



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 Maxentius CE Primary School
Number of pupils in school	21
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	17.12.21
Date on which it will be reviewed	07.07.22
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	£27,518
Recovery premium funding allocation this academic year	£2320
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	£29,838



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 disadvantaged 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 including phonic acquisition is below national averages.
2	Levels of persistent absence is in the highest 20% of schools with similar deprivation.
3	Pupils' need to develop their comprehension skills to be successful readers.
4	Pupils' stamina for writing and their ability to construct sentences that are grammatically accurate consistently.
5	Pupils in KS1 and EY having significant disruption to the start of their education. Lower levels of communication evident for pupils within KS1 and on entry to EY.
6	Lack of fluency of knowledge 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 & 5	Increase in phonic attainment leading to improved outcomes for pupils in reading.	Phonic screen to be at least 82%.	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.
1 & 3	Increase proportions of pupils reaching expected standard in reading attainment by the end of Key Stage 1 & 2.	KS1 National 75% KS2 National 73%	School KS1 75%- in line School KS2 76% - above National
2	Decrease in rates of persistent absence for pupils.	Below national averages of (Ever6) 16.1%	All pupils :32 /200 children were persistent absentees = 17% DAP 38% of children were persistently absent- 11/29 children
4	Increase proportions of pupils reaching expected standard in writing attainment by the end of Key Stage 1 & 2.	KS1 National 69% KS2 National 78%	KS1 71% KS2 71%
1 & 4	Increase in scaled score in reading at the end of key stage 2.	National 105.5	School 106
6	Pupils meet national averages in multiplication tables check	In line with national for MTC	MTC average score (All children) 22 marks, (DAP) 21 marks. Progress - Autumn -All Children average mars =10 marks DAP average marks 8



Activity in this academic year (2021-22)

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: £11,456.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS lead to access consultancy support from leader of an outstanding EY 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, 4 & 1
Additional staffing: teaching assistants delivering intervention to rapidly improve rates of progress.	<p>EEF toolkit identifies that teaching assistant interventions provides moderate impact (+4 months) for moderate costs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,3,4, 5 & 6
Use of PiXL diagnostic tool to ensure accurate assessments and high-quality therapies to address gaps in learning.	<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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3, 4 & 6



Targeted academic support

Budgeted cost: £7,036.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring. Teachers to work with targeted pupils for 15 hours.	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 & 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 & 6
New Phonic programme purchased and implemented. Using new validated scheme Little Wandle, pupils to receive daily high-quality teaching and small group reading sessions.	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 & 5
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	3 & 4
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



Wider strategies

Budgeted cost: £11,345

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	2
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	2 & 4
Employment of cluster education social worker to target pupils' persistent absence.	Pupils with persistent absence are often those unlikely to attain at school and stay in education after the age of 16 years. They are also significantly more likely to engage in anti-social behaviour and youth crime and are more at risk of other negative outcomes https://webarchive.nationalarchives.gov.uk/ukgwa/20110812101100/http://nsonline.org.uk/node/98020	2

Total budgeted cost: £ 29,838,00



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

Attainment in reading at EY and Y6 met target and was in line with published data from 2019. Attainment at the end of year 2 was below the average however there are only 2 pupils in this cohort. Leaders have evaluated actions and are in agreement that this was due to the rigorous monitoring systems put in place to improve the quality of teaching across school leading to improved outcomes.

Attainment in writing for disadvantaged pupils across school was also in line with national averages. Through evaluation leaders consider this impact to be due to the use of the Pixl diagnostic tools and therapies to ensure precision teaching alongside small group tutoring.

Maths attainment in R and Y6 met national and was close to national in year 2, again year 2 have low numbers for disadvantaged pupils. Leaders have taken action for this cohort using TT RockStars to support pupils to develop their fluency.

Progress for disadvantaged pupils was below the expected level. Leaders agree that this due to the significant impact of the pandemic and widespread closures. Pupils made good progress from starting points of returning to school however progress from their previous key stage was not as strong.

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