



# Pupil Premium Strategy Statement

This statement details South Marston CE Primary' Academy'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

Detail	Data
School name	South Marston CE Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	11% (11/101)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	31/7/22
Statement authorised by	Marie Hendry
Pupil premium lead	Marie Hendry
Governor / Trustee lead	Alison Robb - Webb

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25, 890
Recovery premium funding allocation this academic year	£2610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,500

# Part A: Pupil premium strategy plan

## Statement of intent

At South Marston CE Primary, we have high aspirations and ambitions for all of our children and believe that all learners should be able to reach their full potential. We strongly believe that every pupil should be able to reach their potential regardless of their starting point, background or challenge. One of the main key principles of our strategy plan is to ensure all students who are at risk of or are currently underachieving, benefit from a combination of small group/1:1 TA support in class and interventions that further meet their needs; to provide targeted support and provide PP students with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning. Our robust assessment system means we do not make assumptions but understand common challenges and individual's needs and place high quality teaching and learning at the centre of what we do, understanding that this is proven to make the most difference.

We also recognise that to support our pupils more widely, we need to provide specialist emotional and well - being interventions and seek to improve attainment by increasing pupil focus and ability to remain in lessons to access the teaching and learning. We offer ELSA to our pupil premium eligible pupils in need of this and Educational Psychology support will be purchased from Swindon LA to meet the needs of students (often PP) who are without SEN funding. We will also purchase specialist support from other settings, when required and seek support from within our Trust.

In addition to this, we aim to provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	High levels of emotional need, which has an impact on the learning in the classroom. A lack of self-esteem, resilience and parental engagement for learning affects progress and attainment of our most vulnerable children. High levels of emotional need and mental resilience due to COVID-19 still remain.
2	Attainment by pupils eligible for PP not in line with non-PP pupils at the end of KS1 and KS2 in Writing and Maths, including higher achieving pupils.
3	Ensuring monitoring of wider staff to ensure use of evidence-based whole-class teaching interventions, carefully alongside planned intervention, monitoring the impact.
4	PP pupils being supported in a way such as attending breakfast club, swimming lessons and class visits to ensure full access to the curriculum like their peers.

## 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
<p>To ensure all pupils feel supported emotionally and their wellbeing remains a high priority. To equip pupils with strategies that will help them in class and an understanding of emotional regulation. Being supported emotionally will help pupils to focus in lessons and therefore make progress.</p>	<p>ELSA Lead and SENCo along with the Headteacher to identify and support families and children and work alongside to alleviate barriers to learning/support emotional wellbeing.</p> <p>Identified children are invited to ELSA sessions led by trained school staff.</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure children who have fallen behind receive targeted high-quality intervention support which is monitored by the SENCO.</p>	<p>End of summer 2023 data will show that 95% + of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10% – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
<p>Pupils will receive timely, focussed intervention that supports their needs and gaps in learning. Interventions will be monitored by our SENCO/SLT.</p>	<p>Intervention will support pupils confidence and through pupil progress data, progress on their starting point.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum and PP pupils will be able to access the same opportunities as non-PP pupils.</p>	<p>Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. PP children to be able to attend clubs, visits, swimming lessons etc.</p>

## 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: £13,162

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide the PP students with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning.</p> <p>To provide Phonics support for those not on track to achieve Y1 Phonics screening result in Summer 2023.</p> <p>Phonics Champion to be in post for 2022/23 to support this work on Phonics/Early Reading (Read, Write, Inc) and support/CPD from our Trust to be utilised.</p>	<ul style="list-style-type: none"> <li>• The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</li> <li>• The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</li> <li>• Within class attainment grouping has a positive impact, on average, of 2 months additional progress.</li> <li>• 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</li> <li>• Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</li> <li>• The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</li> </ul> <p>EEF</p>	<p>2 &amp; 3</p>

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

Budgeted cost: £4338 (*Tutoring*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class.</p> <p><i>Using Recovery Premium to employ a qualified teacher to work with pupils on a 1:1/small group basis.</i></p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>EEF</p>	2 & 3

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide ELSA support and supervision.</p> <p>£5000</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	1
<p>Educational Psychology support purchased from Swindon LA to meet the needs of students</p> <p>£3000</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. +4 months EEF- Parental engagement +3months</p>	1, 2 & 3
<p>Breakfast Club attendance &amp; ensuring positive attendance levels in schools as well as separating from parents in a supported way.</p> <p>£2000</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>EEF</p>	4

Enriched curriculum <i>£1000</i>	Participation in the arts has an impact of 3+ months – EEF teaching and learning Toolkit.	4
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**Total budgeted cost: £28,500**

## 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 2021 to 2022 academic year.

Our spend for 2021/22 was used to provide Quality First Teaching through focussed CPD, small group intervention support and ELSA support in terms of supervision and time with our ELSA trained member of staff. PP students were provided with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning. As a result of this standards in books have risen with the relevant year group curriculum being covered and some progress being seen through monitoring e.g. progress meetings and learning walks.

Some PP pupils accessed support from our Educational Psychologist who worked with our pupils on emotional regulation and coping strategies to support pupils in times of difficulty so that they are equipped and able to learn in class. As a result of this pupils felt more able to cope when they were feeling worried or anxious and pupils noted that they were supported by our ELSA trained member of staff and also that they had someone in school that they could speak to in school when needed.

#### Performance Measures – July 2022

To reach age appropriate standards each year at the end of each Key stage in Maths, Reading and Writing. To ensure that all children are making expected progress from their starting points.

*\*With Service pupil premium included.*

#### Maths:

KS1	PP (1)	All (15)	KS2	PP (2)	All (19)
Maths	0%	73%	Maths	50% 67% (3)	74%

#### Reading:

KS1	PP (1)	All (15)	KS2	PP (2)	All (19)
Reading	7%	73%	Reading	50% 67% (3)	79%

#### Writing:

KS1	PP (1)	All (15)	KS2	PP(2)	All (19)
Writing	0%	60%	Writing	0% 33% (3)	58%

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

## 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)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>*ELSA support available to service pupils.</li> <li>*Subsidised Breakfast Club attendance was on offer.</li> <li>*During pupil progress meetings, Forces pupils were spoken about at length in terms of progress, attainment and wellbeing.</li> <li>*Small group intervention support was available where needed.</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service pupils were considered alongside pupils receiving the PPG monies. Progress monitored closely and on track progress made by all pupils during 2021/22.</p> <p>Additional support in terms of both emotional and academic were available and discussed as options throughout the year.</p>