

## Pupil premium strategy statement

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

Detail	Data
School name	St Mary Cray Primary Academy
Number of pupils in school	224 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	36.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gordon Jamieson
Pupil premium lead	Gordon Jamieson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£108,030</b>
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£34,959.53</b>
<b>Total budget for this academic year</b>	<b>£142,959.53</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We have high expectations for all of our children and we support every child in achieving their very best. We aim to excite children about their learning and motivate them to develop their knowledge and understanding. We are a very supportive school and are determined to ensure that all our children are given every chance to realise their full potential.

Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. Pupil premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils who have been eligible for free school meals (FSM) at any point in the last six years (also known as Ever 6 FSM), looked after children and children whose parents are currently serving in the armed forces as eligibility criteria for the pupil premium, and have provided a fixed amount of money for schools per pupil based on these.

We recognise that that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

A designated member of the senior leadership team takes responsibility for Pupil Premium. We have researched best practice and effective strategies to inform decisions about our spending such as:

- Ensuring that spending is directly linked to closing gaps in attainment
- Developing our assessment system to identify gaps in learning
- Making use of our own data to expand existing interventions
- Ensuring there is quality first teaching on a day to day basis
- Making use of research when evaluating interventions and considering the implementation of new interventions
- Promoting reading through engaging text
- Developing a nurturing approach to help to remove barriers to learning

### Challenges

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

Challenge number	Detail of challenge
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1	Many children now enter school with a very low level of oral language and early reading skills. This is more prevalent in Pupil Premium children.
2	There is a strong link between Pupil Premium and SEND. Many of our Pupil Premium children are also on the school's SEND register.
3	Attendance and punctuality of Pupil Premium children is generally lower than their peers.
4	There are a number of social and economic challenges faced by families, such as financial concerns, housing, domestic violence and parental anxiety.
5	Pupil Premium children often present with social, emotional and mental health needs and are more likely to require support with their physical and mental health.
6	Pupil Premium children are more likely to have fewer opportunities outside of school and less aspiration for their futures.

## 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 and early reading skills for Pupil Premium children	<p>The achievement of Pupil Premium children in EYFS GLD will match or exceed national averages and the gap between Pupil Premium and their peers will be reduced.</p> <p>The number of Pupil Premium children passing the Year 1 phonics check will increase.</p> <p>At the end of Key Stages, there will be no identified significant gaps between Pupil Premium and their peers.</p>
SEND and Pupil Premium children are supported to make good progress	Pupil Premium and SEND children make good progress from their starting points and progress is in line with their peers.
Improved attendance and punctuality for Pupil Premium children to make sure that it is above national averages	The percentage of Pupil Premium children classed as persistently absent is not greater than that of their peers, which is less than the national average.
For families to be sign posted to external agencies for support	Families feel confident to ask the school for advice.
For children to develop appropriate strategies to support their mental health and for them, and their families, to have a clear understanding of the importance of healthy eating and exercise	<p>Pupil Premium children and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.</p> <p>Physical and mental wellbeing of all pupils is well supported within the school. Children understand the importance of making positive choices to engage in a healthy lifestyle.</p>

Curriculum design and enrichment activities ensure that Pupil Premium children have access to wider opportunities leading to raised aspirations	Children are able to talk confidently about their learning. They demonstrate good attitudes to learning and have raised aspirations for their future. There is good participation in extra- curricular clubs by Pupil Premium children.
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## 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)

RWI training and subscription £4,892.25

Voice 21 oracy £2,500

Activity	Evidence that supports this approach	Challenges addressed
Further development and embedding of the systematic teaching of phonics including modelling, team teaching and review of the provision.	Research from the Education Endowment Foundation (EEF) shows that the teaching of phonics has a positive impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2
Implementation of a whole school oracy project, to develop pupil's confidence, articulacy and capacity to learn.	Research from the EEF states that oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1
CPD on a mindfulness project in school to enable staff to promote well-being and resilience.	Research undertaken by the Mindfulness in Schools Project demonstrate the benefits and applications of mindfulness in schools.	4, 5

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

DHT Pixl tutoring £15,673.56

Science Lead tutoring £13,040.88

Interventions RWI/NELI/Fresh Start £7,119.44

Activity	Evidence that supports this approach	Challenges addressed
School led tutoring – additional HLTA support to provide targeted interventions informed by regular assessment and monitoring and keeping group sizes small.	Guidance from the DFE (School Led Tutoring Sept 21) shows that tutoring is one of the most effective tools for helping pupils recover lost education. This will be most effective when linked to classroom practice and delivered by school staff.	1, 2
Teaching assistant to implement the Nuffield Early Language Intervention (NELI) with EYFS and Y1 children to improve children’s language and early literacy skills.	Research found that NELI children made on average 3 months of additional progress in language.	1
Teaching assistant to implement the Read, Write, Inc. Fresh Start programme for children in Y5 and Y6.	Fresh Start teaches older struggling readers to read accurately and fluently with good comprehension. It is rooted in phonics and uses age-appropriate decodable texts. Research from the Education Endowment Foundation (EEF) shows phonics has a positive impact.	2
Teaching assistant to provide support for KS2 children in mathematics, using PiXL Diagnose, Therapy, Test and Review model.	Intensive small group tuition is effective for lower attaining groups.	2
SALT and counselling - targeted support and intervention for children who are Pupil Premium.	Research from the EEF states that oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Also, social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes.	1, 2, 5
Outdoor Play and Learning (OPAL) supervision teams.	Children have the right to experience rich opportunities for play. Children in OPAL schools learn to self-regulate through practice, trust and freedom. All children, including Pupil Premium are significantly more active. Research shows OPAL children are happier and report improved mental health. Many OPAL schools report increased creativity, imagination and collaborative skills. Children can't wait to come to OPAL schools because they have such fun.	3, 5, 6
Support from the Spring Partnership Trust’s Mental Health Lead.	Research from the EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes. Being able to effectively manage emotions will be beneficial to children.	4, 5

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

100 recommended books £3,654.90

Trips and school clubs subsidy £514.80

Safeguarding/welfare officer £18,137.88

Agency intervention £20,859

Uniform fund £43.55

BYMT £2,925

Office costs £15.98

Activity	Evidence that supports this approach	Challenges addressed
EWO support	<p>Education Welfare Officers are able to support families to ensure that their children are able to attend school and arrive on time. This support from outside the school supports and develops an understanding of the importance of providing an education for children.</p> <p>Current data from the school shows that PP children have a higher rate of absenteeism. Previous strategies have shown the engagement of senior leaders at an early stage with parents has significantly improved attendance.</p>	3, 4
100 quality book purchase in library	<p>Research has shown that quality books encourage reading for pleasure, academic achievement and can also support mental well being, especially for children who do not have access to a quiet place to learn and read outside of school.</p>	1
Bursary for school trips to ensure that Pupil Premium children can attend school trips and visits, including residential.	<p>School trips can help develop children's self-esteem and self-confidence. They give children the chance to experience cultures, respect differences and broaden their horizons and knowledge.</p>	6

Uniform fund	Ensuring that all children have fit for purpose uniform that is the same as their peers supports the mental health wealth and well being of children where family finances mean that they can not afford to provide their children with uniform without school support.	3, 4
Enrichment and extracurricular activities, including after school and holiday clubs improves mental and physical health.	In a paper published by the Social Mobility Commission in July 2019 named “An Unequal Playing Field”, they showed that that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities.	3, 5, 6
Provision of specialist music tuition from the Bromley Youth Music Trust.	The Model Music Curriculum (March 2021) recognises the power of music to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. Music can enrich each student while strengthening the shared bonds of support and trust which make a great school.	5, 6

**Pupil Premium expenditure: £117,171.34**

**Recovery expenditure: £8,203**

**Total Pupil Premium expenditure: £125,374.34**

## Pupil premium strategy outcomes

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

Pupil Premium and SEND children were identified within the first half term of starting school which enabled prompt support in school and targeted involvement from external agencies. All children in EYFS were screened by the Speech and Language therapists before half term which led to regular support being implemented. Staff received targeted CPD focusing on reading and the EYFS team received Trust wide training based on themes emerging from the EYFS settings. Despite learning being remote learning for some of the year, teachers provided high quality remote learning including recorded lessons and live meet ups. The school targeted specific Pupil Premium children to be in school during the lockdown, and others were contacted regularly by the Senior Leadership Team. Breakfast and lunch food parcels were delivered regularly to those needing support.

The Pastoral Support Team quickly identified children with mental health concerns and specific support provided to these children. Some children were referred to our school based play therapist to ensure individualised support could be delivered.

Attendance for pupil premium children for the last academic year was 91.39% compared to 93.65% for the whole school, targeted support was provided to these families including home pick-ups, breakfast provision and breakfast club places to ensure these children were in school.

The school family worker not only supported Pupil Premium children but also their families on a range of different issues including bereavement. Families engaged well with the school and took advantage of the support the school provided during the school closures. Trips and visits to enhance the curriculum will commence in the Autumn term 2021.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected



schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Progress across the school has been negatively affected by the restriction of access to school during COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. The school has put in place many strategies to support our high number of disadvantaged children.

Analysing our disadvantaged groups the following results show that:

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 3.54% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity in this academic year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Read, Write, Inc.	Ruth Miskin
PiXL	Partners in Excellence
EWO	LBB

