

Pupil Premium Strategy Statement

St Mary's CEP School, Hawkshaw, Bury

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Geraldine Skinner, Head Teacher
Pupil premium lead	Geraldine Skinner
Governor lead	Ned Solanki

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,440
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
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>	£4,440

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 progress for all including high attainers.

High quality teaching is at the heart of our approach with effective adaptive teaching for those who benefit from this support.

We provide targeted support through the National Tutoring Programme for pupils who have gaps in their learning due to the COVID19 pandemic.

We shall focus support to ensure good attendance and punctuality working with parents, Early Help, and our Attendance Officer to co-produce strategies.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance amongst disadvantaged pupils has previously been lower than non-disadvantaged.
2	Our assessments, observations and discussions with pupils, notably due to low self-esteem and anxiety, which affect attainment of those who are disadvantaged.
3	Formative assessments suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Homework is less supported with some disadvantaged pupils, especially reading, resulting in less progress.

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 achieve and sustain improved attendance for disadvantaged pupils.	Sustain high attendance by 2025 demonstrated by over 90% for all disadvantaged pupils.

To achieve and sustain improved wellbeing for all pupils in school, particularly disadvantaged	High levels of wellbeing demonstrated by pupil voice, behaviour, attitudes and pupil wellbeing questionnaire.
To achieve accelerated progress in Reading for disadvantaged pupils.	All disadvantaged pupils will be at the expected level in Reading.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge numbers addressed
Purchase additional Little Wandle reading books to secure strong phonics teaching for all pupils	Quality Phonics teaching has a positive impact on the accuracy of word reading.	2,3

Targeted academic support

Budgeted cost: £3110

Activity	Evidence that supports this approach	Challenge number addressed
To facilitate the completion of homework in school including additional reading in school	Tuition targeted at specific needs can support low attaining pupils.	3

Wider strategies related to attendance, behaviour, wellbeing

Budgeted cost: £330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head Teacher to meet with Early Help Worker and Attendance Officer to develop bespoke packages of support. Daily encouragement to pupils and parents by Head Teacher.	The DfE guidance 'Working Together to Improve Attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2

Strategies explained to parents by Early Help Worker.		
To work with school nursing team to deliver the Starlight Project.	Parental feedback has validated the effectiveness of the SEMH programme.	2
Cultural trips and musical tuition will be provided at no cost to the disadvantaged pupils.	As well as being valuable for wider development outcomes, Arts participation can have positive impact on educational performance.	2

Total budgeted cost: £4440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous year we had a total of 5 children who were eligible for the Pupil Premium Grant with an additional income of £11,260. With such a small number we need to be mindful to interpret data with caution.

Two children left in July for high school. Three of the five children remain at St Mary's CEP School. In September two children joined St Mary's but we will not receive funding until April 2025.

The SATs outcomes for the two children who moved to high school showed solid achievement. Both children were high school ready.

We have drawn on school data for attendance and punctuality. Two of the children had lower than average attendance but improved over the school year. Our overall attendance is consistently high. The focus on improving attendance for disadvantaged pupils will continue.

All the children were supported by adaptive teaching and some received 1:1 tuition.

Disadvantaged pupils received a free Christmas theatre trip, music tuition and a residential visit. Our strategy to remove barriers to cultural opportunities is very effective allowing all children to access our wider curriculum. Attendance at our out of school clubs is high for disadvantaged pupils.

A group of 6 children blossomed during the 6 outdoor learning sessions led by an external provider. They developed emotional literacy, self-esteem and confidence.

Externally provided programmes

Programme	Provider
Starlight Project	School Nursing Team
Music Tuition	Bury Music Service
Alternative Provision – Outdoor learning	North Manor SEMH Partnership