



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Maxentius CE Primary School |
| Number of pupils in school | |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Mrs Lisa Cousen |
| Pupil premium lead | Mrs Lisa Cousen |
| Governor lead | Mrs Michelle Gribbin |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year | 27,700 |
| Recovery premium funding allocation this academic year | 2,610 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Recovery premium funding carried forward from previous year | 0 |
| Total budget for this academic year | 30.310 |

Part A: Pupil premium strategy plan

Statement of intent

"And when he finds it, he joyfully puts it on his shoulders and goes home. Then he calls his friends and neighbours together and says "Rejoice with me; I have found my lost sheep" Luke 15: 5-6

We aim to use pupil premium funding to sustain positive outcomes for our disadvantaged pupils. We hope to narrow the gap between outcomes for disadvantage pupils when compared to their peers, particularly in terms of :

- Academic attainment
- Aspirations & progression to further education
- Social opportunities

At the heart of our approach is high quality teaching and learning. Targeted support based upon detailed diagnostic assessments of need will help children to access a broad and balanced curriculum. Our strategy is integral to wider school plans for educational recovery including the engagement with tutoring for pupils, including those that are disadvantaged. We also consider where a broader provision of service may be needed to support children's personal and social development. Our strategy is driven by the needs and strengths of each individual to ensure we offer them the relevant knowledge, skills and experiences to achieve their full potential.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Pupils reading fluency: pupils need improved speed and accuracy in reading. |
| 2 | Levels of persistent absence is in the highest 20% of schools with similar deprivation. |
| 3 | Pupils' need to develop their comprehension skills with a particular focus on retrieval and summarising. |
| 4 | Pupils writing focussing on their ability to spell words accurately. |
| 5 | Lower levels of Physical Development evident for pupils within EYFS and Year 1 – negative impact on Writing |
| 6 | Application of arithmetic into reasoning and problem solving in mathematics. |



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.

| Challenge Number | Intended outcome | Success criteria | Evaluation |
|------------------|--|---|--|
| 1 & 3 | <p>Increase in phonic attainment leading to improved outcomes for pupils in reading.</p> <p>Pathways to reading implemented successfully and used consistently across school having a positive impact on reading fluency.</p> <p>Multi- Dimensional Fluency rubric shows increased scores.</p> | <p>Phonic screening check results above the National 76%</p> <p>Increased numbers of children achieving the expected standard in Reading :</p> <p>KS1 National 68%</p> <p>KS2 National 71%</p> | <p>Year 1 National 2023 – 79%</p> <p>Year 1 School 2023 – 90%</p> <p>End of KS1 National 89%</p> <p>End of KS1 School 100%</p> <p>Children in year 1 and at the end of KS1 at St Maxentius perform better than those nationally.</p> |
| 1 & 3 | <p>Increase proportions of pupils reaching expected standard in reading attainment by the end of Key Stage 1 & 2.</p> | <p>KS1 National 67%</p> <p>KS2 National 75%</p> | <p>KS1 National 2023- 68%</p> <p>KS1 School 2023 -65% inline</p> <p>KS2 National 2023- 73%</p> <p>KS2 School 2023 – 82% above</p> |
| 2 | <p>Decrease in rates of persistent absence for pupils.</p> <p>Clear systems and procedures in place for attendance monitoring</p> | <p>Persistent absence below national average: 12.1%</p> <p>Persistent absence below 9% (18-19)</p> | <p>Persistent Absence rate 5.7%</p> |
| 4 | <p>Improved spelling results in weekly tests.</p> <p>Spelling Shed used regularly.</p> | <p>Increased number of words achieved in spelling tests.</p> <p>Spelling Shed used regularly.</p> | <p>Increased number of words achieved in spelling tests.</p> <p>Spelling Shed used regularly.</p> |
| 5 | <p>Increase proportions of pupils reaching expected standard in writing attainment by the end of EYFS and Key Stage 1 & 2.</p> | <p>EYFS GLD : 65%</p> <p>KS1 National 58%</p> <p>KS2 National 70%</p> | <p>National GLD 67%</p> <p>School GLD 77%</p> <p>KS1 National Writing 60%</p> <p>KS1 School Writing 62%</p> |



| | | | |
|-------|---|--------------------------------------|---|
| | | | KS2 National Writing 71% KS2 School Writing 82% |
| 1 & 3 | Increase in scaled score in reading at the end of key stage 2. | National 104.4 (2019) | National 2023 Reading scaled score 105.1 School 2023 Reading scaled score 105.1 |
| 6 | Increase proportions of children reaching the expected standard in Mathematics in KS1 & KS2. | KS1 National 68% KS2 National 71% | KS1 Maths National – 70% KS1 Maths School – 69% KS2 Maths National -73% KS2 Maths School – 82% |

Activity in this academic year (2022-23)

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

Teaching

Budgeted cost: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| EYFS lead to access consultancy support from leader of an outstanding EYFS department. | <p><i>“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”</i> Statutory Framework for the Early Years Foundation Stage, March 2021, DfE.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf</p> | 5 |



| | | |
|--|---|------------------|
| <p>Additional staffing: teaching assistants delivering intervention to rapidly improve rates of progress.</p> | <p>EEF toolkit identifies that teaching assistant interventions provides moderate impact (+4 months) for moderate costs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | <p>1,3,4,5,6</p> |
| <p>Use of PiXL diagnostic tool to ensure accurate assessments and high-quality therapies to address gaps in learning in Reading.</p> | <p>Pixl ensures standardised assessments and the use of question level analysis allow teachers to address gaps precisely. Following assessment small group intervention can take place. The EEF toolkit identifies that small group tuition can have moderate impact for moderate costs (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>1,2</p> |

Targeted academic support

Budgeted cost: £6,810

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| School led tutoring. Teachers to work with targeted pupils- Maths | The EEF toolkit identifies that small group tuition can have moderate impact for moderate costs (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 6 |
| Resources purchased to raise attainment in core subjects to be used in small group booster sessions | The EEF toolkit identifies that small group tuition can have moderate impact for moderate costs (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1,3,4,5,6 |
| Validated scheme Little Wandle implemented: pupils to receive daily high-quality teaching and small group reading sessions. Further resources to be purchased. | EEF toolkit states that interventions focussed on reading comprehension have very high impact (+6 months) for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1,3 |
| Site licences purchased for Learn by Question (LBQ). This is a resource which allows pupils to receive immediate and precise feedback to improve their progress. | Research from EEF evidences that feedback has very high impact (+6 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 6 |
| Times Tables RockStars purchased for the whole school. Pupils to access the online platform at home to support them with their mathematical fluency skills. | TT RockStars states: "The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it". https://shinetrust.org.uk/case-study/times-tables-rock-stars/ | 6 |
| Spelling Shed purchased for the whole school. Pupils to access the | https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy | 4 |



| | | |
|--|--|-----|
| platform in school and at home to support spelling. | EEF : Improving Literacy in KS2 : Support pupils to develop fluent reading capabilities + 6 months | |
| Purchase Pathways to Reading for whole class Reading sessions. | EEF : Improving Literacy in KS2 : Support pupils to develop fluent reading capabilities https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy EEF : KS1 Reading Comprehension Strategies : + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Very high impact for low cost + 6 months | 1,3 |
| Purchase Tales Toolkit for EYFS to support writing. | EEF : Teach writing composition strategies through modelling and supported practice +6 months https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy | 5 |



Wider strategies

Budgeted cost: £8,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Aspire Behaviour Support | EEF toolkit states that behaviour interventions give moderate impact for moderate costs and can increase progress by 3 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 1,2,3,4,5,6 |
| Bolton Music Service including Wider Opportunities for targeted pupils | EEF toolkit states that arts participation can have a positive impact on academic improvement especially with younger pupils, and in some cases, disadvantaged pupils. It can increase progress by 2 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 1,2,3,4,5,6 |

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 is evident in the documentation for last year. However, an overall evaluation is below:

| Intended outcome | Evaluation |
|--|--|
| Increase in phonic attainment leading to improved outcomes for pupils in reading. | 87% of Y1 children met the required standard in phonics. This has increased from last published data in 2019 where 79% of children achieved the required standard. |
| Increase proportions of pupils reaching expected standard in reading attainment by the end of Key Stage 1 & 2. | School KS1 75%- in line School KS2 76% - above National |
| Decrease in rates of persistent absence for pupils. | All pupils :32 /200 children were persistent absentees = 17% DAP 38% of children were persistently absent- 11/29 children |
| Increase proportions of pupils reaching expected standard in writing attainment by the end of Key Stage 1 & 2. | KS1 71% KS2 71% |
| Increase in scaled score in reading at the end of key stage 2. | School 106 |
| Pupils meet national averages in multiplication tables check | MTC average score (All children) 22 marks, (DAP) 21 marks. Progress - Autumn -All Children average marks =10 marks DAP average marks 8 |



Externally provided programmes

| Programme | Provider |
|----------------------|----------------------|
| PIXL | The PiXL Club |
| Learning by Question | Bolton ICT |
| TT RockStars | Maths Circle |
| Behaviour support | Aspire |
| Music service | Bolton Music Service |