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# Pupil premium strategy statement 2023/24

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I can do all things through Him who strengthens me. Philippians 4:13



December 2023

Version 1

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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	44
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers	<ul style="list-style-type: none"><li>• 2023/24</li><li>• 2024/25</li><li>• 2025/26</li></ul>
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rebecca Hadfield
Pupil premium lead	Rebecca Hadfield
Governor / Trustee lead	Lynsey Needham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,380
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£23,380

## Part A: Pupil premium strategy plan

### Statement of intent

In line with our core Christian values and inspired by the Church of England's vision for education, our ultimate objective for all pupils is for them to experience "life in all its fullness" (John 10:10). As with their peers, we aim for our children from disadvantaged backgrounds to be confident and aspirational who have a love of learning and a passion for serving the community. We articulate this through our school mission as articulated in Philippians 4:13, "I can do all things through Him who strengthens me".

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 those components are subject specific.
3. To be effective, teachers need to develop their expertise in terms of pedagogy, subject knowledge and, increasingly, child development.

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

Bosley St. Mary's original strategy, published in 2021, identified four key challenges facing disadvantaged pupils. These were:

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

Following extensive review progress and outcomes, these challenges have been further refined so that pupil premium monies can be targeted more effectively. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed

below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest disadvantaged pupils generally have gaps in their understanding of basic number skills which is adversely affecting their attainment in mathematics. This challenge becomes more pronounced as children progress through their academic career.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers in Reception and Key Stage 1.
3	Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Disadvantaged pupils have been further impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Disadvantaged pupils have been further impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	Pupil Premium pupils are often limited in their wider experiences and participation in activities outside school including sports activities, participation in community groups and visiting other areas of interest.
6	Observations have demonstrated that, post-Covid, many children continue to have little resilience to school-work and friendships. Referrals for therapeutic support (specifically play therapy) remain high.

## 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
To close the attainment gap in mathematics by improving disadvantaged pupils' understanding of basic number skills throughout their academic career.	<ul style="list-style-type: none"> <li>● Improved fluency in basic number skills, including addition, subtraction, multiplication, and division.</li> <li>● Increased confidence in applying basic number skills to solve mathematical problems.</li> <li>● Deeper understanding of mathematical concepts related to basic number skills.</li> <li>● Consistent progress in mathematical attainment, narrowing the gap with non-disadvantaged peers.</li> </ul>
To improve phonics skills among disadvantaged pupils in Reception and Key Stage 1, bringing them in line with their peers.	<ul style="list-style-type: none"> <li>● Accurate decoding and pronunciation of a range of phonemes and graphemes.</li> <li>● Improved phonemic awareness and the ability to blend and segment sounds.</li> <li>● Increased fluency in reading and spelling words using phonics knowledge.</li> <li>● Age-appropriate reading and writing outcomes in phonics assessments.</li> </ul>
To raise reading attainment for disadvantaged pupils, narrowing the gap with non-disadvantaged pupils, particularly in light of the impact of partial school closures.	<ul style="list-style-type: none"> <li>● Accelerated progress in reading comprehension, demonstrating improved understanding of texts.</li> <li>● Development of a wider vocabulary and use of appropriate reading strategies to enhance comprehension skills.</li> <li>● Engagement in independent reading and a love for reading.</li> <li>● Reading outcomes that are on par with non-disadvantaged peers.</li> </ul>
To improve writing attainment for disadvantaged pupils, narrowing the gap with non-disadvantaged pupils,	<ul style="list-style-type: none"> <li>● Improved writing skills, including grammar, punctuation, and sentence structure.</li> <li>● Effective organisation of ideas and production of coherent and well-structured written pieces.</li> </ul>

Intended outcome	Success criteria
particularly in light of the impact of partial school closures.	<ul style="list-style-type: none"> <li>• Use of a wider range of vocabulary and language features to enhance writing.</li> <li>• Writing outcomes that are comparable to those of non-disadvantaged peers.</li> </ul>
To provide opportunities for Pupil Premium pupils to engage in a wide range of extracurricular activities, including sports, community groups, and visits to enhance their experiences outside of school.	<ul style="list-style-type: none"> <li>• Access to a diverse range of extracurricular activities, including sports clubs, arts and culture groups, and community initiatives.</li> <li>• Actively participate in extracurricular activities, fostering their personal interests and talents.</li> <li>• Benefit from the social and emotional development opportunities provided by extracurricular activities, including building relationships, teamwork, and leadership skills.</li> <li>• Equal opportunities to engage in extracurricular activities, ensuring that financial barriers do not restrict their participation.</li> </ul>
To enhance children's resilience to school-work and friendships post-Covid resulting in improved emotional well-being.	<ul style="list-style-type: none"> <li>• Increased engagement and participation of pupils in forest school activities, leading to improved well-being, resilience, and connection with nature.</li> <li>• Enhanced emotional well-being and reduced referrals for therapeutic support as a result of implementing play therapy and other appropriate interventions.</li> <li>• Effective training and support provided to the senior mental health lead, enabling them to develop and implement a holistic approach to mental health and well-being across the school.</li> <li>• Improved outcomes for pupils' mental health and well-being, evidenced by reduced levels of stress, improved coping strategies, and positive feedback from pupils, staff, and parents.</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: £6,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development (PD) in writing, phonics, reading and mathematics for all teaching staff.	EEF Guidance Report: <a href="#">Effective Professional Development</a>	1, 2, 3, 4
Power Maths - Mathematics scheme of work with supporting PD	EEF Guidance Reports: <ul style="list-style-type: none"> <li>• <a href="#">Improving Mathematics in Early Years and Key Stage 1 Maths</a></li> <li>• <a href="#">Improving Mathematics in Key Stage 2 and 3</a></li> </ul> EEF Guidance Report: <a href="#">Effective Professional Development</a> DfE <a href="#">Reducing Workload Toolkit</a> <ul style="list-style-type: none"> <li>• Choosing high quality resources</li> </ul>	1
Read Write Inc Phonics - structured synthetic phonics programme with supporting PD	EEF Toolkit - <a href="#">Phonics</a> EEF <a href="#">Improving Literacy in KS1</a> - Recommendations: <ul style="list-style-type: none"> <li>• Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</li> <li>• Effectively implement a systematic phonics programme</li> </ul>	2,3



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> <li>Teach pupils to use strategies for developing and monitoring their reading comprehension</li> </ul> <p>EEF Guidance Report: <a href="#">Effective Professional Development</a></p> <p>DfE <a href="#">Reducing Workload Toolkit</a></p> <ul style="list-style-type: none"> <li>Choosing high quality resources</li> </ul>	
Literacy Tree - English scheme of work with supporting PD	<p>EEF <a href="#">Improving Literacy in KS1</a> - Recommendations:</p> <ul style="list-style-type: none"> <li>Teach pupils to use strategies for planning and monitoring their writing</li> </ul> <p>EEF <a href="#">Improving Literacy in KS2</a> - Recommendations:</p> <ul style="list-style-type: none"> <li>Teach writing composition strategies through modelling and supported practice</li> </ul> <p>EEF Guidance Report: <a href="#">Effective Professional Development</a></p> <p>DfE <a href="#">Reducing Workload Toolkit</a></p> <ul style="list-style-type: none"> <li>Choosing high quality resources</li> </ul>	3,4
Letter-Join - Handwriting scheme of work with supporting PD	<p>EEF <a href="#">Improving Literacy in KS1</a> - Recommendations:</p> <ul style="list-style-type: none"> <li>Promote fluent written transcription skills by encouraging extensive and effective practice</li> </ul> <p>EEF <a href="#">Improving Literacy in KS2</a> - Recommendations:</p>	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> <li>Develop pupils' transcription and sentence construction skills through extensive practice</li> </ul> <p>EEF <a href="#">Using Digital Technology to Improve Learning</a></p> <p>EEF Guidance Report: <a href="#">Effective Professional Development</a></p> <p>DfE <a href="#">Reducing Workload Toolkit</a></p> <ul style="list-style-type: none"> <li>Choosing high quality resources</li> </ul>	
Accelerated Reader - Comprehension and reading assessment	<p>EEF <a href="#">Improving Literacy in KS1</a> - Recommendations:</p> <ul style="list-style-type: none"> <li>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</li> <li>Teach pupils to use strategies for developing and monitoring their reading comprehension</li> <li>Use high-quality information about pupils' current capabilities to select the best next steps for teaching</li> </ul> <p>EEF <a href="#">Improving Literacy in KS2</a> - Recommendations:</p> <ul style="list-style-type: none"> <li>Support pupils to develop fluent reading capabilities</li> <li>Teach reading comprehension strategies through modelling and supported practice</li> <li>Target teaching and support by accurately assessing pupil needs</li> </ul> <p>EEF <a href="#">Using Digital Technology to Improve Learning</a></p>	3, 4

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

Budgeted cost: £6,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring of individuals and small groups undertaken by class teachers (cost of peripatetic MFL teacher to cover tuition time)	EEF: <a href="#">Making a difference with effective tutoring</a> .  Evidence from EEF toolkit: <ul style="list-style-type: none"> <li>• <a href="#">One to one tuition</a></li> <li>• <a href="#">Small group tuition</a></li> </ul>	1,2,3,4
Purchase of library books to develop comprehension skills and love of reading culture	EEF <a href="#">Improving Literacy in KS1</a> - Recommendations: <ul style="list-style-type: none"> <li>• Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</li> <li>• Teach pupils to use strategies for developing and monitoring their reading comprehension</li> </ul> EEF <a href="#">Improving Literacy in KS2</a> - Recommendations: <ul style="list-style-type: none"> <li>• Support pupils to develop fluent reading capabilities</li> <li>• Teach reading comprehension strategies through modelling and supported practice</li> </ul> <a href="#">DfE Reading Framework</a> : <ul style="list-style-type: none"> <li>• Section 8 - Developing a reading for pleasure culture</li> </ul>	3,4,5,6
TTRS - structured mathematics intervention	EEF Guidance Report: <a href="#">Improving Mathematics in Early Years and Key Stage 1 Maths</a> . Recommendations:	1, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> <li>Use high quality targeted support to help all children learn mathematics</li> </ul> <p>EEF Guidance Report: <a href="#">Improving Mathematics in Key Stage 2 and 3</a>. Recommendations</p> <ul style="list-style-type: none"> <li>Use high quality targeted support to help all children learn mathematics</li> <li>Use assessment to build on pupils' existing knowledge and understanding</li> <li>Use tasks and resources to challenge and support pupils' mathematics</li> </ul> <p>EEF <a href="#">Using Digital Technology to Improve Learning</a></p>	
Nessy - structured reading and spelling intervention	<p>EEF <a href="#">Improving Literacy in KS2</a> - Recommendations:</p> <ul style="list-style-type: none"> <li>Support pupils to develop fluent reading capabilities</li> <li>Teach reading comprehension strategies through modelling and supported practice</li> <li>Target teaching and support by accurately assessing pupil needs</li> <li>Use high quality structured interventions to help pupils who are struggling with their literacy</li> </ul> <p>EEF <a href="#">Using Digital Technology to Improve Learning</a></p>	2, 3, 6

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

Budgeted cost: £10,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for residential and school trip attendance for PP children (50% of the cost)	Evidence from EEF Toolkit: <ul style="list-style-type: none"> <li>• <a href="#">Arts participation</a></li> <li>• <a href="#">Physical activity</a></li> </ul> <u>Learning Away project:</u> <ul style="list-style-type: none"> <li>• Impact of residential experiences on pupils' learning, achievement and wellbeing.</li> </ul>	5, 6
Funding for PP children to attend breakfast and/ or after-school clubs. This also includes a small amount for the provision of one school jumper.	Evidence from EEF Toolkit: <ul style="list-style-type: none"> <li>• <a href="#">Arts participation</a></li> <li>• <a href="#">Physical activity</a></li> <li>• <a href="#">Breakfast provision</a></li> </ul>	5, 6
Provision of therapeutic support through Senior Mental Health Lead (not funded by PP) and Play Therapy	Evidence from EEF Toolkit: <ul style="list-style-type: none"> <li>• <a href="#">Social and Emotional Learning</a></li> </ul>	6
Targeted nurture support through forest school provision	Evidence from EEF Toolkit: <ul style="list-style-type: none"> <li>• <a href="#">Social and Emotional Learning</a></li> </ul>	6

**Total budgeted cost: £23,380**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attainment data from teacher assessments and Standard Assessment Tests (SATs) at the end of key stage show that Pupil Premium (PP) children are significantly under-performing when compared to their non-PP peers. When interpreting the data, it is important to note the following:

- 29% of pupils were on the SEN register
- 50% of pupils had joined the school after their reception year. The majority of whom (37% of all pupils) had joined during the pandemic (i.e. 20/21 and 21/22 academic years)

The disruption of the Covid-19 pandemic, therefore, cannot be underestimated and it is reflected in the attainment of all pupils.

Progress data, however, presents a more positive picture. PP children are now making progress broadly in line with their peers and whilst more children do make less than expected progress, this is generally attributable to a small number of factors, namely:

- Differences between assessment of attainment between previous setting and Bosley St. Mary's (which in itself, may be influenced by change of setting)
- Disrupted attendance due to emotionally-based school avoidance
- Requirement for specialist provision beyond the scope of Bosley St. Mary's

Reading	Progress		
	Less than Expected	Expected	More than Expected
PP	17%	58%	25%
Non-PP	15%	58%	27%

Writing	Progress		
	Less than Expected	Expected	More than Expected
PP	17%	75%	8%
Non-PP	15%	69%	15%

Maths	Progress		
	Less than Expected	Expected	More than Expected
PP	17%	58%	25%
Non-PP	4%	73%	23%

A number of conclusions can be drawn from the progress and attainment data combined. Reading and maths were the primary focus of the original Pupil Premium strategy. Whilst the attainment gap remains, progress data demonstrates that the investment made in the teaching of these two subjects has a positive impact on progress: 83% of PP children have made expected or more than expected progress in both subjects. This progress has been driven by:

- developing teacher expertise in terms of both subject knowledge and pedagogy
- purchasing high quality schemes of work
- embedding small group and individual tuition

The contrast with attainment in writing, where there has not been the same level of support, is further proof of the effectiveness of the pupil premium strategy. Yet whilst nearly all pupils were working below age-related expectations, once again 83% of PP children made expected or more progress, possibly due to improvement in reading outcomes. The pupil premium strategy has, therefore, been adjusted to include writing as a challenge area and provide investment akin to that in reading and maths.

There are two additional factors to be considered when assessing the attainment of PP children. Firstly, more than half of the PP cohort at Bosley St. Mary's are previously looked after, i.e. adopted. The impact of potential early trauma is well documented and the school is committed to supporting the emotional wellbeing of these children.

Secondly, attendance of PP children in 2022/23 was lower than their non-PP peers:

- PP attendance - 79%
- Non-PP attendance - 94%

Within the PP cohort there was a small number of children who had a medical reason for low attendance and all of whom now attend a different setting. Once their data was removed, the PP attendance figure was at 94%, the same as non-PP children. Lower attainment of PP children overall could not, therefore be attributed to their attendance levels.

Given these contributory factors, it remains appropriate to invest in ways to further develop children's access to enriching experiences as well as offering support to their emotional wellbeing and mental health. The challenge of children not being "sufficiently prepared physically for the school day" has been refined to reflect children's need for the emotional tools and resilience required for schooling.

## 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
N/A	N/A

## Service pupil premium funding

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

## Further information

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 activities for our FSM children.

Training of a Senior Mental Health lead is provided through DfE funding, not pupil premium.

We are part of our local maths and English hubs.