

Pupil Premium Strategy Statement 2023-2026

Bolton-on-Swale St Mary's CE Primary School

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 outcomes and impact on disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	11/108 10%
Academic years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	14.10.24
Date on which it will be reviewed	June 2025
Statement authorised by	Nicola Dobson (Headteacher)
Pupil premium lead	Nicola Dobson
Governor / Trustee lead	Claire Garbutt (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,340
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
School Led Tutoring (not in academic year 24-25)	£458.10 (plus £305.40) school contribution Total: £763.50 (23-24)
Total budget for this academic year	£18,340

Part A: Pupil premium strategy plan

Statement of intent

<p>Our ultimate objectives are:</p> <ul style="list-style-type: none">• To ensure that all children are competent readers.• To ensure that all disadvantaged pupils make or exceed nationally expected academic progress.• To ensure that all children have the opportunity to experience residential visits and curriculum enhancements. <p>How does your current pupil premium strategy plan work towards achieving those objectives (2024/ 2025)?</p> <ul style="list-style-type: none">• Implement the ‘Little Wandle Revised Letters and Sounds’ systematic and synthetic phonics scheme across the whole school to ensure all children are competent readers, irrespective of their starting point. Provide additional ‘Rapid Catch Up’ training for children in KS1 and KS2 as required.• Provide CPD for all staff across the school to improve subject knowledge for the teaching of reading.• Support the development of reading by purchasing a wide range of decodable books for use at home and school.• Provide additional small group or 1:1 support for disadvantaged learners to enable a ‘keep up not catch up’ approach.• Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residential ensuring children are not financially disadvantaged.• Provide additional academic support for reading and maths for disadvantaged pupils. <p>What are the key principles of your strategy plan?</p> <ul style="list-style-type: none">• To ensure that teaching and learning meets the needs of all pupils.• To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children achieve at least age-related expectations• To provide challenge for the more able disadvantaged learners to meet their full potential.• To ensure that all learners, irrespective of financial barriers can access a full curriculum offer.

Challenges

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

Challenge number	Detail of challenge
1	73% (8/11) of disadvantaged pupils are working at or above age-related expectations in reading (Summer 24) [in comparison to 87% of non-disadvantaged pupils]

2	82%% (9/11) of disadvantaged pupils are working at or above age-related expectations in mathematics (Summer 24) [in comparison to 87% of non-disadvantaged pupils]
3	Disadvantaged pupils may not have the financial support from home to allow them to access residential visits and other enrichment activities without additional support.
4	Disadvantaged pupils may not have parents/carers who have the skills to support them with homework activities to enhance their academic 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.

Intended outcome	Success criteria
Children will become competent readers and there will be an improvement in reading outcomes across the school for disadvantaged pupils.	At least 87% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.
Children will become competent mathematicians and there will be an improvement in mathematics outcomes across the school for disadvantaged pupils.	At least 87% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in maths across the school.
All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.	All disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need for additional financial commitment for parents/carers.

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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using 'Little Wandle' to ensure quality first teaching in	EEF – T&L Toolkit - Phonics All staff to continue to be trained in the revised Letters and Sounds SSP, 'Little Wandle Revised', 'Rapid-Catch-up scheme of work'	1

<p>lesson time and during targeted intervention. Purchase of additional phonically decodable and fluency books.</p>	<p><i>Evidence states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. (Impact +5 months)</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions, support of Quality first teaching in class)

Budgeted cost: £10,743.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants support 1:1 or small group interventions to meet individual needs Cost: £10,280</p>	<p><i>Small Group Tuition</i> Pupils will receive structured interventions, small group tuition, one-to-one support with their class teacher or teaching assistant where they will review areas of learning they struggle with, consolidate learning or be upskilled for the next lesson. This may include additional reading and homework support.</p>	<p>1,2,4</p>
<p>Teaching Assistant support for whole class teaching to reduce teacher: pupil ratio. Y6 before school tuition (15 pupils; 1 teacher , 1 TA, once per week; 45 mins) Cost: £4,060</p>	<p><i>Small Group Tuition</i> <i>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</i> <i>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers</i></p>	<p>1,2,4</p>

	<p><i>focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.'</i></p> <p><i>(Impact +4 months)</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Marrick Priory Residential; instrumental lessons; well-being activities such as Drama, Lego, Eco Clubs, Choir		3

Total budgeted cost: £18,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended Outcome 1: Children will become competent readers and there will be an improvement in reading outcomes across the school for disadvantaged pupils.

Success criteria: At least 87% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.

Impact for 2023/ 2024 academic year: 77% (10/13) of disadvantaged pupils are working at or above age-related expectations in reading (Summer 24). 100% of disadvantaged pupils achieved Phonics screen check (in line with 100% of all pupils in Y1 achieving Phonics Screen check).

NB: 1 EAL pupil made very good progress in reading (arriving in UK in Jan 24) but did not reach age related expectations by Summer 24. 2 pupils had SEND needs which impacts on ability to reach age related expectations.

[in comparison to 87% of non-disadvantaged pupils achieving age related expectations or above in reading]

Intended Outcome 2: Children will become competent mathematicians and there will be an improvement in mathematics outcomes across the school for disadvantaged pupils.

Success criteria At least 87% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in maths across the school.

Impact for 2023/ 2024 academic year: 85% (11/13) of disadvantaged pupils are working at or above age-related expectations in reading (Summer 24).

NB: 2 pupil had SEND needs which impacts on ability to reach age related expectations.

[in comparison to 87% of non-disadvantaged pupils achieving age related expectations or above in maths]

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Not applicable	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<p>Measure How did you spend your service pupil premium allocation last academic year?</p> <p>16/110 (15%) service pupils (2023/24)</p> <p>Details Support was provided in the form of social and emotional support for pupils and family members, particularly at times of deployment. This took the form of 1:1 and small group support for pupils; engagement with Service Pupil Champion support services. 1:1 support for family members. (Teaching Assistant, Teacher and Leadership time).</p> <p>1:1 academic support with reading, spelling, maths and homework. Closing the Gap support as required. (Teaching Assistant time).</p> <p>Actual allocation for Service Pupils Premium £4,960</p>
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none">• 100% (1 service pupil) achieved above age related expectations in Reading, Writing and Maths at end of Year 6. Excellent progress also made.• 15/16 of our Service pupils achieved at or above age related expectations in reading, writing and maths. (1 pupil newly arrived in school made good progress)• Regular well being support for pupils reduced anxiety for pupils and parents and supported good progress also.• Time and funding is allocated to attend events with other service pupils from around the County. Also for Service Pupil Champion staff to liaise with other service schools and share, identify and improve good practice as appropriate.