

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	225 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	36%
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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Gordon Jamieson
Governor/Trustee lead	Gulcin Sesli, Corinne Sheehan (CEOs)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£111,655</b>
Recovery premium funding allocation this academic year	<b>£11,020</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£122,675</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. Where children have both the challenge is magnified.
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 £2,130

Voice 21 oracy £2,166.67

Lyfta £1,118

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
LYFTA (digital platform for learning experiences that allow children to develop their cultural capital understanding of the world).	This is to give children the opportunity to see/hear/experience things that they otherwise would not be able to do with real life examples from people across the world.	4, 5

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

Small group tutoring £14,000

HLTA small group support, additional interventions RWI/NELI/Fresh Start £24,817.28

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

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

Pupil Support Lead £46,593.07

Educational Welfare officer £1,800

School meals for trips, Trips and school clubs subsidy £3,000

Uniform fund £500

BYMT £5,000

Activity	Evidence that supports this approach	Challenges addressed
Pupil Support Lead	Daily management and monitoring of attendance, lateness, communication with families and liaison with EWO. Support groups for children in school, young carers support. Engagement with SENCo to identify and support SEN/PP cross over. Day to oversight of safeguard	2, 3, 4, 5
EWO support	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.  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.	3, 4
Bursary for school trips to ensure that Pupil Premium children can attend school trips and visits, including residential.	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.	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	3, 5, 6

	groups, and provide them with new skills and abilities.	
Provision of specialist music tuition from the Bromley Youth Music Trust (BYMT).	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: £101,125.02**

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 2022-2023 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, all teaching and support staff completed RWI training from the Trust Phonics leader.

Attendance for pupil premium children for the last academic year was 92.33% up from 91.39% in the previous year. This compares to 94.14% up from 93.65% for the whole school. This is as a result of a regular system of monitoring and reporting led by the PSL liaising with the EWO. The SLT, PSL and administration staff are diligent in chasing up non-attendance and lateness making many home visits each morning.

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. Trips and visits to enhance the curriculum have been actively planned for all year groups.

### SATS Data 2023

		School %	Pupil Premium %
KS1	Reading	74	64
	Writing	52	27
	Maths	55	36
KS2	Reading	62	44
	Writing	66	56
	Maths	52	44
	Combined	48	38
	Phonics	80	86
	Reception GLD	71	44

Challenge 1 Nuffield Early Language Intervention is used for Reception pupils who have below average language skills and is used alongside a similar programme, Talk Boost that supports Years 1 and 2. Furthermore, Word aware is a whole school endeavour used to develop



children's vocabulary skills. The phonics results demonstrate the school's commitment to early Reading.

Challenge 4 Our Pupil Support Lead has provided 'toiletry care packages' for our pupil premium families, as well as external referrals to a multitude of agencies including young carers, social care and BCP. She has also signposted parents to webinars, and provided resources for families to take home for speech and language, parental conflict and more.

Challenge 5 Our PSL has made referrals to in-school counselling, low level interventions, social skill groups and works with/refers to outside agencies. Class teachers can refer to the school tracker and it is discussed weekly in the support meeting between PSL and SENCo.

The SENCo oversees the school's pastoral offer which includes nurture at a variety of levels. PP children are selected from the school tracker after a teacher request and join groups including: school-led nurture, sensory circuits, lego therapy, mentoring, speech and language therapy, dog therapy, Educational Psychologists, Dyslexia Specialist, counselling and play therapy.

Challenge 6 The school offers a variety of extra-curricular activities that include clubs and sporting activities: these clubs are audited to ensure that they are accessed by PP children either via direct advertising or discounted rates. We also attend a large number of sporting fixtures; have frequent guests and guest speakers; and all classes are expected to attend two trips each half-term - furthering our enrichment offer.

Persistent absence among disadvantaged pupils was 3.54% higher than their peers in 2021/22, this gap has shrunk to 1.81%. This is a significant achievement but there is still room for improvement.

## Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Read, Write, Inc.	Ruth Miskin
PiXL	Partners in Excellence
EWO	LBB
BYMT	Bromley Youth Music trust
Oracy	Voice 21

