# Pupil premium and recovery Premium strategy statement 2021-24

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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

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| Detail | Data |
| School name | St Mary’s C of E, Banbury |
| Number of pupils in school | 216 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers | 2021 – 2024 |
| Date this statement was updated and published | February 2022 |
| Date on which it will be reviewed | Spring 2024 |
| Statement authorised by | Local Governing Board of St Mary’s |
| Pupil premium lead | V Woods |
| Governor / Trustee lead | J Maharry |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £48,730.00 |
| Recovery premium funding allocation this academic year | £14,924.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **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 | £63,654.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Mary’s our Vision is **“Learning, Transforming, Growing”** and through this we aim to ensure that every child, including those that are disadvantaged, gain more knowledge and skills and then apply their greater knowledge and understanding to new contexts and experiences, including knowing how to keep themselves safe in the modern world. It is our intention that ALL children make good progress from their starting points and we ensure that we work closely with our families to understand the challenges and barriers to success that they face. These challenges often sit outside the education remit, but we know that children can only learn effectively when they feel safe at home and at school; when they are well fed, clothed and housed and when they are given the support and love they need to grow in confidence as human beings and learners.  We treat all of our children equally, deploying our team to ensure that all receive an equitable offer of education which meets their personalised needs. This means that where additional barriers are identified, we step in with support. We recognise that eligibility for free school meals (FSM) is not in itself an indicator of social disadvantage and, in parallel, that social disadvantage and isolation can affect children in families where economic disadvantage is not the main barrier. Resources are allocated according to identified need. Often this is to a large group or cohort where additional teaching or support work will enable children to make more rapid progress. Sometimes it is to the whole school where an initiative or project will support learning, wellbeing and social values for all over time. We support individuals and small groups with targeted interventions to ensure educational outcomes are the best they can be. By further investing in strategies to support mental health and wellbeing and family support work, we ensure access to education for the most disadvantaged in our school community and increase the future life opportunities for our families.  We recognise that during the period covered by this plan, recovery for all from the effects of the pandemic is an additional consideration. During the period of the pandemic, the economic effect on our community has been great with an increase from 32 pupils registered for FSM in March 2020 and 63 registered in February 2022. School leaders, including Governors are observant of this fact and are mindful that over time the grant for Covid recovery will end but the overall funding provided by Pupil Premium is projected to increase year on year, subject to national funding changes per capita.  In monitoring this provision, all members of the school team, including Governors, have a responsibility. Teachers and support staff take responsibility for identifying, supporting and monitoring the outcomes and expectations for disadvantaged pupils. School leaders monitor pupil progress, identify areas of need and plan and develop the medium and long term strategy. Governors have an overview of the progress of all groups of pupils and regularly question the strategy, actions and progress of the funding for which they have accountability. Decisions are always supported by identified education research. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The number of pupils attracting the Pupil Premium (PP) funding has doubled during the Pandemic period. This means that the economic stability of a significant number of children has declined. The pupil premium funding school is receiving is projected to increase over the course of this plan. |
| 2 | The social and emotional barriers to learning, which mean that children require additional support to be in school, engage with learning and manage their own wellbeing and emotional literacy is high amongst disadvantaged children. |
| 3 | Around 1/3 pupils attracting PP have identified SEND and another 1/3 speak English as an Additional Language (EAL) with 60% pupils in the school overall having EAL. The greatest need for all pupils with identified SEND is Language and Communication. The need to support and develop verbal communication, reading and numeracy skills in all age groups is disproportionally high, including those attracting PP. |
| 4 | Children start Reception with levels well below the national average with around 25% eligible for PP in the current Nursery cohort. |
| 5 | Families requiring additional support from community, health and social care services is high in the PP group. Across school around 20% of families are receiving additional support at any one time. |
| 6 | Around 23% pupils have joined school at times other than normal Reception or Nursery entry ages since March 2020. Many are eligible for PP funding or have other disadvantage indicators. |
| 7 | Around 30% pupils with persistent absence are also eligible for PP. Around 50% pupils have attendance under 96%, including most PP pupils. |

## 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.

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| Intended outcome | Success criteria |
| Pupils will not be disadvantaged in the level of progress and experiences of learning that they receive because of their vulnerabilities or disadvantages | Pupils with disadvantage will make at least the same and often accelerated progress from their starting points in English and Maths.  All children will engage fully with the whole curriculum and all cultural, sporting, community and other enrichment events and activities, without prejudice or discrimination. |
| Pupils will demonstrate and be aware of their good mental health, character and well-being. | Evidence will demonstrate that through early intervention, effective curriculum planning, and well developed work with parents and community that children are resilient, emotionally literate and mentally robust whilst having the capacity to know how to ask for help and where to go for it. |
| Children will be able to ‘catch up’ and ‘keep up’ regardless of when they start school or their previous educational experiences so that they make good progress over time. | Pupil outcomes will show rapid progress for recent arrivals at all ages and evidence of support in place to ensure this happens. |
| Reception class will be full because children receive an excellent Early Years experience in Nursery and St Mary’s Reception is the first choice for all families. St Mary’s Nursery will be full, sustainable and hold a waiting list because it is recognised in the community as the best provision and start in education for all children including those vulnerable, hard to reach and disadvantaged. | Levels of attainment at Reception entry will be higher especially in verbal communication, vocabulary, personal, social and emotional development, reading and number.  Outcomes at the end of Reception for all pupils, including those disadvantaged, will be at national attainment levels and for those that are not meeting national expectations, progress will be at least good over their time in EYFS.  Morning, afternoon and 30 hours provision will be in place in Nursery and attendance in both cohorts will be at expected levels. |

## 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: £ *28,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Phonics and early reading training* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> |  |
| *Nurture class* | https://educationendowmentfoundation.org.u k/education-evidence/teaching-learning- toolkit  Evidence shows that children social and emotional development impacts on their academic outcomes |  |
| *Zones CPD* |  |
| ELSA support |  |

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

Budgeted cost: £ *18,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Tutoring – School led* | <https://educationcatchup.campaign.gov.uk/> |  |
| *Quest for Reading* |  |
| *Teacher deployment, reduced pupil:adult ratio* |  |  |
| *Y2 and Y6 booster classes* |  |  |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *£18000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Forest school* | [Character education framework - GOV.UK](https://www.gov.uk/government/publications/character-education-framework) |  |
| *OPAL* |  |
| *Commando Joes* |  |
| *Support for Cultural Capital in the curriculum* | <https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/> |  |
| *MHST parents work* | [Promoting children and young people's mental health and ...](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf) |  |
| *Fegans* |  |