

St Mary Abbots Pupil Premium Strategy Statement 2023-24

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	18 children
Proportion (%) of pupil premium eligible pupils	10% (18 out of 178)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2 year
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024 October 2025
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	£34,920
Recovery premium funding allocation this academic year	£1485 (this will be matched by the school)
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.	£36,405

Part A: Pupil premium strategy plan

Statement of intent

At St Mary Abbots, our intent is that all pupils, regardless of their background, make good progress and achieve well. Our ambition is that all children, and particularly disadvantaged learners, develop into confident, well-rounded individuals, with the skills and knowledge they need to be successful in life.

We offer a rich and broad curriculum that engages the children and allows them to develop their interests. We also strive to enhance children's learning experiences through a wealth of enrichment activities.

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 and close the attainment gap between pupils who are in receipt of Pupil Premium with those who are not.

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
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1	Our observations and analysis have shown that our disadvantaged pupils have lower attendance.
2	Our observations and analysis have shown that 44% 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 significant proportion of our disadvantaged pupils are also monitored in other areas such as SEND and/or flagged as vulnerable (44%).
4	Our observations and analysis have highlighted that 39% of our disadvantaged pupils have English as an Additional Language.
5	Our observations and analysis have highlighted that 44% of our disadvantaged pupils are White British (3 boys and 5 girls)

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 the expected steps of progress (a third of the curriculum per term) or more 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>
To support children to close the attainment gap between disadvantaged learners and their peers, with access to quality first teaching.	<i>The attainment of disadvantaged pupils will align with their peers.</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: £31,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 in class:</p> <ul style="list-style-type: none"> • Full time TA support in Reception – core learning and interventions • Full time TA support in Year 1 – core learning and interventions • Part time TA support in Year 2 – core learning and reading interventions • Full time TA support in Year 3 – core learning and reading interventions • Full time TA support in Year 4 – core learning and reading interventions • Full time TA support in Year 5 – reading interventions • Part time TA support in Year 6 – reading interventions 	<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, 5</p> <p>By providing this additional support in and where possible, beyond lessons, the children are supported to make greater progress.</p>
<p>Resources to support high quality teaching and learning</p>	<p>This is a practical consideration to support learning and follows the EEF's recommendations.</p>	
<p>Supporting continuous and sustained professional development is crucial to developing teacher practice.</p>	<p>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.</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £3495 (this includes the £1485 from National Tutoring Programme/Recovery Premium which will be matched by the school)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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) and will be offered 'Easter School' in April.	Evidence published by the Department for Education as part of the National Tutoring Programme. Pupil progress data will show Expected+ progress.	2, 3, 4, 5
Weekly SpAG and spelling 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, 5
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND and EAL	We follow the EEF's guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND.	3

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

Budgeted cost: £1500

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. Termly Team Around The School meetings with key professionals (EP, CAMHS school support, Early Help, school nurse). Meetings	Research from the DfE highlights the link between high attendance and punctuality and attainment.	1

with Statutory School Attendance manager		
Funding available for instrumental lessons, school trips, After School Homework/childcare 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, 5
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, 2, 3, 4, 5

Total budgeted cost: £36,405

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 2022 to 2023 academic year.

Our first intended outcome was to support children to make expected+ progress across the school year, with access to high quality teaching.

Pupil Premium Progress Data for Classes 1 to 6 (2022-2023)

No. of Children	Reading	Writing	Maths
All (143)	95% (136)	97% (139)	97% (138)
PPG (21)	95% (20)	100% (21)	95% (20)
Non PPG (122)	95% (116)	97% (118)	97% (118)

The above data indicates the percentage of Pupil Premium children that made 3+ steps of progress across the year, from Year 1 to 6. This clearly shows that the progress for children in receipt of the pupil premium is strong. Strategies need to remain in place to ensure this rate of progress continues.

Pupil Premium Progress Data for Reception (2022-2023)

No. of Children	Communication and Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths
All (26)	96% (25)	96% (25)	96% (25)	100% (26)	100% (26)
PPG (2)	100% (2)	100% (2)	100% (2)	100% (2)	100% (2)
Non PPG (24)	96% (23)	96 % (23)	96% (23)	100 % (24)	100 % (24)

The above data shows that all disadvantaged children in the EYFS made good progress from their starting point. Both of these children reached the expected standard in all areas.

Our second intended outcome was to achieve and sustain improved attendance for our disadvantaged learners.

Percentage of children with 96%+ attendance (30 th September 2022)	Percentage of children with 96%+ attendance (30 th September 2023)
24%	73%
(6/25)	(11/15)

The above data shows the improved attendance for disadvantaged children. Of the 4 children whose attendance did not reach 96%+ by September 2023, two saw a significant increase in their overall attendance over the course of the year. This continues to be a target for our school, to ensure **all** disadvantaged children reach an attendance of 96%+, including any new starters.

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information (optional)

None