

St Mary's

Church of England Primary School

Kirkby Lonsdale

Pupil Premium Strategy

2023-2024

Nurturing creative thinkers.....

Honesty

Trust

Respect

Perseverance

Responsibility

Pupil premium strategy statement:

1. Summary information					
School	St Mary's CE School, Kirkby Lonsdale				
Academic Year	2023-24	Total PP budget	21,825	Date of most recent PP Review	Sept 2023
Total number of pupils	227	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Sept 2024

2.	3. Current attainment			
3 pupils were eligible for PPG in Year 6				
Attainment for KS2: 2023	<i>Pupils eligible for PPG (our school)</i>	<i>Pupils not eligible for PPG (our school)</i>	<i>Average</i>	<i>Pupils - National</i>
% achieving expected standard or above in reading, writing and maths	100%	88%		59%
% achieving expected standard or above in reading	100%	84%	85% <i>post validation</i> 90%	73%
% achieving expected standard or above in writing	100%	88%	81% <i>post validation</i> 84%	81%
% achieving expected standard or above in maths	100%	88%	88% <i>post validation</i> 94%	88%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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| A. | Low self confidence/self esteem, low ambition |
| B. | Potential lower levels of engagement in learning following Covid-19 |
| C. | Low level speech and language acquisition |

External barriers

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| D. | Low levels of parental support and engagement in supporting pupils at home |
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5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Increased TA intervention to promote improved writing skills.</p> <p>Writing interventions: Write intervention and Spelling support to increase ARE in writing Target Groups KS2</p>	<ul style="list-style-type: none"> • Pupils are motivated to write and provided with positive praise to improve confidence in writing • Minimum 85% of pupils achieve 'expected' by the end of KS2 • Y4 60% at ARE in writing by the end of Y4 and 85% by the end of Y6
B.	<p>Improved math skills through intervention support enables pupils to access learning</p> <p>80% of pupils with Addition Fluency at end of Yr4, 100% of Y5 fluent in Times tables by end of Y5</p>	<ul style="list-style-type: none"> • 1:1 and group Support for pupils • Pupils with PPG make progress at least in line with non PPG and in line with national average. •
C.	<p>PP children's reading/writing improves in line with non-pp children</p> <p>PPG pupils monitored within year group progress and SATS Pupil Progress Meetings to monitor support</p>	<ul style="list-style-type: none"> • Focus on improved vocabulary acquisition through changes to teaching and use of knowledge organisers • Speech and Language prioritised from EYFS-Y3 • Increased opportunities to write in Year 6 through Alan Peat and creative writing intervention
D.	<p>Parents are more equipped to support their children and work with school to provide support with learning</p>	<ul style="list-style-type: none"> • Children accessing Chromebooks to support communication • TA support with additional training to support pupils in strategies to engage learners • Counselling support to build social and self confidence



6. Planned expenditure

Academic year

2023-24

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

For PP, Post LAC, LAC, FSM and Military PP, the needs of the individual are identified and personalised programmes identified. There are some common threads where pupils have similar needs eg, progress in reading, maths and writing. However each child is treated individually and provided with support which meets their specific family situation and needs.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Additional Intervention support to target gaps in learning in:</p> <p>Maths – fluency and number</p>	<p>Use of targeted groups to ensure fluency of addition and number.</p> <p>Target Groups Y6 and Y4</p>	<p>Targeted challenge groups to support fluency</p> <p>Improving Literacy improves student outcomes overall therefore reducing variation of attainment and progress between PPG/Non PPG-Moderate impact at low cost +4 months Sutton Trust EET + 5months Overall, studies of oral language interventions consistently show positive benefits on learning</p>	<p>Regular TA review of intervention and monitoring of support provided.</p> <p>Impact measures pre and post intervention.</p> <p>Termly/ half termly assessment of writing.</p>	HT	June 2024
<p>Improved writing skills for pupils with gaps in skills and language</p>	<p>Weekly interventions in writing from YN – 6 with additional TA provision to ensure target groups are supported.</p> <p>Additional speech and language provision</p>	<p>Talk for writing programmes – weekly ensure pupils language acquisition is improved and transferred to writing.</p> <p>EET +5 months Approaches which promote talk and interaction between learners tend to result in the best gains</p>	<p>Increased TA training – Vocabulary and investment in further SPAG resources</p> <p>Target groups reviewed regularly</p> <p>Increased mini interventions to support challenge in writing for GDS</p>	Head	July 2024

PP children's spelling improves in line with non-pp children	Read Write Inc Spelling introduced throughout Y1-6 Continued training and support in phonics with the full Read Write Inc approach adopted for EYFS and KS1.	Spelling assessments highlight detailed gaps in knowledge Spelling programme supported by all staff to target pupils' individual gaps. EET = 5 months Low cost moderate impact - These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Successful spelling activities carefully select activities for pupils according to their capabilities, and ensure that spellings provide an effective, but not overwhelming, challenge.	Spelling Ages improves by 5% and translates to improved Spelling and SPAG scores in KS2 SATS Purchase of additional resources for EYFS and KS1 to teaching phonics systematically and with targeted intervention where required. Monitored half termly. Review meetings to monitor intervention. Drop ins will show books are celebrated and phonics is being used as a spelling strategy.	DHT	March 2024

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
To ensure pupils make appropriate progress from KS1 starting points or baseline assessment on entry to school	Additional TA provision in Y6 and 4 Additional Tutoring support from Oct 2023 in Year 6	Specific and individualised gaps in learning linked to close communication with the class teacher ensure clearly planned and targeted 1:1 support. EET – High cost moderate impact + 5 months Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	From Sept – July pupils will receive additional TA support Year 4/6 There will additional after school support 1 x hour per week for target groups to support the gaps in learning.	HT	July 2024

<p>Accelerate progress of all PPG pupils in maths and reading</p>	<p>Accelerating progress through targeted support including additional support from specialist TAs staff providing interventions where needed in reading, writing and maths</p> <p>1:1 support for reading and maths to target ongoing gaps identified in assessment.</p>	<p>1:1 tuition and support provided earlier – typically January start, now starting in October.</p> <p>Use of Maths Hub resources and Training to further improve fluency in maths.</p> <p>EET +1 In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.</p>	<ul style="list-style-type: none"> • Groups will be tracked termly and assessment information analysed 	<p>Head</p>	<p>June 2024 review</p>
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7. Review of expenditure : £21,825

Previous Academic Year		2021/22		
Funding		£21,825		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Accelerated progress in phonics and reading for pupils	Additional, targeted support for pupils – TA support.	Targeted support for additional phonics and reading tuition	Good communication in transition ensures children make progress as soon as possible.	£ 4500
TA writing groups supported Y3-6 to build long term development of language	TA weekly online support 1 hour per week. Targeted writing groups and spelling through small group work	TA reading and phonics support – 5 pupils with focused support ensures increased fluency and Phonics acquisition. Pupils throughout Year 3-6 made significant and secure progress in writing	Impact of Chromebook Writing has enhanced the quality and quantity of writing. Talk for writing ensures consistent approach to writing.	£4300

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>TA training and support ensures high quality provision.</p> <p>Additional White Rose Training (Jan 2023) to improve fluency.</p> <p>Regular Pupil Progress meetings ensure fluid and targeted interventions support gaps in learning.</p> <p>Pupils at targeted greater depth provision provided with support</p>	<p>Maths interventions target gaps in learning, targeting groups eg PPG and Mobile pupils.</p> <p>Additional 1:3 support provides individual self-confidence improvement</p> <p>1:1 tutor provision</p>	<p>Pupils with PPG make progress in line or greater with non PPG.</p> <p>Children in all year groups become more confident in fluency leading to greater application and conceptual understanding. – Knowledge gaps are reduced leading to greater confidence.</p> <p>Internal tracking highlights rapid improvement in progress and attainment to ensure pupils are increasingly on track to meet aspirational progress targets.</p> <p>10% of PPG to achieve greater depth with support.</p>	<p>Fluency addition is essential for transition to Y3 and to continue to ensure good transition and group support to ensure fluency.</p> <p>Improved engagement with range of models ensures flexibility and appropriate response, efficiency, automaticity to ensure conceptual understanding</p> <p>Targeted support and addressed gaps in learning, especially for maths and writing. The focus on imaginative writing and language extension assists in this.</p> <p>Individual learning plans based on regular learning reviews ensure a targeted programme for maths and writing.</p> <p>Gaps in learning have been supported with pupils on track to achieve by end of KS2.</p>	<p>Tuition and additional 1:1 support £4825</p> <p>Maths Intervention £4500</p> <p>Spelling Programme Read Write Inc £1200</p> <p>£2500</p>

8. Additional detail

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