

# Pupil premium strategy statement

September 2020

## School overview

Metric	Data
School name	St Mary's Community Primary School
Pupils in school	179
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£39,830
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	April 2021
Pupil premium lead	Jessica Balado
Governor lead	Jean Johnson

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No KS data due to Covid 19 closure
Writing	
Maths	
Measure	Score
Meeting expected standard at KS2	No KS data due to Covid 19 closure
Achieving high standard at KS2	

## Disadvantaged pupil performance overview for last academic year

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure all staff are able to identify gaps in learning and barriers to progress for disadvantaged pupils within their classes and target interventions and support appropriately
Priority 2	To develop reading resources to ensure a greater engagement with reading across the school, focussing on enabling disadvantaged pupils to access a broad range of materials so they can develop a love of reading (daily reading activity for every child)
Priority 3	To embed writing within all aspects of the curriculum through quality teaching and resources to ensure a greater engagement with writing across the school
Priority 4	To develop maths resources in order to embed a confidence in and a love of maths throughout the school

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• A lack of ambition and expectation for some disadvantaged pupils</li> <li>• A lack of confidence in academic ability</li> <li>• Negative prior learning experiences in some families</li> <li>• A consistent approach throughout the school in terms of teaching and continuity</li> </ul>
Projected spending	Maths resources: £500 Maths schemes: £300 Reading resources: £3000 Staff CPD: £3000 TOTAL: £6,800

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve in line with national expectations at KS2	July 2021
Progress in Writing	To achieve in line with national expectations at KS2	July 2021
Progress in Mathematics	To achieve in line with national expectations at KS2	July 2021
Phonics	100% of disadvantaged pupils not on SEND register to achieve in line with national expected standard	July 2021
Other	Attendance of disadvantaged pupils to be in line with national average	July 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To establish small groups for phonics, reading, maths and writing interventions
Priority 2	To ensure daily reading for disadvantaged pupils
Priority 3	To establish small groups and 1:1 support for speech and language interventions and other identified medical/ SEND needs particularly in YR (33% PPG pupils)
Barriers to learning these priorities address	Providing additional support and ensuring gaps in learning are addressed so that all pupils can access the wider curriculum Support for communication skills and access to learning
Projected spending	ELKLAN trained LSA running 1:1/ group sessions as identified by Speech Therapist/ SENCo for disadvantaged pupils in YR-Y3: £3,500 Specific allocation of LSA support in classes, targeted at disadvantaged pupils (see individual timetables)- 17% of allocated budget for support: £13,460 FT YR LSA: £16,807 £33,767

## Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure all families have access to breakfast club and after school club to enable them to access employment
Priority 2	To ensure all disadvantaged pupils are able to access school visits and trips, including residential (50% subsidy)
Priority 3	To monitor attendance of disadvantaged pupils through 1 <sup>st</sup> day contact and follow up of any absences. Fast track meetings where required.
Barriers to learning these priorities address	Diminishing stress and anxiety within households Ensuring pupils can access all aspects of learning regardless of financial situation
Projected spending	RH attendance monitoring: £1,500 ASC/ BC: £2000 Subsidies for trips: £1,500  TOTAL: £5,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>Ensuring enough time for staff professional development</li> <li>Ensuring all classes have enough allocated support staff hours to be able to release teachers to deliver interventions as planned</li> <li>Ensuring all staff have the knowledge and ability to identify needs of disadvantaged pupils and put appropriate interventions in place to support progress and plug gaps</li> </ul>	<p>Use of INSET days/ subject leader time. Additional cover provided by HLTA or supply staff</p> <p>Regular monitoring of progress through pupil progress meetings and SLT monitoring of intervention programmes and timetables in place</p>
Targeted support	<ul style="list-style-type: none"> <li>Additional pull on HLTA and support staff time</li> <li>Bubbles limiting the ability for staff to deliver interventions in all classes</li> </ul>	Ensure intervention/ small group time is embedded into timetables. Absences to be covered by supply
Wider strategies	<ul style="list-style-type: none"> <li>Ensuring whole school curriculum is wide and engaging covering all DfE requirements</li> <li>Ensuring resources are available and appropriate for all pupils but specifically for disadvantaged pupils</li> <li>Engaging families facing most challenges</li> </ul>	<p>Regular monitoring of curriculum coverage and resources across school</p> <p>Clear identification and regular meetings to signpost to additional support if needed</p>

## Review: last year's aims and outcomes

Aim	Outcome
For oral language skills for younger children to be developed	No data available after March 2020 due to Covid closure, however assessment data up to this point shows that pupils were making good progress
To improve the behaviour of disadvantaged pupils and the impact of their behaviours on others	No data available after March 2020 due to Covid closure, however disadvantaged pupils attending school throughout lockdown were well behaved and there were no exclusions or incidents of note.
Equality of access for disadvantaged pupils	<p>Families entitled to FSM were supplied with vouchers throughout the Covid closure.</p> <p>All families entitled to financial support for school trips were supported.</p> <p>3 families used the subsidised places at ASC/ BC in order to be able to access employment</p>
For more parents to engage with the school and with their child's learning	<p>Throughout the pandemic and school closure, every family was contacted weekly by the class teacher. All disadvantaged pupils were monitored and 100% of those identified attended school throughout the summer term.</p> <p>All pupils were supported to submit work and had access to their class teacher via email/ phone contact throughout.</p> <p>Introduction of TEAMS for parents to be able to contact class teachers</p> <p>Feedback received from families about engagement through school closure was entirely positive from disadvantaged families</p>
To improve attendance and punctuality	<p>Attendance suspended March 20<sup>th</sup> 2020</p> <p>Up to that point PPG children 92%; non-PPG 96%</p>
For disadvantaged pupils with SEND to make good progress across the curriculum	No end of KS data due to Covid-19 closures
<p>Progress in reading, writing and maths.</p> <p>Narrowing gaps between disadvantaged and non-disadvantaged children</p>	No end of KS data due to Covid-19 closures