupils.</i>

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children, including those in receipt of the PP funding will receive quality first teaching. All staff will have high expectations of progress for these children. Additional adult capacity will be provided to support teachers, enabling them to focus on provision for disadvantaged children:</p> <ul style="list-style-type: none"> <li>• Full time TA support in Reception – core learning and interventions</li> <li>• Full time TA support in Year 1 – core learning and interventions</li> <li>• Part time TA support in Year 2 – core learning and reading interventions</li> <li>• Full time TA support in Year 3 – core learning and reading interventions</li> <li>• Part time TA support in Year 4 – core learning and reading interventions</li> <li>• Part time TA support in Year 5 – reading interventions</li> </ul>	<p>We follow the EEF's recommendations for Making Best Use of Teaching Assistants (particularly recommendations 2 and 5). This additional adult capacity in class allows our teaching staff (not just our support staff) to support identified children and provide targeted intervention.</p>	<p>2, 3, 4</p> <p>By providing this additional support in and where possible, beyond lessons, the children are supported to make greater progress.</p>

<ul style="list-style-type: none"> <li>Part time TA support in Year 6 – reading interventions</li> </ul>		
Additional resources	This is a practical consideration to support learning.	
Staff training	We follow the EEF's recommendations on Effective Professional Development, recognising that this offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	2, 3, 4
Funding available to staff Breakfast Club and offer to all children in receipt of the PP. Children will attend school ready to begin their day having had breakfast.	Research from the DfE highlights the link between high attendance and punctuality and attainment.	1

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

Budgeted cost: £3,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children receive x15 hours Tutoring (1 hour per week before school with a bought in online Tutoring programme)	Evidence published by the Department for Education as part of the National Tutoring Programme. Pupil progress data will show Expected+ progress.	1, 2, 3, 4
Identified children in Year 6 receive x18 hours of Tutoring (up to 2 hours per week with their class teacher and/or a specialist teacher)	Evidence published by the Department for Education as part of the National Tutoring Programme. Pupil progress data will show Expected+ progress.	2, 3, 4
Weekly SpAG intervention with specialist teacher	Evidence published by the Department for Education as part of the National Tutoring Programme. Pupil progress data will show Expected+ progress.	2, 3, 4

Weekly EAL intervention with specialist EAL teacher	We follow the intervention guidance from EEF that recognises oral language development has a positive impact on all pupils, particularly for pupils who are disadvantaged.	4
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £1,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent approaches and an awareness of the best strategies to improve attendance including daily attendance discussions, SLT phone calls to parents, persistent absences referred to Early Help, incentives to maintain high attendance e.g. certificates and prizes.	Research from the DfE highlights the link between high attendance and punctuality and attainment.	1
Funding available for instrumental lessons, school trips, After School Homework club and other enrichment.	We know from experience that this supports inclusion and well-being and improves cultural capital for disadvantaged children.	1, 2, 3, 4

**Total budgeted cost:** £34,940

## 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.

#### Pupil Premium Progress Data – 2021-2022

Year 1 (4)	Reading	Writing	Maths
3+ steps progress	75%	75%	75%
Year 2 (3)	Reading	Writing	Maths
3+ steps progress	100%	100%	100%
Year 3 (2)	Reading	Writing	Maths
3+ steps progress	100%	100%	100%
Year 4 (5)	Reading	Writing	Maths
3+ steps progress	80%	100%	100%
Year 5 (4)	Reading	Writing	Maths
3+ steps progress	100%	50%	100%
Year 6 (1)	Reading	Writing	Maths
3+ steps progress	100%	100%	100%

The above data indicates the percentage of Pupil Premium children that made 3+ steps of progress across the year, for each year group. On average 89% made 3+ steps in Reading, 84% made 3+ steps in Writing and 95% made 3+ steps in Maths.

The Year 1 child who did not make the expected progress had an attendance of 53%. Early Help involvement to work with his parents to support with this has taken place. The child in Year 4 did not make the expected progress in reading as she has specific literacy difficulties and had involvement from the Educational Psychologist. The two children in Year 5 who did not make the expected progress in their writing also have specific literacy difficulties, one of whom now has a dyslexia diagnosis. They are on the school's SEND register and now have further strategies in place to support them with their learning and progress.

## 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*

<b>Programme</b>	<b>Provider</b>
None – last year the school ran tutoring in-house with our own school staff.	

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

## Further information (optional)

None