

# Pupil premium strategy statement Sep 2020

## School overview

Metric	Data
School name	St Mary's CoE Primary School
Pupils in school	40
Proportion of disadvantaged pupils	9 – 22.5
Pupil premium allocation this academic year	£12,105
Academic year or years covered by statement	2020 - 2023
Publish date	
Review date	1 <sup>st</sup> April 2021
Statement authorised by	Clare Kew
Pupil premium lead	Emily Smith – Head of School
Governor lead	Kate Green

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Data not available due to COVID
Writing	Data not available due to COVID
Maths	Data not available due to COVID

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

Measure	Activity
Priority 1	Ensure that all staff are aware of the PP provision and are trained in undertaking 360° evaluations to identify unique barriers to learning.
Priority 2	For staff to be trained and understand how Adverse Childhood Experiences have an impact upon children.
Priority 3	Ensure that staff are trained to write, implement and review Individual Progress Plans for each Pupil Premium child.
Priority 4	For staff to be trained in developing metacognition in pupils and for disadvantaged pupils to take an element of responsibility for directing their own learning and achieving set targets.

<p>Barriers to learning these priorities address</p>	<ol style="list-style-type: none"> <li>1. Children's barriers to learning are correctly identified and targeted support is implemented.</li> <li>2. Staff will have a better understanding of how ACEs affect a child's ability to learn.</li> <li>3. External barriers to learning are taken into consideration and parents/carers are supported.</li> <li>4. Children understand their learning style and are able to work collaboratively with teaching staff in achieving targets and making progress.</li> </ol>
<p>Projected spending</p>	<p>£3,500</p>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve non-disadvantaged national average progress scores in KS2 Reading.	Sept 21
Progress in Writing	Achieve non-disadvantaged national average progress scores in KS2 Writing.	Sept 21
Progress in Mathematics	Achieve non-disadvantaged national average progress scores in KS2 Mathematics	Sept 21
Phonics	Achieve non-disadvantaged national average expected standard in Phonics Screen.	Sept 21
Other	Improve attendance of disadvantaged pupils to be in excess of 96%	Sept 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.
Priority 3	Targeted, small group and 1:1 interventions delivered to disadvantaged pupils to close the gaps identified in their Individual Progress Plans.
Priority 4	Each disadvantaged pupil will be allocated an academic mentor in order to receive personalised coaching.
Priority 5	Children are assessed for Speech & Language difficulties upon entry to reception and again when entering KS2.
Barriers to learning these priorities address	<ol style="list-style-type: none"> <li>1. Encourages wider reading and extends vocabulary knowledge.</li> <li>2. Provides catch-up in areas identified as a weakness.</li> <li>3. Gaps are narrowed.</li> <li>4. Children will have a key adult to coach them in any area of difficulty.</li> <li>5. Speech &amp; Language difficulties are identified and relevant support is implemented.</li> </ol>

Projected spending	6,600
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### Wider strategies for current academic year

Measure	Activity
Priority 1	For breakfast club to be subsidised in order to allow disadvantaged pupils to attend.
Priority 2	Disadvantaged pupils' social, emotional & behavioural difficulties to be assessed using the Boxall profile.
Priority 3	For disadvantaged pupils to be subsidised to enable them to participate in all aspects of school life i.e. trips, music lessons and provision of specified uniform.
Barriers to learning these priorities address	<ol style="list-style-type: none"> <li>1. Children are able to start the school day having had a substantial breakfast.</li> <li>2. Difficulties are addressed and relevant support is provided.</li> <li>3. Children can participate in all aspects of school life and have a sense of belonging.</li> </ol>
Projected spending	£2,005.

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Potential further COVID implications.	Contingency plan for covering staff shortages and for delivering online learning to support pupils if they are unable to attend school.
Targeted support	Ensuring enough TA/teacher time to support groups.	Detailed timetable set at the beginning of each time to ensure that groups can be delivered.
Wider strategies	Getting parents to engage in supporting their children to access extra-curricular support.	Academic mentor could also develop parental relationships.

### Review: last year's aims and outcomes

Aim	Outcome
To identify gaps in learning and to provide TA support for focused interventions together with implementation of class strategies.	Interventions were implemented and run by designated staff to successfully improve specific skills and boost PP children's confidence in key curriculum areas to enable them to play a more active part in whole class teaching.

	<p>Personalised homework and lesson activities and in class support enabled children to focus on key areas where support was needed in order to accelerate progress and develop key skills.</p> <p>Partly interrupted due to COVID.</p>
<p>Additional time from MAT SENCo/EP/external agencies to help identify areas of difficulty and to ascertain how best to support.</p>	<p>Pupil Premium interventions/support were tailored to support difficulties identified.</p> <p>Partly interrupted due to COVID but regular phone calls home during home learning period were made in order to guide and support families.</p>
<p>For disadvantaged children to be able to participate in all areas of school life alongside their non-disadvantaged peers.</p>	<p>All disadvantaged children were offered the opportunity to enjoy the benefit of music lessons.</p> <p>Children invited to perform new skills in concerts and celebration assemblies showing pride in achievement.</p> <p>Zoom lessons continued during the COVID 19 pandemic.</p>
<p>For disadvantaged pupils to have access to a wide range of learning resources to enhance learning.</p>	<p>Children benefitted from apps and home software include Times Tables Rock Stars and Espresso.</p> <p>Children were offered laptops throughout the COVID 19 pandemic in order to be able to access home learning.</p> <p>Learning packs and resources were provided for disadvantaged children during COVID 19 closure.</p> <p>Class teachers available to all children with specific focus each day to enrich curriculum areas.</p> <p>All disadvantaged children provided with ambitions, specialist teaching using specific technology through use of a specialist IT teacher.</p>

<p>To enable disadvantaged pupils to take part in school trips and residential.</p>	<p>100% of disadvantaged children were able to take part in school trips prior to the COVID 19 pandemic.</p> <p>Unfortunately, there was no residential due to the pandemic.</p>
<p>Disadvantaged children to be supported where social and emotional difficulties identified.</p>	<p>Support and specific intervention was delivered by the Additional Needs Leader and based on results of assessments.</p>