



# Pupil Premium Strategy Statement

- Published: December 2021
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## Introduction

Bosley St. Mary's CE Primary School is a happy family where we encourage each other to shine and be the best that we can be. Our enriching curriculum inspires confident, aspirational pupils to have a love of learning and a passion for serving community. Our Christian values of peace, love and joy create a safe, nurturing space where all are respected, valued, and enabled to succeed and flourish in God's love.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bosley St. Mary's CE Primary School
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	Supressed <sup>1</sup>
Academic year/years that our current pupil premium strategy plan covers	Three academic years: 2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	V. Rippon, Headteacher
Pupil premium lead	V. Rippon, Headteacher
Governor / Trustee lead	J. Pollard, Chair of Governors

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<sup>1</sup> Due to the small size of our school, this data is supressed to protect pupil identities.  
Public

## Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£8,027
Recovery premium funding allocation this academic year	£2,810
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£10,837</b>

## Part A: Pupil premium strategy plan

### Statement of intent

In line with our core Christian values of peace, love and joy, our ultimate objective for disadvantaged pupils is for them to experience and benefit the fullness of their primary education. As with their peers, we aim for them to be confident, aspirational children who have a love of learning and a passion for serving community.

Our pupil premium strategy works towards that by developing both their learning (knowledge and skills) and their capability to access learning (opportunities for enrichment as well as basic, practical tools needed for that). The strategy is based on three key principles:

1. Children need to be in the 'right place' emotionally and physically to be able to learn.
2. Knowledge and skills are key components of learning, and what this is changes for each subject.
3. Learning is only effective when it is partnered with metacognitive strategies.

### Challenges

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

Challenge number	Detail of challenge
1	Lack of basic skills in mathematics
2	Under-developed oracy skills and comprehension in reading
3	Limited opportunities to access enriching experiences
4	Children are not sufficiently prepared physically for the school day

### 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
Basic skills in mathematics	<ul style="list-style-type: none"><li>• 100% of children, in receipt of PPG, make at least expected progress</li></ul>

Intended outcome	Success criteria
	<ul style="list-style-type: none"> <li>• 100% of children, in receipt of PPG, to attain in line with their starting points</li> <li>• 100% of children, in receipt of PPG, to achieve a Good Level of Development in EYFS.</li> <li>• 100% of children to explain what they have learnt that is new</li> <li>• 100% of children to know what they need to do to improve in their learning</li> <li>• 100% of parents, of children who receive the PPG, attending how they can help their child at home meetings.</li> </ul>
Oracy and comprehension in reading	<ul style="list-style-type: none"> <li>• 100% of children, in receipt of PPG, make at least expected progress and at least 33% of children, in receipt of PPG, to make more than expected progress.</li> <li>• 66% of children, in receipt of PPG, to achieve Age Related Expectation in Reading, Writing and Mathematics combined at the end of each Key Stage.</li> <li>• 100% of children, in receipt of PPG, to achieve a Good Level of Development in EYFS</li> <li>• 100% of children Y2-Y6 to make at least 6 months improvement in reading age.</li> <li>• 100% of children to know what they need to do to improve in their learning.</li> <li>• 100% of parents, of children who receive the PPG, attending enrichment events.</li> <li>• 100% of parents, of children who receive the PPG, attending how they can help their child at home meetings.</li> <li>• Deliver bespoke interventions where necessary.</li> <li>• Children to talk about what they are reading in class.</li> </ul>
Accessing enriching experiences	<ul style="list-style-type: none"> <li>• 75% to attend a school club</li> <li>• 100% to attend enrichment experiences</li> <li>• Increase the percentage of parents, of children who receive the PPG, attending enrichment events.</li> </ul>
Family support to prepare children for the school day	<ul style="list-style-type: none"> <li>• 100% of pupils to have one piece of uniform at the beginning of term</li> <li>• 100% of pupils have snack</li> </ul>

## 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: £2,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD opportunities in key academic focus areas of reading and mathematics. This activity covers the cost of supply teachers.	Expert teachers have the largest impact on children's learning - HATTIE, J. (2012). <i>Visible learning for teachers: maximizing impact on learning</i> . London: Routledge	1 and 2

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tuition in basic maths, reading and writing skills	High impact intervention that focuses on the children's gaps in learning and provides a bespoke package to overcome these barriers to learning. The EEF toolkit identifies 1:1 tuition as having some of the highest impact (6 months progress) but is cost heavy.	1 and 2
Nessy - structured, Orton-Gillingham reading and spelling programme (200)	EEF Key Stage 1 and Key Stage 2 Improving literacy guidance p11. Nessy has been awarded the British Dyslexia Association mark of quality assurance.	2
One-to-one and small group phonics intervention based on Read Write Inc	EEF Key Stage 1 and Key Stage 2 Improving literacy guidance p11.	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of VIPERS approach to reading comprehension	EEF Key Stage 1 and Key Stage 2 Improving literacy guidance p11.	2

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

Budgeted cost: £1,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance at after-school clubs	Cultural capital activities - linked to the curriculum - the EEF toolkit Social and Emotional Learning and Ofsted EIF.	3
Attendance at enrichment experiences	Cultural capital activities - linked to the curriculum - the EEF toolkit Social and Emotional Learning and Ofsted EIF.	3
Swimming lessons	Cultural capital activities - linked to the curriculum - the EEF toolkit Social and Emotional Learning and Ofsted EIF.	3
One piece of uniform at the start of the academic year	Support parents with the cost of uniform by buying an initial clothing. P30 of the EEF toolkit Social and Emotional Learning.	4
Wrap around care (up to 3 sessions per week)	Cultural capital activities - linked to the curriculum - the EEF toolkit Social and Emotional Learning and Ofsted EIF.	3, 4
Daily snack availability	P30 of the EEF toolkit Social and Emotional Learning.	4

**Total budgeted cost: £ 10,800**

## **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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

[Reviewed 2020/21 Pupil Premium Strategy](#)