

Pupil premium strategy statement

Astbury St Mary's CE Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	31.12.23
Date on which it will be reviewed	31.12.24
Statement authorised by	Pip Blythe
Pupil premium lead	Pip Blythe
Governor / Trustee lead	Margaret Sanders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,550

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We intend to work with the Congleton Education Partnership to support our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Post COVID, poor emotional resilience to academic work and friendships. Teacher referrals for play therapy and counselling are relatively high.
2	Challenging home environments.
3	Attendance data shows a number of disadvantaged pupils are late for school in the morning. This negatively impacts on well-being.
4	Lack of support for work at home – little or no homework completed for a number of disadvantaged children
5	Waiting lists for referrals for speech and language development delay support.

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
Improve outcomes for children and their families	2 x p/t FSWs commissioned through the CEP (Congleton Education Partnership) Pupils and/or families supported to improve issues identified. Impact and outcomes measured via SDQ and feedback.
Identify pupils at risk of underachievement due to lack of emotional resilience / challenging home situations and put in place effective interventions that demonstrate impact & outcomes (play therapy, KICK mentoring)	Pupils identified and interventions put in place to provide the necessary support. Services to provide annual impact and outcomes report
Identify key focus areas to address underachievement – speech and language. Improved oral language skills and vocabulary.	Speech and language link trained TA to deliver assessments and interventions through the Congleton Partnership.
Progress in reading, writing and maths to be in line with peers	PP children make six steps progress throughout the year (2 per term). For some EHCP pupils – measured against EHC implementation Plan targets
All PP children have the opportunity to attend the Y5/6 residential	All PP children attend the residential for Y3/4 and Y5/6
To achieve and sustain improved punctuality	For PP children to be on time for school and achieve at least 96% attendance

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £8451

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group / paired and 1:1 focus in reading, writing and maths – targeted at disadvantaged pupils who require further support.	Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one to one One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	6

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

Budgeted cost: £6099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend the Y3/4 and Y5/6 residential	The Learning Away project has been researching the impact that residential school trips can have on pupils. Funded by the Paul Hamlyn Foundation, the project worked with 60 Primary, Secondary and Special schools to evaluate whether residential experiences could have a documentable positive effect on students' learning, achievement and wellbeing. https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article	4
Purchase Play therapy and mentoring sessions	See 'summary of results' on www.playtherapy.org.uk/Research/Research1 DfE Mental health and wellbeing provision in schools October 2018	4
Engage with the CEP FSW programme	School based family support: https://www.researchgate.net/publication/275699601_School-Based_Family_Support_Evidence_From_an_Exploratory_Field_Study	9
Engage with the	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,	3

CEP S and L assistant	listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues	Based on our experiences, we have identified the need to set aside a small amount of funding to respond to needs not yet identified	All

Total budgeted cost: £14,055

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It is clear that focusing on small groups of children who are struggling in certain areas provides excellent opportunities for progress. This was most effective when the focus area was determined by the class teacher based on their observations of the pupil.

Progress data in reading, writing and maths shows an overall progress score of 3.7 (school expected is 6). Y6 SATS – reading, writing and maths (cohort too small to include data). Funding from the national tutoring programme was also used to improve progress in reading, writing and maths for disadvantaged pupils.

Play therapy and counselling services have been bought in to for a further year due to positive outcomes for children receiving these services. Parental and pupil feedback from these services is overwhelmingly positive.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Play therapy	Cheshire Play Therapy
Counselling services	Swans counselling services

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

Spent on support for reading, writing and maths in small group work.

The impact of that spending on service pupil premium eligible pupils

No data as pupils new to school.

Further information (optional)

We work with Cheshire East council to provide food vouchers for our FSM children during the school holidays.

We work with the CEP (Congleton Education Partnership) to provide free holiday club active activities for our FSM children.