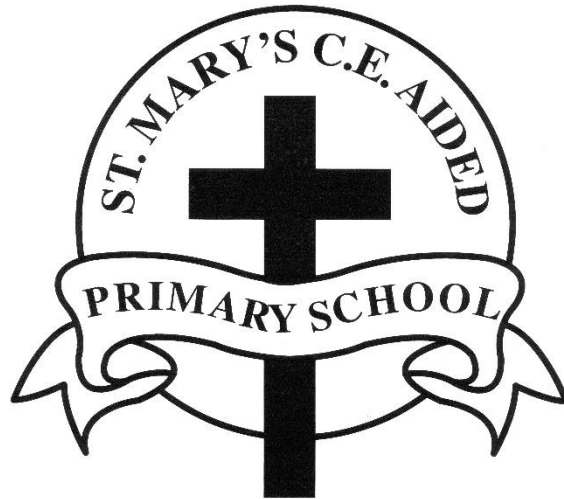


St Mary's CE (VA) Primary School
Pupil Premium Strategy Statement
2024-2027



Pupil premium strategy statement

This statement details our school's use of pupil 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's CE (VA) Primary School
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	February 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Amanda McGarrigle Headteacher
Pupil premium lead	Charlotte Orpin
Governor / Trustee lead	Graham Rock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,000.00
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	£149,000.00

Part A: Pupil premium strategy plan

Statement of intent

We have high expectations of all of our pupils, irrespective of their background or the challenges they face, expecting pupils to make good progress and have high achievement in all curriculum areas. Research tells us that a good, successful education will lead to positive life opportunities and outcomes. The focus of our Pupil Premium strategy is to support disadvantaged pupils to have good subject knowledge, creativity, strong behaviours for learning and the discipline to make use of the educational opportunities they are given. We acknowledge that, at St Mary's, some of our pupils eligible for Pupil Premium funding are amongst our highest achieving pupils, and that they are also entitled to full use of the opportunities this funding provides.

We are aware that some of our pupils face many challenges in life, and may be supported by other agencies such as Social Care, Young Carers and Virtual School. We are also aware that pupils formerly supported by these agencies can be just as vulnerable to barriers to learning, after this support discontinues. The activity we have outlined in this statement is also intended to support their needs.

Our strategy is based upon our Christian values and high quality teaching, focusing upon the areas that disadvantaged pupils require the most support. We use our data tracking system to monitor the outcome of our strategy and activity, adapting our approach after careful consideration and if the outcomes have been achieved. Implicit within this strategy is the expectation that all pupils will be successful in their education at St Mary's, and children who are not eligible for this funding will have their learning experienced enhanced, alongside their disadvantaged peers.

Our strategy is integral to wider school plans for improvement, including support through tutoring, mentoring, pastoral care and curriculum enrichment.

Our response is based upon our belief that all pupils are able to be successful learners, providing that they have a broad and rich curriculum, taught by first class teachers; their mental health and learning needs are understood; and opportunities are available to understand the world around them, other beliefs and cultures, and to develop as a person in society. We make every effort to leave no child behind in their learning as our mission as a Church school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and language therapy assessments (in house), Language Link assessments in the EYFS, NELI assessments and programme in reception class, and the high number of NHS referrals made on our pupils by the local Primary Health Trust, indicate under developed oral language skills and vocabulary gaps for our disadvantaged pupils (from age 2). It is clear from our own data that this is a greater problem amongst our disadvantaged pupils than their peers, and pupils in this group are more likely to be discharged from NHS services for non attendance.</p>
2	<p>Our attendance data over the last five years indicates that attendance 0.5% lower for disadvantaged groups than other pupils (2024-2025). This is a big improvement on previous years, and our data suggests that this demonstrates our strategy is having impact.</p> <p>23% of pupils working in the lowest 20% in each class, have been 'persistently absent'. This is a remarkable improvement upon the previous three years (which showed 54% of pupils in the lowest 20% had been persistently absent). Of the 'persistently absent' children, using analysed data between Terms 1 and 2 of the current school year (24-25), 60% of those pupils were eligible for Pupil Premium funding (which is an improvement of 32% on the previous 3 years).</p> <p>Research states that there is a clear link between attendance and achievement, and our progress data indicates that this is the case at St Mary's.</p> <p>Our data is indicating that the measures we are taking to improve attendance for all pupils, but particularly those who are eligible for Pupil Premium funding is having impact.</p>
3	<p>Our reading records indicate that, whilst pupils are reaching targets and milestones in school, their opportunities to practice these skills out of school are reduced. Some of our pupils report that they have no books of their own at home, or no adult that can read with them. A small number of parents report that they are unable to read and write themselves. Our data over time suggests that this has an impact upon our phonics success particularly in the EYFS and KS1.</p>
4	<p>Feedback from the pupils and parents, with the high number of pupils eligible for FF2 funding and PP funding, research from the Joseph Rowntree Foundation, and local data from the Food Bank Swanley and IMD (Lower Super Output) data; we are aware that at least 42% of our pupils fall into the sub-headings for childhood poverty, and some of our families are (or report that they have recently been) homeless or sofa-surfing. This is an increase of 8% when compared to the previous 3 years. Our assessments indicate that some of our poorest families are working families who are not eligible for benefits.</p>
5	<p>Our assessments, reports from parents and observations have indicated that the education and wellbeing of our disadvantaged pupils has declined, and access to services to treat/offer therapeutic interventions have been overwhelmed – with waiting lists of years rather than months.</p>

	This has had a direct impact upon pupil engagement with the curriculum and wider school offer.
6	Our data on SIMS pupil profiles, FSM data, and parental reports indicate that many of our disadvantaged children live in homes with generational unemployment and benefit dependency. Lack of finances to provide enrichment activities and knowledge of the working world (and the world at large), has an adverse effect upon the aims and aspirations of many of our pupils, and parental hopes for them.
7	SATs information has indicated that pupils are less confident approaching pupil assessments, with some families choosing to take their children out of school rather than take part. Some of our families tell us that they now feel that their children should not be taking SATs, and that they feel this has an impact upon their wellbeing.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, book scrutiny, pupil interviews and classroom observations indicate significantly improved oral language skills, which has an impact upon pupil progress, pupil engagement, behaviours for learning and learning readiness. As a result, a higher number of pupils from disadvantaged backgrounds are working within the higher (greater depth) range.
Improved mathematics attainment for pupils from disadvantaged backgrounds by the end of KS2.	Mathematics attainment by the end of KS2 indicates that at least 75% of pupils from disadvantaged backgrounds achieved the expected standard or higher.
To achieve and sustain pupil wellbeing, particularly for pupils from disadvantaged backgrounds.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • No pupil exclusions • A reduction in the number of bullying incidents reported. • Improved pupil behaviour at lunchtime. • A 30% increase participation in enrichment activities amongst pupils from disadvantaged backgrounds. • Strong and healthy friendships formed. Wellbeing services (Time2Talk, ELSA, Play Therapy and primary mental health care) will be in place and accessible.
Improved reading attainment amongst disadvantaged pupils.	KS2 outcomes for 2023/2024 indicate that more than 75% of pupils from

	<p>disadvantaged backgrounds at least met the expected standard.</p> <p>Pupils are reporting that they enjoy reading, and are taking the opportunities to attend enrichment clubs and accessing magazines and reading materials available in school.</p> <p>Children are listening to stories on the school website.</p>
Children from disadvantage backgrounds are accessing enrichment and after school activities, as often as their peers.	A 20% increase in the number of pupils eligible for Pupil Premium funding, attending after and before school clubs. This will increase opportunities for social networking, increase physical activity and improve wellbeing, as reported by partner services (listed above).
All children will be successful learners, and develop strong friendships in school because their attendance is at least 'good'.	Attendance will continue to be at national average of better.
Improved attainment in Year 1 in the phonics screening, as a result of access to high quality reading materials and a strong phonics programme which all pupils are able to access.	90% of pupils entering KS2 will have completed the phonics programme, and achieved in the phonics screening.

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: £13141.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Works (CPD and monitoring for Reading Recovery teacher).	High quality and targeted teaching is essential for an effective Reading Recovery programme. This payment provides monitoring outside of the school context, of pupil progress.	1 and 3
First class @ number, and First class @ number 1	This is a research based, evidence led, EEF recommended intervention, targeted at improving mathematical skills in KS1. https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/	7
Power of Reading training for two teachers	Power of Reading is an evidence led programme which fosters a life long love of reading and writing. https://clpe.org.uk/books/power-of-reading/about	1 and 3
Sandwell Early Numeracy Test	Assessment of pupil's understanding and specific skills. https://www.gla-assessment.co.uk/assessments/products/sandwell-early-numeracy-test/	7
Speech Link	Our data from pupils in our school from the age of 2+, indicates that children from disadvantaged backgrounds are entering statutory education with very low levels of language and speech.	1
Widget	Support for communication and understanding through visual symbols. https://www.youtube.com/watch?v=Yj18MU_ERl8	1 and 2
Neli	Assessment and intervention programme to improve language and behaviour.	1 and 3

Reading Cloud	Providing a wider access to reading materials and library skills.	1 and 3
Accelerated Reader	Assessment and Intervention programme to improve reading skills and interest.	1 and 3

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

Budgeted cost: £66668.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Recovery	Reading Recovery is a widely researched intervention, with substantial evidence to support long lasting impact with sustained gains. https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/research	1 and 3
Writing specialist teacher (Years 2-6)	The EEF suggest that targeted tuition can have up to +5 months impact, if high quality support is in place. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 and 3
Maths Club	School led tutoring, targeted at specific needs and knowledge gaps, in addition to half an hour a day extra mathematics learning can be an effective method to support low attaining pupils, those falling behind, or pupils with poor attendance. Our data indicates that pupils who attend maths club daily throughout KS2, achieve at least the expected standard in mathematics. https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant	5 and 7
Homework Club	Homework is defined as activities outside of school hours, linked to classroom activities, which have a clear focus to increase specific knowledge or develop fluency. The EEF describe focused homework as having a positive impact of up to +5 months. Our internal data suggests that pupils from disadvantaged backgrounds are less likely to complete targeted homework, and less likely have someone at home who can/will help them. Our homework club is by invitation only.	3,5 and 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Reading Club	This small group enrichment programme supports pupil' love of reading.	1 and 3

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

Budgeted cost: £32306.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Tuition	Evidence suggests that playing a musical instrument has a positive impact upon wellbeing, attainment at school, and behaviours for learning. https://www.musicmark.org.uk/resources/the-impact-of-instrumental-learning-on-attainment/	4,5 and 6
SEASS Attendance Service	Our internal data informs us that disadvantaged pupils are less likely to attend school consistently, and this has an impact upon their education, relationships and future opportunities. Many of our targeted interventions only have impact if a child attends school regularly. For this reason we have appointed an independent service, which can ensure that parents access the support they need to keep their child in education successfully, and school is aware of any difficulties families are facing. https://www.st-marys-swanley.kent.sch.uk/attendance-and-absence/	2
Time2Talk counselling	Our evidence indicates that Time2Talk counselling has decreased the number of pupil fixed term and permanent exclusions, and has supported children from disadvantaged backgrounds to achieve as well as other pupils.	1,5,6 and 7

	https://theconversation.com/how-offering-counselling-to-primary-school-children-could-help-the-economy-96044	
Speech and Language Therapy Assistant (Qualified Teacher)	Our data from pupils in our school from the age of 2+, indicates that children from disadvantaged backgrounds are entering statutory education with very low levels of language and speech.	1
Magic Breakfast	Our data suggested that pupils were coming to school hungry, and we made the decision to remove this barrier to learning by providing breakfast to all children.	3 and 4

Total budgeted cost: £112115.75

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.

Our internal data indicates that:

- 65% of pupils eligible for PP funding are working at the expected standard in reading, compared to 75% of other pupils at the end of the last academic year.
- 58% of pupils eligible for PP funding were working at the expected standard in writing, compared to 90% of other pupils in the last academic year.
- 56% of pupils eligible for PP funding were working at the expected standard in mathematics, compared to 82% of other pupils in the last academic year.

Attendance has been a constant issue for us, because of the mobile lives of some of our families, but we have made every effort to improve this picture, with the current attendance around national figures of 94% for pupils who have no known reason for being absent (Travelling, illness, life limiting illness, homelessness). The overall attendance figure of 92.3% (including all subgroups) is lower than we would like.

Our assessments, and observations indicate that pupil wellbeing and mental health are significantly impacted post covid pandemic. The impact is particularly acute for disadvantaged pupil. We continue to use Pupil Premium funding to support wellbeing services which can be used by all pupils, and targeted interventions where necessary. Our approach is designed to provide support which leads to independent learning skills with confident learners, rather than providing support which pupils cannot function without. We believe that all pupils should be successful learners, and we aim high – with no child being left behind.

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
Counselling	Time2Talk
Speech and Language Therapy	Qualified teacher

Reading Recovery CPD	Reading Works
First Class @ Number	Every Child Counts
Power of Reading	CLPE
Mathematics Tutoring	School staff
Music Tuition	Caroline Szram
Attendance Service	SEASS

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional Activity:

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by pupil premium, pupil premium +, or recovery premium. These will include:

- More effective feedback practice. This has been led by a member of the SLT (Mrs Natasha Davison) and acknowledges the significant benefits of effective feedback, particularly for disadvantaged pupils.
- Our SEND interventions, monitored by our Provision Map programme, which have been particularly effective for pupils with a double disadvantage. These include pre-teaching and post-teaching techniques, found to be useful for our pupils.
- Offering a range of extra-curricular activities, including school wide dance workshops, tennis coaching, instrument tuition, visiting specialist and trip including supplemented trips abroad.
- Professional research studies, carried out by staff teams to better improve our offer to all pupils (in the last year including phonics, history and geography, and learning environments).
- All pupils will have breakfast when they come into school, which ensures that no child is hungry when learning.

We use the EEF guidance documents to better inform judgements, with evidence led interventions chosen over those with less effective data. This has been of particular use to us, and we will be working with the EEF on a research project in the school year 2024-2025.