

Pupil premium example statement (primary)

The pupil premium statement below is an example, created for a fictitious primary school. Its purpose is to help you populate the DfE pupil premium template. All schools are required to use the DfE template to complete and publish their pupil premium statement on their school website by 31 December.

Before completing the template, you should read the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

School leaders are best placed to assess their pupils' needs and identify how to use the funding to help disadvantaged pupils to improve their attainment. This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement or the volume and type of activity that you use your pupil premium (and recovery premium) to fund.
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement).
- The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example.

Referring to evidence

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement, but it is up to you to decide what forms of evidence you use to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

Funding allocation and pupil eligibility figures

Where you are required to enter the amount of funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when pupil premium allocations for the following financial year are published.

Where you are required to state the % of pupils eligible for pupil premium, you should provide the most up to date figure you have at the time you complete your statement.

Pupil premium strategy statement

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	St Mary's C of E Primary
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	53% (75)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn term 2023
Statement authorised by	Jane O'Brien, Headteacher
Pupil premium / Inclusion lead	Anna Joseph, Assistant Headteacher
Governor / Trustee lead	Katie Chubb, Inclusion lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,185
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£123,930

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's C of E Primary School, we foster everyone's potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging.

We want all of our pupils to make good progress and achieve highly across all subject areas. The focus for our pupil premium strategy is to achieve this goal, including for those that are already high attainers.

We know that some of our pupils come from families where personal circumstances can be difficult and that this can affect children and their learning and make them vulnerable. As a school community, one of our strengths is how well we know our children and their families. This means that we are aware of the specific vulnerabilities of individual children and this informs the interventions we provide, whether it is prioritising families for food parcels or providing additional input for reading.

We prioritise the need for our pupils to be in class with their teacher benefiting from high quality teaching and the rich curriculum we offer. Interventions where children are taken out of class are time limited and regularly assessed and evaluated to ensure they are meeting the needs of the pupils. Where possible children have whole class interventions which everyone can benefit from (e.g. the Little Wandle phonics and reading programme). These methods are good practice and proven to have an impact on closing the disadvantage attainment gap whilst benefitting the whole school.

Part of our PPG strategy is targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of them from nursery to year 6. Our aim is that by identifying children early who are experiencing difficulties we will improve their engagement and understanding of the curriculum. Engaging parents is also an aim as we know that with parental support and engagement, outcomes are improved. We will also ensure that disadvantaged and vulnerable pupils are supported and challenged to achieve well as we consider our mission statement of 'being the best we can be' in all the decisions that we make.

Challenges

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

Challenge number	Detail of challenge
1	Discussions with pupils and parents have identified many of our disadvantaged pupils living in small and cramped homes which limits their access to materials and experiences supportive of educational success. This affects many of the basic skills such as spelling, engagement in reading and timetables that are often rehearsed through homework and with parental support.
2	Assessments, observations, and discussions with pupils indicate under-developed oral language skills (speech and language needs) and vocabulary gaps among many disadvantaged pupils. This is due to less exposure to a wide and rich vocabulary and appropriate texts and reading opportunities. This is evident from Nursery through to KS2.
3	Assessments, observations, and discussions with pupils suggest disadvantaged and vulnerable pupils generally have greater difficulties with phonics than their peers compounded by the pandemic and time missed at school. This negatively impacts their development as readers.
4	Assessments indicate that maths attainment is lower, particularly in basic skills such as timetables, recall of bonds and in problem solving. This has impacted on pupil confidence and willingness to 'have a go'.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Knowledge gaps are different across the school.
6	Assessments and observations identify many of our disadvantaged and vulnerable pupils beginning their school career with limited exposure to formal spoken English and /or exposure to a wide vocabulary which impacts on reading comprehension as they progress through the school.
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to external factors, and a lack of social and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and particularly in the lower part of the school.
8	Our data indicates that our disadvantaged and vulnerable pupils are more likely to have poor attendance and be 'persistently absent', negatively impacting on progress and attainment in all areas of learning.

9	Some of our disadvantaged and vulnerable pupils do not have aspirational home backgrounds and have had limited opportunities for social, cultural or educational experiences beyond their immediate environment. This impacts on pupils' aspirations and understanding of what they can achieve, experience and access.
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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
Improved writing progress and attainment for all pupils including the disadvantaged and vulnerable pupils at the end of KS2.	<p>Data collection points show progress in disadvantaged pupils attaining the expected and higher standard.</p> <p>Year 2 and Year 6 meetings demonstrate progress for key pupils.</p> <p>% of disadvantaged and non-disadvantaged pupils reaching expected standard is comparable to other pupils nationally at KS1 and KS2.</p> <p>Phonics check data for disadvantaged pupils is inline or above that of all pupils nationally.</p> <p>% of pupils reaching expected standard in writing and SPAG is comparable to other pupils nationally at KS2.</p>
Improved oral language skills and vocabulary among disadvantaged and vulnerable pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved reading progress and attainment for all pupils including the disadvantaged and vulnerable pupils at the end of KS1 and 2.	<p>Data collection points show progress in disadvantaged pupils attaining the higher standard.</p> <p>Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis</p> <p>% of pupils reaching expected standard is comparable to other pupils nationally at KS1 and KS2.</p> <p>Phonics check data for disadvantaged pupils is inline or above that of all pupils nationally.</p>
Improved maths progress and attainment for all pupils including the disadvantaged and vulnerable pupils at the end of KS2.	<p>Data collection points show progress in disadvantaged pupils attaining the higher standard.</p> <p>Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis</p> <p>More disadvantaged pupils reach the greater depth standard at the end of Year 6.</p>

	<p>Attainment in maths at KS2 are at least in line with national average.</p> <p>Timetable check data for disadvantaged pupils is above that of all pupils nationally.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained and improved wellbeing is evidenced through:</p> <p>qualitative data from pupil voice, student and parent surveys and teacher observations</p> <p>an increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>good progress made from pupils starting points</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Reduction in persistent absence for PPG group.</p> <p>Attendance data analysis shows figures for disadvantaged pupils above 96%.</p>
<p>To close the gap in cultural capital opportunities through enrichment experiences and parental engagement to enable high aspirations.</p>	<p>Parent engagement is planned and a record of feedback and/or uptake demonstrates a high % of families attending e.g. coffee mornings, WAHMS workshops, parent consultations, enrichment and school activities.</p> <p>Cultural capital experiences are planned for across the curriculum and all year groups and accessed by all pupils.</p> <p>Extra-curricular activities accessed by disadvantaged pupils at subsidised cost.</p>

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: **£52,767**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for leaders to provide coaching / mentoring support for Early Career, Recently Qualified Teachers and new to school induction in order to ensure consistency in outcomes for all pupils</p>	<p>Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).</p> <p>School context in 2021- 22 – 1 ECT, 1 trainee teacher, 2 agency maternity cover new to school.</p>	<p>1,3,4,5,6,7, 9</p>
<p>Annual subscription of standardised diagnostic assessments (Test base / Merit).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 4, 5, 6</p>
<p>Purchase of more books for Little Wandle, DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>1, 3, 5, 6</p>

<p>High quality training (Suite of training providers including National College) to support Quality First Teaching and input and interventions from additional adults across the school to support all pupils but particularly those disadvantaged and vulnerable. Training will develop staffs own subject knowledge, knowledge of the most effective ways to ensure pupils remember more and make good or better progress from starting points.</p>	<p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015. “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).</p> <p>Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes. EEF, 2021.</p>	<p>1-9</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£47,320.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional time from S&L therapist</p> <p>Employ a teaching assistant to lead language sessions and school based catch up interventions across the school</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in</p>	<p>1, 2, 3 , 4 , 5, 6, 9</p>

	provision and rapid progress for pupils identified with need.	
DHT small group support, booster classes and tutoring for identified pupils in Year 6,	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).	2, 3, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1, 2, 3, 6
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition 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	2, 3, 4, 5

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

Budgeted cost: **£24,220**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	Pupils need to be in school to learn and achieve. There is a direct link between pupil	8

<p>by employing a School Attendance Officer to track and monitor attendance and lates, and identified external support for vulnerable children (including workshops, home visits and appropriate referrals)</p>	<p>achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015)</p>	
<p>Contingency fund for acute issues and other unknown expenses.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified but may include support with uniforms or providing refreshments at parents' events.</p>	<p>1-9</p>
<p>Provide enrichment opportunities across the school to ensure those from disadvantaged and vulnerable backgrounds have similar cultural capital opportunities as their peers.</p>	<p>The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<p>1-9</p>

Total budgeted cost: £124,307.50

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 2021 to 2022 academic year.

Statutory assessments during 2021/22 demonstrate that the performance of disadvantaged pupils has improved from previous years, where the impact from covid was evident. The outcomes we aim to achieve in the 3-year plan are on a positive trajectory, with some significant impacts in 2021/22. Tutoring and interventions led by skilled and committed professionals has impacted positively on outcomes, particularly in EYFS, reading and at KS2.

At 73%, the proportion of EYFS pupils achieving a good level of development (GLD) is 8% above the 2022 national benchmark. At 75%, the disadvantaged pupils (6/8) achieved a GLD compared to their peers at 71% (5/7) pupils.

Children who join the EYFS are working below their age expected in their communication and language skills. Daily S & L interventions are supporting the development of language in EYFS and these are being monitored and reviewed (word aware, daily Makaton sign, communication and language activities, small SaLT groups).

Yr1 phonics outcomes are above the national benchmark of 80%. At 73%, the disadvantaged pupils (8/11) achieved a phonics pass compared to their peers at 86% (12/14) pupils. A 13% gap in the proportion of disadvantaged pupils who reached the standard compared to peers equates to 3 children. The impact of Little Wandle phonics has been significant and great progress was made from this cohorts starting points.

At EXS, KS1 reading outcomes are below the national benchmark for all pupils and disadvantaged pupils but above national at GDS. Daily reading interventions are in place for the lowest 20% of pupils now in Y3. In writing and maths, EXS and GDS outcomes are in line with the national benchmark. Disadvantaged pupils in writing achieved in line with all pupils at EXS and GDS and below in mathematics. 67% PPG and foundations years disrupted due to covid, means that interventions are in place as they continue their learning journey.

In KS2, EXS and GDS outcomes were well above national benchmarks including disadvantaged pupils in reading, maths and GSP. Outcomes in writing were in line with national benchmarks at EXS and below at GDS for all pupils. For disadvantaged pupils, outcomes in writing were above at EXS and in line at GDS.

Progress in reading is very good at 2.2 and shows the focus put in during and after pandemic in 2021/22.

Current attendance is 96.6%. Key groups, including disadvantaged and SEND pupil attendance is above that of all pupils. Persistent absence is at 8.1%. The use of an external education and welfare service has ensured a robust approach to monitoring and action.

Wellbeing continues to be a focus for pupils (and staff) following the challenges of covid and now with new challenges, including the cost of living crisis. The impact of these are not underestimated and neither are the other challenges that our families and pupils are presented with, often very personal to them. With 54% PPG this is something we are mindful of. Pupil voice is embedded into our monitoring and opportunities for spiritual development are embedded into our daily activities e.g. curriculum, break times, collective worship. Although inconsistent in 2021/22, a WAHMS worker will be an asset to the school moving forward. Further training on mental wellbeing, zones of regulations and restorative approach used alongside school values have all had positive results. Analysis from a parent survey in January 2022 identified that 100% of parents said their child was happy at this school, pupils also reported these positive results. Behaviour also remains a strength of the school. Children talk openly about mental wellbeing and all have identified adults that they could talk to if they needed to.

Planned opportunities for enrichment are accessed by all disadvantaged pupils giving them a breath of experiences ranging from understanding where they live (London), cooking, residentials and theatre trips. These are planned for on an enhanced curriculum map and costs are subsidised for disadvantaged pupils as appropriate. This will be reviewed at the end of this academic year as we further embed. Additional opportunities are sought to help children aspire to great things and fulfil their potential. In 2021 / 22 these included a trip for all Year 6 pupils to Gran Canaria to explore environmental issues and weekly choral singing lessons. Pupil voice on all experiences is positive and evidenced in class floor books. Wraparound care is open to all disadvantaged pupils and some free sessions are offered to all disadvantaged pupils for further enrichment.

The impact of the national college training has been positive for leaders at all levels. Our monitoring programme has been reviewed to reflect the importance placed on coaching and mentoring, with middle leaders being supported in making judgements about their own areas and thinking about actions. Release time for teachers has enabled this. This is developing confidence within the team and skills and knowledge to support their peers effectively. This work is ongoing.

