

## Pupil premium strategy statement

St Mary's C of E Primary 2024-25

### School overview



Metric	Data
School name	St Mary's C of E Primary School
Pupils in school	100
Proportion of disadvantaged pupils	6% (6 children) KS1 = 3 Ks2 = 3
Pupil premium allocation this academic year	£ £9970
Academic year or years covered by statement	2024 - 2026 (2 year plan)
Publish date	October 2024
Review date	October 2025
Statement authorised by	Richard Moss
Pupil premium lead	Richard Moss
Governor lead	Kathy Myers

St Mary's uses the Education Endowment Fund to access key, up to date research for how to implement different strategies:



<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

#### The EEF suggests:

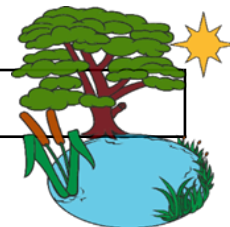
- ❖ Supporting great teaching
- ❖ Pupil assessment and feedback
- ❖ Transition support

#### Targeted approaches

- ❖ One to one small group tuition
- ❖ Intervention programmes

#### Wider strategies

- ❖ Supporting parents and carers
- ❖ Access technology



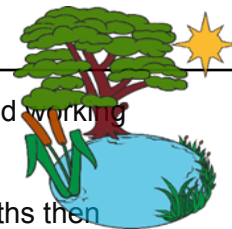
### Disadvantaged pupil progress scores for last academic year

Measure	Expected standard combined
Reading	83.3%
Writing	66.6%
Maths	83.3%

### Strategy aims for disadvantaged pupils end of KS2 2024-25

Measure	Reading	Writing	Maths	Combined
Meeting expected standard at KS2 +	100%	100%	100%	100%
Achieving high standard at KS2	0	0	0	0
Context	One child will be in Year 6 over the next two academic years. They are on track for expected progress across reading, writing and maths. Achieving the expected standard will be a huge achievement for them			

Measure	Activity
Reading	<ul style="list-style-type: none"> <li>● Promote comprehension skills through use of VIPERS</li> <li>● Development of vocabulary understanding across curriculum areas - weekly discrete vocab sessions.</li> <li>● Promote love of reading across school - rich libraries in every classroom and amazon wish list for each class. Parents kindly donating books to school requested by teachers</li> </ul>
Writing	<ul style="list-style-type: none"> <li>● Secure editing process across KS2 so it is an integral skill - weekly editing sessions</li> <li>● 1:1 support for writing sessions and editing of writing once a week. Focus on the English skill that week</li> <li>● Writing to be cross-curricular where possible.</li> <li>● Knowledge organisers used for specific vocabulary linked to topic</li> <li>● Up levelling writing group work to work towards and confirm greater depth.</li> <li>● To secure non-negotiable spellings - group work once a week (spelling tests weekly)</li> </ul>



<p>Maths</p>	<ul style="list-style-type: none"> <li>● Support from Maths mastery specialist. Maths lead joined TRG and working with NCTEM</li> <li>● Fluency x3 a week using number talks</li> <li>● Securing approaches to reasoning - morning starters linked to maths then unpicked together each day.</li> <li>● 1:1/group teaching of SATs paper questions unpicking key skills</li> <li>● 1:1/group teaching maths basic number facts/fluency</li> <li>● TT rockstars to secure times tables facts - twice a week and morning starters</li> <li>● SATs booster sessions to be offered</li> </ul> <p>Whole school maths focus 2024-25 (final year collaboration programme on the TRG):</p> <ul style="list-style-type: none"> <li>● Development of fluency/CPA approaches occurring during maths lessons - maths TRG action point</li> </ul>
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<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>● Home support to rehearse skills including reading and tables practise. Home support through the use of <i>TT Rockstar</i>, <i>mymaths</i>, <i>bugclub</i></li> <li>● Parental understanding of methods used - in particular maths mastery approaches. Parent workshops offered. Parent 'Helping your child at home' sessions and sessions relating to statutory testing.</li> </ul>
<p>Projected spending</p>	<p>£3000</p> <p>Teacher and TA hours</p>

**Teaching priorities for current academic year**

Aim	Target	Target date
1) Progress in Reading	<ul style="list-style-type: none"> <li>● Ensure the % of PP children who make expected and better progress in reading is in line with their peers.</li> <li>● Raise the amount of PP children achieve GD</li> </ul>	July 2025
2) Progress in Writing	<ul style="list-style-type: none"> <li>● Ensure the vast majority of PP children are writing at ARE.</li> </ul>	July 2025
3) Progress in Mathematics	<ul style="list-style-type: none"> <li>● Ensure the % of PP children who make expected and better progress in maths is in line with their peers.</li> </ul>	July 2025
4) Spelling	<ul style="list-style-type: none"> <li>● Ensure PP spelling is at ARE and in line with their peers</li> </ul>	July 2025
Personal development and wellbeing.	<ul style="list-style-type: none"> <li>● Securing and delivering an effective PSHE curriculum to ensure that children have support to become well-rounded citizens.</li> </ul>	July 2025

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.



Target: All Year 1 children to meet the expected phonics screening as well as any Y2 who re-sit.

**Targeted academic support for current academic year**

Measure	Activity
Priority 1 Reading	<ul style="list-style-type: none"> <li>• High quality texts to engage and motivate children</li> <li>• Targeted support for development of fluency and comprehension skills.</li> <li>• Helping at home workshop to raise parental engagement with home learning.</li> <li>• Phonic development through high quality linked reading material and careful tracking. Ks2 phonic resource used</li> <li>• Amazon wish list used - parents to donate/buy books</li> </ul>
Priority 2 Writing	<ul style="list-style-type: none"> <li>• Targeted support with handwriting.</li> <li>• Effective marking and feedback strategies are taught</li> <li>• Spelling 1:1 support</li> <li>• Teaching of editing embedded</li> <li>• Chromebooks utilised to support writing</li> </ul>
Priority 3 Maths	<ul style="list-style-type: none"> <li>• Securing multiplication tables through use of TT Rock Star</li> <li>• Pre teach of maths objectives with TA</li> <li>• Allowing time at OSC to complete HW if needed</li> <li>• Support from Mastery specialist to develop maths mastery teaching whole school</li> </ul>
Priority 4 Spelling	<ul style="list-style-type: none"> <li>• Bug club used to support spelling across school</li> <li>• Children to use personal vocabulary books</li> <li>• Precision teaching for spelling intervention</li> <li>• Phonics intervention</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Parental support with homework</li> <li>• Language quality and development</li> <li>• Retention of teaching</li> </ul>
Projected spending	<p>£5000</p> <p>Technology - chrome books and educational licences/subscriptions</p> <p>TA/Teacher support</p> <p>Investment in quality texts</p>

**Wider strategies for current academic year**

Measure	Activity
Support the social and emotional development of children who are in receipt of Pupil Premium.	<p>ELSA support 1:1 with TA x2 a week to focus on emotional needs as well as build confidence and friendship opportunities. Close contact with families.</p> <p>Discussion with pupils and parents around meeting individual support for attendance at out of school events.</p>



Securing and delivering an effective PSHE curriculum to ensure that children have support to become well rounded citizens.	<p>Review of PSHE curriculum underway.</p> <p>Development of PSHE curriculum and training to be delivered to staff</p> <p>Wider opportunities on offer to children (trips outside of York, links ma with schools abroad, extra-curricular offer for clubs after school: Tennis, table tennis, invasion games, dance and chess club)</p>
Further improve the attendance of PPG pupils.	Improve development of systems and tracking.- monthly data to be collected AT to work with parents whose children's attendance is lower than expected to develop and plan and strategies to support.
Barriers to learning these priorities address	<p>Attendance and punctuality.</p> <p>Financial support in order to access before and after school clubs if needed.</p>
Projected spending	Resources and funding £2000

### Monitoring and Implementation

Area	Challenge
Teaching	<ul style="list-style-type: none"> <li>● PP monitoring document completed and reviewed termly for staff with the head teacher. Targeted support and areas of spend agreed</li> <li>● PP monitoring document to track attainment of children as well as SEMH</li> <li>● Data at the end of each cycle recorded for PP as a group.</li> <li>● During teacher drop ins, PP provision will be monitored.</li> <li>● Progress for PP children will be measured and recorded at the end of the academic year.</li> <li>● Parents off PP will be informed of support throughout the year</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>● Interventions will have a baseline and measurable outcome.</li> <li>● Pupil voice will be gathered at the end of interventions</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>● Attendance and punctuality will be tracked and addressed where needed</li> <li>● Support for parents where needed (phone calls with head)</li> </ul>