

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the academic year 2023 - 2024 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	227
Proportion (%) of pupil premium eligible pupils	39.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Liam Frost (Acting Headteacher)
Governor/Trustee lead	Gulcin Sesli, Corinne Sheehan (CEOs)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 110,766.19
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 110,766.19

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, whilst ensuring that safeguarding underpins all that we do. We are a very nurturing school who utilise early help across both academic and social domains, and are determined to ensure that all our children are given every chance to realise their full potential, regardless of starting point or family circumstance.

Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. Pupil premium funding is provided to enable these pupils to be supported to reach their potential. The Government define 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.

The Headteacher takes responsibility for Pupil Premium. Working alongside the Senior Leadership Team, 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 for all groups of learners
- Developing our assessment system to identify gaps in learning for our most vulnerable pupils, and therefore utilising Pupil progress Reviews to focus on these children
- Ensuring there is quality first teaching on a day to day basis in all classrooms
- Making use of most recent research when evaluating interventions, and considering the implementation of new processes
- Promoting reading through engaging and diverse texts
- Developing a nurturing and engaging 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
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	<p>The percentage of Pupil Premium children classed as persistently absent is not greater than that of their peers.</p> <p>Our attendance for all groups is above the national average</p>
For families to be sign posted to external agencies for support	Families feel confident to ask the school for advice, and informal and formal early help meetings are regular.

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> <p>The above is supported through our behaviour systems, through our use of the zones of regulation, through nurture and counselling, and underpinned via our Oracy offer.</p>
Curriculum design and enrichment activities ensure that Pupil Premium children have access to wider opportunities leading to raised aspirations	<p>Children are able to talk confidently about their learning and demonstrate both disciplinary and substantive knowledge in both short and long term recall.</p> <p>They furthermore demonstrate strong attitudes to learning and have raised aspirations for their future.</p> <p>There is good participation in extra- curricular clubs by Pupil Premium children.</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)

Activity	Evidence that supports this approach	Challenges addressed
<p>Further development and embedding of the systematic teaching of phonics including modelling, team teaching and review of the provision.</p> <p>An expert teacher who is not class based oversees our RWI provision, including our interventions.</p>	<p>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.</p>	1, 2
<p>Implementation of a whole school oracy project, to develop pupil's confidence, articulacy and capacity to learn.</p> <p>The school Oracy lead is also Trust Oracy Lead, demonstrating her expertise in developing Oracy across the school.</p>	<p>Research from the EEF states that oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	1
<p>LYFTA (digital platform for learning experiences that allow children to</p>	<p>This is to give children the opportunity to see/hear/experience things that they otherwise</p>	4, 5

<p>develop their cultural capital understanding of the world).</p> <p>LYFTA is led by an expert teacher who oversees the curriculum and offers assemblies bi-weekly.</p>	<p>would not be able to do with real life examples from people across the world.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenges addressed
<p>School led tutoring – additional HLTA and teacher led support to provide targeted interventions informed by regular assessment and monitoring.</p> <p>Tutoring is overseen by the Deputy Headteacher and is led daily by the adult who has taught the group that week. We have utilised Pixl therapies, team-teaching, and Pixl gap-analysis to bridge gaps.</p>	<p>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.</p>	<p>1, 2</p>
<p>Teaching assistant to implement the Nuffield Early Language Intervention (NELI) with EYFS and Y1 children to improve children’s language and early literacy skills.</p> <p>An experienced Teaching Assistant leads NELI every afternoon.</p>	<p>Research found that NELI children made on average 3 months of additional progress in language.</p>	<p>1</p>
<p>Teacher to implement the Read, Write, Inc. Fresh Start programme for children in KS2.</p> <p>An expert teacher oversees our provision, which has now expanded to three groups per day across KS2, led by an expert teacher and two higher level teaching assistants.</p>	<p>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.</p>	<p>2</p>
<p>Teachers and teaching assistants provide support for KS2 children in mathematics; using the PiXL Diagnostic, Therapy, Test and Review model.</p>	<p>Intensive small group tuition is effective for lower attaining groups.</p>	<p>2</p>

Maths and interventions are overseen by the Deputy Headteacher. We have utilised Pixl therapies, team-teaching, and Pixl gap-analysis to bridge gaps.		
SALT and counselling - targeted support and intervention for children who are Pupil Premium. Bi-weekly SALT provision led by an external NHS therapist and weekly visits from our external councillor have been offered all year.	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. Our lead midday supervisor is OPAL lead, and all staff have been trained.	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)

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 day oversight of safeguarding across the school.	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 can help develop children's self-esteem and self-confidence. They give children the chance to experience cultures,	6

school trips and visits, including residential.	respect differences and broaden their horizons and knowledge.	
Uniform fund	Ensuring that all children have fit for purpose uniform that is the same as their peers supports the mental health 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 demonstrated 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 (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 an effective school.	5, 6

Pupil Premium expenditure: £110,766.19

Pupil Premium	(110,766.19)	
SLT - Salaries/Allowances	14,000.04	DHT interventions
HLTA - Salaries	66,377.91	PSL and HLTA
HLTA - NI	(2,707.54)	PSL and HLTA
HLTA - Supn	13,858.69	PSL and HLTA
HLTA - Overtime	223.22	PSL and HLTA
Books	711.02	RWI
Equipment (Not IT)	2,821.75	Curriculum stationery
School Deficit	39.50	Trip subsidy
Trips Expenditure	78.00	Trip subsidy
Professional Services - Educational	5,739.16	EWO £2400/Club subsidy £176.50/ Curriculum services £3,162.66 incl SEND
Subscriptions	750.00	RWI online subscription
IT Licences / Software	3,104.65	Voice 21 £2000/LYFTA £1105

Catering Food/Drink	164.00	ASC subsidy
Professional Services - Non Educational	32.50	Club subsidy
Music Services Costs	3,511.00	BYMT
Training Fees	1,462.50	RWI
Uniforms Expenditure	599.79	Uniform subsidy
Total	0.00	

Pupil premium strategy outcomes

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

School Published Data 2024:								
EYFS:			Phonics:					
GLD								
<i>All</i>	71							
<i>Boy</i>	56							
<i>Girl</i>	80							
<i>PP (recipient)</i>	86							
<i>SEN</i>	33							
			Phonics results	Year 1	Year 2			
			<i>All</i>	77	57			
			<i>Boy</i>	70	80			
			<i>Girl</i>	82	0			
			<i>PP</i>	64	50			
			<i>SEN</i>	75	40			
Year 4:								
MTC	25	24+	23+	22+	21+	20+		
<i>All</i>	40	53	59	62	64	70		
<i>Boy</i>	32	41	45	50	54	64		
<i>Girl</i>	45	61	67	70	70	73		
<i>PP (recipient)</i>	35	41	41	53	59	59		
<i>SEN</i>	37	46	46	46	46	46		
Year 6:								
KS2	R	GDS	W	GDS	M	GDS	C	GDS
<i>All</i>	72	34	76	17	66	27	62	7
<i>Boy</i>	59	30	65	12	59	24	53	17
<i>Girl</i>	92	36	92	25	75	33	75	0
<i>PP</i>	67	33	75	8	58	8	50	8
<i>SEN</i>	29	14	29	14	14	14	14	14

School Data 2021-2024:

EYFS	National	All	Boy	Girl	PP6	SEN
2024	68	71	56	80	86	33
2023	67	70	79	63	50	53
2022	65	70	46	88	67	50

Phonics	National	All	Boy	Girl	PP6	SEN
2024	80	77	70	82	64	75
2023	81	80	69	88	86	56
2022	75	82	81	83	67	33

Yr 4 MTC	National	All	Boy	Girl	PP6	SEN
2024	29	40	32	45	35	37
2023	29	11	13	8	0	0
2022	27	21	33	8	0	22

KS1		National	All	Boy	Girl	PP6	SEN
2024	Reading		69 (21)	54 (8)	81 (31)	75 (25)	33 (0)
2023	Reading	69	74 (26)	72 (22)	77 (31)	64 (9)	33 (33)
2022	Reading	67	58 (19)	48 (29)	64 (14)	43 (19)	44 (17)
2024	Writing		62 (10)	38 (8)	81 (13)	63 (0)	33 (0)
2023	Writing	61	52 (3)	50 (6)	54 (0)	28 (0)	33(0)
2022	Writing	58	53 (16)	43 (24)	58 (11)	38 (13)	42 (8)
2024	Maths		79 (3)	69 (8)	88 (0)	88 (0)	56 (0)
2023	Maths	71	55 (13)	56 (22)	54 (0)	36 (0)	33 (33)
2022	Maths	68	54 (19)	53 (38)	56 (8)	50 (6)	33 (17)
2024	Combined		62 (3)	38 (8)	81 (0)	63 (0)	33 (0)
2023	Combined	56	45 (3)	44 (6)	46 (0)	27 (0)	33 (0)
2022	Combined	53	46 (14)	43 (24)	47 (8)	38 (6)	33 (8)

KS2		National	All	Boy	Girl	PP6	SEN
2024	Reading	75	72 (34)	59 (30)	92 (36)	67 (33)	29 (14)
2023	Reading	73	62 (31)	53 (26)	80 (40)	44 (20)	13 (0)
2022	Reading	74	65 (5)	56 (0)	73 (9)	57 (0)	0 (0)
2024	Writing	73	76 (17)	66 (27)	92 (36)	67 (33)	29 (14)
2023	Writing	71	66 (17)	53 (16)	90 (20)	57 (19)	0 (0)
2022	Writing	69	57 (14)	40 (20)	73 (9)	57 (14)	0 (0)
2024	Maths	75	66 (27)	59 (24)	75 (33)	58 (8)	14 (14)
2023	Maths	73	52 (26)	48 (24)	60 (30)	44 (13)	0 (0)
2022	Maths	71	40 (20)	33 (33)	46 (9)	43 (21)	0 (0)
2024	Combined	62	48 (11)	42 (6)	60 (28)	38 (7)	0 (0)
2023	Combined	59	48 (10)	42 (5)	60 (20)	38 (7)	0 (0)
2022	Combined	59	40 (0)	33 (0)	46 (0)	43 (0)	0 (0)

Attendance 2021-2024:

	Attendance	PP Ev6	SEN	PA	PA PP Ev6	PA SEN
2021/2022	93.98	90.89	91.2	19.49	41.67	36.84
2022/2023	94.03	91.95	93.3	18.42	27.78	23.33
2023/2024	95.4	93.55	95.42	10.82	20.83	11.11
Year to date	96.14	94.55	95.21	13.33	19.54	20.93

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.

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. Alongside this, we utilised an expert teacher to oversee our RWI provision, including extra-intervention to support PP children to bridge the gaps with their peers. The data above shows an improvement in PP EYFS figures across our cycle in EYFS, with PP children achieving above their peers and all above national.

2. There is a strong link between Pupil Premium and SEND. Where children have both the challenge is magnified.

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.

3. Attendance and punctuality of Pupil Premium children is generally lower than their peers.

Our PSI has worked closely with the EWO to support vulnerable families. They track effectively and have high expectations of children who 'dip' below 96% and intervention is immediately offered. Rewards are offered for children with exemplary attendance with these successes celebrated in assembly on a weekly basis. Our attendance has improved year on year as a result, with our persistent absence of PP children halving over three years.

4. There are a number of social and economic challenges faced by families, such as financial concerns, housing, domestic violence and parental anxiety.

Our Pupil Support Lead has provided firm support 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. Her early help meetings are invaluable to ensure that we can support families at source to prevent any issues escalating.

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.

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 who then allocate the support where it is required.

6. Pupil Premium children are more likely to have fewer opportunities outside of school and less aspiration for their futures.

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 attend two trips each half-term - furthering our enrichment offer.

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

