

Pupil premium strategy statement

1. Summary information					
School	St. Mary's C of E Primary School				
Academic Year	2020/21	Total PP budget	£101,425	Date of most recent PP Review	Summer 2020
Total number of pupils	630	Number of pupils eligible for PP	66	Date for next internal review of this strategy	Spring term 2021

2. Current attainment

Attainment = % of pupils who have met or exceeded expected standard	Pupil Premium (Teacher Assessment)		Not Pupil Premium (Teacher Assessment)		National Average (2019-2020)	
	KS1 (7 pupils)	KS2 (10 pupils)	KS1 (53 pupils)	KS2 (80 pupils)	KS1	KS2
Reading	No data was collected due to Covid 19	No data was collected due to Covid 19	No data was collected due to Covid 19	No data was collected due to Covid 19	No national data was collected due to Covid 19	No national data was collected due to Covid 19
Writing	No data was collected due to Covid 19	No data was collected due to Covid 19	No data was collected due to Covid 19	No data was collected due to Covid 19	No national data was collected due to Covid 19	No national data was collected due to Covid 19
Maths	No data was collected due to Covid 19	No data was collected due to Covid 19	No data was collected due to Covid 19	No data was collected due to Covid 19	No national data was collected due to Covid 19	No national data was collected due to Covid 19

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A.	Social and emotional mental health
B.	Gaps in learning due to pandemic

External barriers (issues which also require action outside school, such as low attendance rates)					
C.	Attendance				
D	Home environment challenges				
E	Lack of technology and Wifi to access Google classroom and Class Dojo if there is another lockdown				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	For the children to feel happy and safe in school so they are able to engage with learning Entry and exit assessments will show improvement in emotional well being			Engaging with the wider school community Access to learning mentor and ELSA Monitoring of this focus group will result in adaptations to provision where necessary	
B.	The gap between attainment and progress compared to children's peers will narrow. However, due to the Covid pandemic, the gap in attainment and progress in core areas may have been compounded. All areas will be monitored with particular focus on reading and writing. Children will feel confident in their abilities Teachers will track progress of pupils and implement strategies to support them			Tracking will show the gap has narrowed with peers	
C.	97 % Attendance for all pupils set by Inclusion Officer and School			97 % Attendance for all pupils set by Inclusion Officer and School	
D.	For families to feel supported by school and outside agencies and benefit from the services and support offered			Early interventions will prevent escalation and there will be a decrease in families needing higher level of support	
E.	For families to be able to access the high quality provision made available on Google classroom and Class Dojo.			There will be a high-level engagement with these learning platforms in line with their peers.	
5. Planned expenditure					
Academic year	2020-2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
					Spring & summer 2022

<p>Attainment and progress in reading, writing & maths to improve. Pupils will feel confident in their abilities</p>	<p>To maintain and expand 'Quality first teaching' strategies in all classrooms as a way of enhancing outcomes for pupils.</p> <p>Deployment of TAs to focus on Pupil Premium children including the use of 'Precision' teaching.</p> <p>Intervention groups set up based on SMART targets.</p> <p>1:1 tuition made available to pupils eligible for PP where appropriate</p> <p>Teachers will track progress of pupils and implement strategies to support them Our regular Pupil Progress meetings will continue to highlight those eligible for PP who are underachieving and actions will be discussed and implemented to help secure better progress.</p>	<p>Quality First teaching remains the most effective and cost effective way of securing good progress for all pupils.</p> <p>Some of the students need targeted support to catch up. Precision teaching is a programme which has been evaluated and shown to be effective in schools.</p> <p>Interventions over a 6-8weeks time scale have found to be effective when based on SMART targets</p> <p>Some of the students need targeted support to catch up. 1:1 tuition has been found to be effective when pupils are carefully matched with tutors and a gap analysis carried out.</p> <p>Pupil Progress meetings are held regularly and data is analysed and discussed for each class and across each year group, looking at different groups of pupils. Pupils' KS1 data is used to project the minimum expectations for each child by the end of KS2 and end of year targets are also set within each year group. These high quality professional discussions have a positive outcome on pupils' progress.</p>	<p>Monitor Quality First teaching through lesson observations.</p> <p>Interventions' impact will continue to be monitored and evaluated.</p> <p>Pupil Progress meetings will continue to be scheduled into the School calendar. These are held with SLT and the SENCo</p>	<p>All staff supported by Head, Deputy Head, English & maths leaders</p>	<p>Success Criteria: Tracking will show the gap has narrowed and progress has been accelerated</p>
Total budgeted cost					£71,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For the children to feel happy and safe in school so they are able to engage with learning</p> <p>Entry and exit assessments will show improvement in emotional well being</p>	<p>To continue to embed the MindUP programme across the school</p> <p>ELSA to work with small groups.</p> <p>Learning Mentor to work with individuals</p>	<p>MindUp is a comprehensive, classroom tested, evidence based curriculum framed around lessons that foster social and emotional awareness, enhance psychological well-being and promote academic success.</p> <p>Children who have concerns or worries do not learn effectively. We have found when children have an outlet for their worries and are able to talk about coping strategies they are better able to learn.</p>	<p>PSHCE lead will monitor MindUP as part of their evaluation and monitoring schedule.</p> <p>Pupils' involved in ELSA and Learning Mentor sessions will be agreed with the SENCo.</p> <p>The timetable will be organised to ensure that staff delivering this provision have sufficient preparation and delivery time. Individual children will be discussed and a programme put together that is tailored to their specific needs.</p>	<p>SW/SQ/AW</p> <p>SENCo</p>	<p>Spring & summer 2022</p>
<p>Attendance</p>	<p>To maintain a positive school culture</p> <p>Communicate high expectations through the website, newsletter, assemblies and information evenings.</p> <p>Attendance will continue to be monitored and followed up</p> <p>Intervention and support will be provided when necessary.</p>	<p>It is important to have a clear picture of all the possible factors when working to improve attendance. These can be many and varied. By knowing and engaging our pupils and families, we can provide timely and meaningful responses when dealing with issues around attendance.</p> <p>All Staff are expected to know their pupils and build positive professional relationships with them and their families.</p>	<p>Vulnerable pupils will be highlighted to staff.</p> <p>Expectations around responses to punctuality and attendance will be agreed</p> <p>SC will continue to monitor attendance and liaise with the Inclusion Officer</p>	<p>SC and all staff</p>	<p>Spring & summer 2022</p>

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For families to feel supported by school and outside agencies and benefit from the services and support offered	All members of the school community will work with families to support them to gain access to outside agencies and their services.	Many external factors have a detrimental effect on pupils' learning. To enable these influences to be minimal the school will seek to liaise with pupils and their families to seek support from outside agencies.	Head and lead DSL will monitor families in need of support.	Head and DSLs	Spring & summer 2022
For families to be able to access the high quality provision made available on Google classroom and Class Dojo.	Engagement with Google classroom & Class Dojo will be closely monitor if there is a local lockdown. Class teachers will make contact with PP families who are not engaging to offer support. They in turn will liaise with the SLT who will coordinate access to the technology/Wifi they need	Engagement with our online high quality provision was very strong during lockdown. Pupils continued to make progress. Positive learning behaviours continued to be fostered and this stood the pupils in good stead for their return to full time education.	There will be a good level of communication between teachers and their class. Class teachers will liaise with members of the SLT and members of the SLT will continue to monitor engagement in Google classroom and Class Dojo	SLT	Spring & summer 2022
Total budgeted cost					£30,000

6. Review of expenditure				
Previous Academic Year 2019-2020		2019-2020 Actual Pupil Premium Income £96,540		
Pupil Premium Interventions including 1:1 tuition Total Year to Date(Academic Year)		£78,784		
Learning Mentor and ELSA		£16,827		
Learning Mentor/ Elsa Resources (April to March)		£171		
Pupil Premium Resources/ Uniform/ Clubs subsidies (April to March)		£621		
Trip Subsidies		£2451		
During the pandemic all Pupil Premium children were offered supermarket vouchers in line with FSM children including over the summer holiday		£3,765		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Attainment and progress in reading writing & maths to improve. Pupils will feel confident in their abilities</p>	<p>To maintain and expand 'Quality first teaching' strategies in all classrooms as a way of enhancing outcomes for pupils.</p> <p>Deployment of TAs to focus on Pupil Premium children including the use of 'Precision' teaching.</p> <p>Intervention groups set up based on SMART targets.</p> <p>1:1 tuition made available to pupils eligible for PP</p> <p>Teachers will track progress of pupils and implement strategies to support them Our regular Pupil Progress meetings will continue to highlight those eligible for PP who are underachieving and actions will be discussed and implemented to help secure better progress.</p>	<p>Partially met.</p> <p>Summary of data as of spring 2020 before lockdown-The gap in progress between PP children and their peers is generally wider in the infants is than in the rest of the school. However, many pupils who are PP are those who have joined the school later than reception.</p> <p>Early Literacy Project - started in EYFS initial findings were that it was having a positive impact in helping to secure reading and understanding. There is an understandable 'lag' with writing but once the 'reading' and 'understanding' have been 'secured', the writing should follow.</p> <p>An additional intervention was started 'Talk Boost' in Year 1. Pupils attending it before lockdown demonstrated positive learning behaviours.</p> <p>All pupil premium children were highlighted in pupil progress meetings and formed part of appraisal discussions.</p> <p>The SENCo & Year leaders continue to monitor and evaluate inventions and their effectiveness</p> <p>During lockdown March 2020:</p> <ul style="list-style-type: none"> • High quality provision was made available via Google Classroom and Class Dojo. Teachers adjusted provision to reflect the needs of the pupils and liaised with families • Some interventions transferred online 	<p>We will continue with this approach which is underpinned by ensuring quality first teaching is filling gaps in learning and interventions are evidence based</p>	<p>£78,784</p>
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>For the children to feel happy and safe in school so they are able to engage with learning</p> <p>Entry and exit assessments will show improvement in emotional well being</p>	<p>To continue to embed the MindUP programme across the school</p> <p>ELSA to work with small groups.</p> <p>Learning Mentor to work with individuals</p>	<p>Partially met</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Access to learning mentor and ELSA • Teachers hold pupils in mind <p><u>Spring 2020 Before lockdown</u> The SENCo monitored progress of pupils accessing ELSA and the Learning mentor. There had been a positive impact on the pupils well being</p> <p><u>During lockdown</u> The ELSA and leaning mentor team continued to work with pupils and their families. They prepared videos and online resources as well as holding video calls. When lockdown eased they continued with 1:1 sessions in accordance with the guidance on Covid 19</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Engaging with the wider school community e.g. participating in clubs & trips <p><u>Spring 2020 Before lockdown</u> Where possible PP children were given first refusal on clubs run by staff.</p> <p><u>During lockdown</u> Clubs continued where possible online</p>	<p>We will continue with this approach. ELSA and Learning mentor provision is monitored rigorously, and adjustment made where necessary.</p> <p>Systems are in place for provision to continue in some form if there is a local lockdown. These have been tested due the lockdown in March 2020</p>	<p>£20,070</p> <p>Elsa, LM, LM</p> <p>Supplies & trip subsidies</p>

Attendance	<p>To maintain a positive school culture</p> <p>Communicate high expectations through the website, newsletter, assemblies and information evenings.</p> <p>Attendance will continue to be monitored and followed up</p> <p>Intervention and support will be provided when necessary.</p>	<p>Partially met</p> <p><u>Before lockdown</u> Systems were in place to monitor attendance and contact parents when there are concerns. Teaching staff and Office staff highlighted pupils whose attendance was of concern.</p> <p>Attendance, including lateness, was highlighted in the whole school newsletter.</p> <p><u>During lockdown</u> Attendance (engagement) in online learning was monitored. Support was given to those with technical difficulties and 'Skeleton School' places offered where necessary</p>	<p>We will continue with this approach. The building of positive relationships and regular communication is vital.</p>	
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For families to feel supported by school and outside agencies and benefit from the services and support offered	All members of the school community will work with families to support them to gain access to outside agencies and their services.	<p>Success criteria</p> <ul style="list-style-type: none"> Early interventions will prevent escalation and there will be a decrease in families needing higher level of support. <p><u>Before lockdown</u> Staff remained proactive in communicating & engaging with parents and carers. This has a positive impact on the child as well as the wider family. However, there are difficulties in accessing additional 'Early Help' and the closure of the Children's Centre at Hurst</p>	The building of positive relationships and regular communication is vital.	£3,765

		<p>Green has been a big loss to the community.</p> <p><u>During lockdown</u></p> <p>All staff remained proactive in communicating and engaging with parents and carers. Meetings e.g. TAF happened via video link</p> <p>The school funded a supermarket voucher scheme to pupil premium families</p>		
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7. Additional detail

We continue to treat all our pupils as individuals and look at the 'whole' child. With this in mind, we tailor an approach to their academic and social needs, which is personal to them.

Our pupils leave St. Mary's as well-rounded, independent individuals with a strong sense of community.