



St Mary's C of E Primary School

Pupil Premium Strategy Statement 2020-2021

Summary Information 2020/2021					
School	St Mary's C of E Primary School				
Academic Year	2020 - 2021	Total PP budget	25,520	Date of review and approval	21.9.20
Total number of pupils in school	209	Number of pupils eligible for PP inc LAC	15 (7%) (14+1)	Date for next internal review of this strategy	Sept 2021

Date	Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of looked after children (LAC)	Number of post LAC	Number of service children
Sept 2019	15	7	7	2	4	0
Sept 2020	15	8	6	1	4	0

Current attainment at the end of Key Stage 2 (as at March 2020) (Impact of expenditure from 2019/2020)				
	<i>Pupils eligible for PP school</i>	<i>Pupils not eligible for PP School</i>	<i>All pupils</i>	<i>Not eligible for PP (National 2018)</i>
Number of pupils	4	26	30	
% achieving expected level in reading, writing, maths	75% (3 out of 4)	85% (22 out of 26)	83%	70%
% achieving expected level in reading	100% (4 out of 4)	81% (21 out of 26)	90%	80%
% achieving expected level in writing	75% (3 out of 4)	89% (23 out of 26)	88%	83%
% achieving expected level in maths	100% (4 out of 4)	85% (22 out of 26)	93%	81%



% achieving expected level in SPaG	75% (3 out of 4)	92% (24 out of 26)	92%	82%
% achieving greater depth in reading, writing, maths	25% (1 out of 4)	23% (6 out of 26)	23%	12%
% achieving greater depth in reading,	25% (1 out of 4)	27% (7 out of 26)	33%	33%
% achieving greater depth in writing	25% (1 out of 4)	27% (7 out of 26)	27%	24%
% achieving greater depth in maths	50% (2 out of 4)	35% (9 out of 26)	37%	28%
% achieving greater depth in SPaG	50% (2 out of 4))	35% (9 out of 26)	37%	39%

Current attainment at the end of Key Stage 1 (as at March 2020) (Impact of expenditure from 2019/2020)				
	<i>Pupils eligible for PP school</i>	<i>Pupils not eligible for PP School</i>	<i>All pupils</i>	<i>Not eligible for PP (National 2018)</i>
Number of pupils	3	26	29	
% achieving expected level in reading, writing, maths	0% (0 out of 3)	81% (21 out of 26)	72%	
% achieving expected level in reading	33% (1 out of 3)	89% (23 out of 26)	83%	79%
% achieving expected level in writing	33% (1 out of 3)	81% (21 out of 26)	76%	74%
% achieving expected level in maths	33% (1 out of 3)	85% (22 out of 26)	80%	80%
% achieving expected level in SPaG	33% (1 out of 3)	85% (22 out of 26)	76%	
% achieving greater depth in reading, writing, maths	0% (0 out of 3)	8% (2 out of 26)	14%	
% achieving greater depth in reading,	33% (1 out of 3)	31% (8 out of 26)	31%	29%
% achieving greater depth in writing	0% (0 out of 3)	19% (5 out of 26)	17%	18%
% achieving expected in maths	33% (1 out of 3)	27% (7 out of 26)	28%	25%
% achieving greater depth in SPaG	0% (0 out of 3)	19% (5 out of 26)	17%	



1. Review of expenditure 2019 -2020				
Previous Academic Year		2019 -2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Increased number of pupils with pupil premium attaining greater depth at the end of KS 2, to close the gap with National.	<ul style="list-style-type: none"> Ensure teachers are increasingly data driven to identify early any underperformance for the higher ability. Targeted support for identified pupils Invite targeted pupils for extra support before school on aspects of their learning they find tricky using IXL, Spag.Com etc... Interventions for PP more able 	<p>All pupil premium pupils attained at least expected in reading and maths. 3 out of 4 pupils attained at least expected in all core subjects. This is a significant improvement on the previous year and above National in Reading, Maths, SPaG and Combined.</p> <p>In writing the gap has been narrowed.</p> <p>There was an increase in the number of PP pupils attaining greater depth in maths and SPaG, with the gap closing in all core areas.</p>	To continue to implement writing cycle with increased moderation and monitoring of those pupils who are underperforming including those capable of achieving greater depth.	£20, 100

2.Targeted Support				
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Improve spelling to increase attainment in writing and SPaG.	<ul style="list-style-type: none"> Consistent implementation of spelling scheme and resits. Phonics streaming reviewed half termly Spelling intervention groups Additional phonics sessions Subscription to SPaG.com, spelling Play and Phonics Play. 	<ul style="list-style-type: none"> By the end of Key Stage 2 writing attainment has improved from 82% to 84%. With the greatest improvement of greater depth writers from 10% to 27% SPaG attainment has improved from 83% to 90% and greater depth 24% to 37% 	<ul style="list-style-type: none"> Spelling to remain a key priority in school. 	£6000



		<ul style="list-style-type: none"> All pupil premium pupils made at least expected progress in spelling and writing. 		
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Progress of disadvantaged pupils in Early Years will be accelerated for those entering Reception below 30 – 50 secure so that increased percentage achieve the GLD compared with baseline predictions.	<ul style="list-style-type: none"> Weekly EYFS meetings to discuss, plan and track progress of identified pupils. Target identified pupils and their adults in Stay and Play to model strategies and support. Class Teacher to work closely with parents of disadvantaged pupils to support them to attend reading evenings, stay and play sessions, parent’s evenings and access any external support necessary. Provide emotional support on a regular basis for identified pupils 	<ul style="list-style-type: none"> We had only one pupil premium pupil, who also has an EHCP. However within the cohort we had a number of pupils not on track to meet the GLD from baseline. The school predicted 73% would achieve GLD and at March 2020 80% of pupils were on track to meet GLD. 	<ul style="list-style-type: none"> Continue to closely monitor below the progress of those pupils not on track to meet GLD from baseline. 	£2,000

3. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: did you meet the success criteria?	Lesson Learned	Cost
All pupils to have the same opportunities regardless of financial background	<ul style="list-style-type: none"> PP funding to be used as appropriate to fund or subsidise educational visits, extra curricular activities, music tuition and residential holidays. 	<ul style="list-style-type: none"> Supported identified pupils to continue with Music Tuition, attend a variety of educational visits throughout the school and paid extra curricular activities. 	<ul style="list-style-type: none"> All pupils able to attend and benefit from these enrichment activities regardless of financial background 	£1, 200



2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In- School Barriers (issues to be addressed in school, such as poor oral language)	
A	The number of pupils with pupils premium attaining Greater Depth at the end of Key Stage 2 is lower than National
B	Increasing percentage of PP children with additional needs
C	The reading ability of specific PP children is below that of their peers
External Barriers (issues which also require action outside of school, such as low attendance rates)	
D	Limited life experiences and opportunities to engage in activities outside school for some PP pupils due to financial reasons or accessibility.
E	Increased number of pupils needing emotional support and guidance

3. Desired Outcomes	
A	Where appropriate ensure that PP have targeted support to help them achieve greater depth at the end of KS 2 and all are supported to achieve expected.
B	Ensure eligible children with additional needs meet their personal targets – currently we have 1 PP with an EHC and 3 PP pupils who have additional support and advice from external agencies. Using raw R/W/M data may not accurately show the progress of these learners.
C	Where appropriate ensure that PP pupils have targeted support in reading.
D	All pupils to be given the same opportunities regardless of financial background.
E	Where appropriate, strong social and emotional targeted support provided.



4. Planned Expenditure					
Academic Year		2020 - 2021			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve outcomes, provide targeted support and support whole school strategies.					
1. Quality 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?
Where appropriate ensure that PP have targeted support to help them achieve greater depth at the end of KS 2.	<ul style="list-style-type: none"> • Ensure teachers are increasingly data driven to identify early any underperformance for the higher ability. • Targeted support for identified pupils • Invite targeted pupils for extra support before school on aspects of their learning they find tricky using IXL, Spag.Com etc... • Interventions for PP more able 	<ul style="list-style-type: none"> • Analysis of external and internal assessment data shows attainment of PP pupils is narrowing but is below that of non PP pupils Nationally. 	<ul style="list-style-type: none"> • Pupil Progress meetings • Governors Standards committee monitor closely • Year 6 teacher create additional opportunities/ interventions for targeted support for the more able 	<ul style="list-style-type: none"> • SD • SLT 	July 2021
Planned Expenditure:		Cost:			
1. Teaching Assistant support directed to PPG Y6 Support Sessions.		1. £12,000			
		Total : £12,000			



2.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?
Ensure eligible children with additional needs meet their personal targets – currently we have 1 PP with an EHC and 3 PP pupils who have additional support and advice from external agencies. Using raw R/W/M data may not accurately show the progress of these learners.	<ul style="list-style-type: none"> Children clearly identified and specific interventions. Work with Educational Psychologist and other advice from external agencies to ensure access to a full curriculum. 	<ul style="list-style-type: none"> Analysis of cohorts show the increasing overlap of PP pupils also having additional needs and the complexity of the needs are such that they require individual targets and the monitoring of their progress towards these. 	<ul style="list-style-type: none"> Pupil Centred Reviews Annual Reviews Pupil Progress meetings Governors Standards committee monitor closely Subject Lead monitoring 	<ul style="list-style-type: none"> SENDCo SLT Subject Leads Class Teachers 	July 2021
Where appropriate ensure that PP have targeted support in reading	<ul style="list-style-type: none"> Children clearly identified for additional reading interventions 	<ul style="list-style-type: none"> Internal analysis from reading records indicate some pupils are receiving less parental support in reading and pupils will benefit from additional reading in school to narrow the gaps and experiences of their peers. 	<ul style="list-style-type: none"> Pupil Progress meetings Governors Standards committee monitor closely Reading Records 	<ul style="list-style-type: none"> SLT Class Teachers 	July 2021
Planned Expenditure: 1. Teaching Assistant support directed to leading interventions 2. Additional resources to access full curriculum			Cost: 1. £10,000 2. £1,000 Total : £11,000		



3. Other approaches					
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?
All pupils to have the same opportunities regardless of financial background	<ul style="list-style-type: none"> Cultural enrichment accessible as part of the curriculum for all children. 	<ul style="list-style-type: none"> In order to ensure accessibility for all pupils, payment for those additional activities will be supported by the school for any pupil identified as requiring financial assistance. Some PP pupils will be invited to attend extra curricular activities to build confidence, socialise, and improve health and fitness. These skills will develop pupils' confidence and widen their experiences beyond the school curriculum. 	<ul style="list-style-type: none"> Pupils vulnerable identified with class teachers and attendance at activities closely monitored. Discussion with parents of identified pupils to ensure aware of the support available. 	Class Teachers/ SLT/ Office	July 2021
Strong social and emotional support is provided dependent on specific need. to improve, confidence and emotional wellbeing	<ul style="list-style-type: none"> ELSA interventions available in school for identified pupils. 	<ul style="list-style-type: none"> Increased referrals to Early Help and requests for help from parents. 	<ul style="list-style-type: none"> Providing children with the time they need to discuss worries and issues from both inside and outside of school will enable them to concentrate on classwork and therefore make good progress and achieve in line with their peers. 	Natalie Hague SLT Class teachers SENDCO	July 2021
Planned Expenditure: <ol style="list-style-type: none"> Subsidising extracurricular activities Mental health and emotional wellbeing interventions 			Cost: <ol style="list-style-type: none"> £1,500 £1,000 Total : £2,500		

Reviewed: Sept 2020

Approved by Governors: 21.9.20

Signed by Chair: