

Pupil premium strategy statement – St Mary’s, Swanage

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	184
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Alan Frame, Headteacher
Pupil premium lead	Alan Frame, Headteacher
Governor / Trustee lead	Chloe Ashford, LGB PP Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,184
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£51,184

Part A: Pupil premium strategy plan

Statement of intent

St Mary's, Swanage has a commitment to provide an environment that nurtures all towards the fullness of life. As a school we have a reputation of going above and beyond to support our families. This is irrespective of their background and the challenges they face. Our Pupil Premium Strategy is designed to support this.

The school uses a multi-faceted approach to ensure that no matter how hard the challenge we make an impact. We use our pupil premium, not just to support children who meet the criteria but also any child the school considers to be vulnerable to we feel needs supported. At the heart of our approach is providing a nurturing environment where children and families are supported.

We also recognise the importance of high-quality teaching has to play in the support of disadvantaged children. We strive to have high expectations of A large proportion of the grant aims to develop this, support areas where they can struggle eg. Vocabulary and Early Reading and target these areas. The progress of PP children is tracked carefully to ensure children are making progress and attainment gaps are narrowing. Robust monitoring from subject leaders will always have a focus on PP children.

The school has a history of good progress made by Pupil Premium children however not making enough progress to match the attainment of non Pupil Premium children.

Our strategy links with the Recovery funding to enable a comprehensive approach. Our current strategy showed impact towards this through engagement levels during COVID-19, providing a variety of engaging outdoor opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	<p>Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Only 55% of Pupil Premium children across the school are attained age-related expectations at the end of Summer 2022.</p>
3	<p>Our attendance data last year indicates that attendance among disadvantaged pupils was 2% lower than that of non disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism has a negative impact.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This can have an effect on their attainment and progress.</p>

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
Maintain good progress and improve attainment gaps in reading, writing and maths for Pupil Premium children across the school.	Writing attainment of Pupil Premium children above national averages. Gap between non Pupil Premium decreased.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment

	activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being at least equal.

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: £22,156

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embedding of dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing.</p> <p>Whilst research shows a focus on oracy will improve all children's attainment, it will particularly support that of Pupil Premium children.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>extend vocabulary.</p> <p>Use of the Oracy Skills Framework to develop the four strands of oracy.</p> <p>Assessment of oracy strands introduced .</p> <p>This will be completed through an Oracy Project linked with Plymouth University.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>		
<p>Improve the quality of social and emotional</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>

<p>(SEL) learning.</p> <p>Further training around Trauma Informed Schools will enable all staff to support children socially and emotionally.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional one to one support targeted at disadvantaged pupils who require further phonics support in Y1 and for those who didn't pass the phonics test.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: £ 22,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Increased Pastoral Leader hours to provide ELSA support for children and support families at the school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p>	<p>4</p>
<p>Minibus travel, subsidised trips/residentials.</p>	<p>The school has evidence that this has helped attendance.</p>	<p>3</p>

Total budgeted cost: £ 54,631

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023/2024

Two out of three PP children attained ARE in Reading, Writing and Maths in the end of KS2 tests. All three made good progress from starting points. The one child who did not attain ARE has an EHCP.

Proportions of PP children across the school (30 pupils) attaining ARE were at least in line with national averages.

Pupils	PP Children	Non PP Children	National Average (End of KS2)
Reading	80%	81%	74%
Writing	77%	69%	72%
Maths	73%	80%	73%
Combined	70%	65%	61%

In reading there was only 1% difference between PP and Non PP pupils. In writing PP pupils are attaining 8% above their non PP peers. This gap has reduced significantly from the previous year. Within maths they attained 7% lower.

Due to the writing PP children across the school had a combined score 4% higher than their non PP peers.

Intended outcome	Success criteria
Maintain good progress and improve attainment gaps in reading, writing and maths for Pupil Premium children across the school.	<p>At the end of KS2 all children with the exception of children with EHCPs attained age related expectations in reading, writing and maths.</p> <p>Gaps have continued to close and with writing and combined attainment have risen above Non PP pupils.</p> <p>Maths is still 7% below non PP pupils.</p>

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Oracy training was planned and developed.</p> <p>Monitoring showed that PP children's understanding of language improved and this was highlighted in their use of vocabulary in all subjects.</p> <p>Children's independent use of sentence stems has been observed.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Whilst attendance of PP pupils matches that of non PP children it is 1.3% below the national average.</p> <p>This still needs to remain a focus during the next academic year.</p>