



St Mary's CE Primary School Pupil Premium Strategy

Summary School information

Academic Year	2020-21	Total Pupil Premium	£253,532	Number of pupils Number of Pupil Premium pupils	520 164 (31.6%)
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DfE Guidance

Purpose

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

Eligibility and funding

Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups.

Free school meals

Schools get £1,345 for every primary age pupil who claims free school meals, or who has claimed free school meals in the last 6 years.

Looked-after and previously looked-after children

Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Use of Funds	Education Endowment Foundation (EEF) Recommendations
<p>It's up to school leaders to decide how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment.</p> <p>Non-eligible pupils Schools can also spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.</p>	<p>Tiered approach Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers.</p> <p>The Education Endowment Foundation's (EEF) pupil premium guide provides more information about the tiered approach to spending.</p> <p>Teaching Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.</p> <p>Academic support Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.</p> <p>Wider approaches This may include non-academic use of the pupil premium such as:</p> <ul style="list-style-type: none"> • school breakfast clubs • music lessons for disadvantaged pupils • help with the cost of educational trips or visits • speech and language therapy <p>Schools may find using the pupil premium in this way helps to:</p> <ul style="list-style-type: none"> • increase pupils' confidence and resilience • encourage pupils to be more aspirational • benefit non-eligible pupils

<p>D.</p>	<p>Academic Support Develop children’s oracy and literacy skills by implementing: - Bespoke intervention catch-up support programmes across all core subject areas - Reading champion framework to promote and further develop a love of reading - Poetry recitals in class and assemblies</p>	<ul style="list-style-type: none"> • Gaps in outcomes in reading and writing between PP and non-PP pupils are reduced (from baseline data). • PP children’s confidence is developed so that they become more actively involved in lessons (evident from lesson observations). • Significant increase in pupil vocabulary.
<p>E.</p>	<p>Wider Support A range of in-house strategies provided to support families, including coffee mornings, school home support practitioner and EWO service is used to tackle poor attendance and punctuality.</p>	<ul style="list-style-type: none"> • Attendance and punctuality improves to be at least in line with national average figures – 96%.

3.Barriers to future outcomes by year group (for pupils eligible for PP)

Year Groups	Main Barriers to Educational Achievement (A-E)	Interventions	Rationale	Cost	How the impact will be monitored & measured	Evaluation
<p>Reception 60 pupils (no. of PP tbc)</p>	<p>A & D</p> <p>A & D</p> <p>A & D</p> <p>A & D</p>	<ul style="list-style-type: none"> • See me, follow me and NELI • Time to talk, see and learn vocabulary • Whole word reading, including text resourcing • Write Dance intervention; physio- specific to a child with an EHCP. 	<p>Language intervention to develop speaking and listening of EAL PP pupils led by TA</p> <p>Develop and improve children’s vocabulary, led by TAs.</p> <p>Accelerate progress in phase 1 &2 phonics and comprehension skills, led by TAs</p> <p>Improve fine-motor skill development, led by SEN TA.</p>	<p>£2,232</p> <p>£7,000</p> <p>£20,000</p> <p>£5,000</p>	<ul style="list-style-type: none"> • Weekly review by TA. • End of term review of intervention by class teacher and DHT. • Termly PPR meetings to analyse progress of children against EoY expectations. • Via Curriculum & Achievement Committee 	

					<ul style="list-style-type: none"> • Via PLP targets (as applicable for EHCP children). • Review of Quality of education via learning walks/lesson observations and book looks. 	
Year 1 18 pupils	A & D	<ul style="list-style-type: none"> • Phase 2 phonics/ phase 3 phonics 	Improve phonics reading for pupils at risk of not passing the year 1 phonics test, led by TAs	£20,000	As above.	
	A & D	<ul style="list-style-type: none"> • Maths: basic number skills 	Children to develop and improve basic number skills e.g: number recognition and number bonds to 10, led by TA	£5,000		
Year 2 17 pupils	A & D	<ul style="list-style-type: none"> • Maths: basic number Skills 	Children need support in developing their basic number skills, including recognition of numbers to 100 and number bonds to 20, led by in class TAs.	£7,000	As above. .	
	A & D	<ul style="list-style-type: none"> • Reading and writing using Year 2 high frequency words. 	Improve children's ability to sight read common high-frequency words to support with improving reading and writing fluency led by in class TAs.	£10,000		
	A & D	<ul style="list-style-type: none"> • Phonics-phase 2-3 + 4-5 teaching and additional catch-up support. 	Children need to catch- up with missed phonics learning. Phonics screening check to be undertaken November 2020. Year 2 organised into discrete phonics groups, with additional support for groups at risk of not passing and who were 'expected' at the end of Reception.	£15,000		
	A & D	<ul style="list-style-type: none"> • Handwriting and spelling support. 	Children lack writing fluency and are not writing cursively. Investment in new resources, both on-line and in school to support children. Intervention led by TAs with opportunity for resources to be accessed at home,	£15,000		
	A & D	<ul style="list-style-type: none"> • Fine motor skills development for children working below age-related expectations. 	Small groups support for EHCP PP children to develop letter formation and recognition in readiness for independent writing, led by TA.	£7,000		

Year 3 21 pupils	A & D	<ul style="list-style-type: none"> Maths: basic number skills development 	Small group support for identified PP children to develop quick recall of number bonds to 10, led by class TA.	£7,000	As above.	
	A & D	<ul style="list-style-type: none"> Phase 2 phonics support for SEN pupils. 	Intensive 1-1 support for children who did not pass the phonics test in Years 1 & 2, led by SEN TA.	£7,000		
Year 4 39 pupils	A & D	<ul style="list-style-type: none"> Maths: Development of children's reasoning skills. 	Small group support with HLTA to improve children's mathematical reasoning – children lack the ability to explain findings and which deepen their understanding of concepts taught, led by HLTA.	£6,000	As above..	
	A & D	<ul style="list-style-type: none"> Handwriting 	Improve children's ability to write cursively and more fluently. To also improve presentation skills when writing. Investment in new resources and support from in class TAs provided for identified children.	£8,000		
Year 5 36 pupils	A, C & D	<ul style="list-style-type: none"> Reading champions sessions with the DHT. 	Children require more support with comprehension so that they can confidently tackle higher-order reading questions e.g: inference and deduction. In class support from DHT.	£10,000	As Above.	
Year 6 37 pupils	A, C & D	<ul style="list-style-type: none"> Reading champions sessions with the DHT. 	As with Year 5.	£10,000	As Above.	
	A & D	<ul style="list-style-type: none"> 1:1 reading support. 	Ongoing support from external provider and in class support from TAs for identified children, including those new to the UK; led also by class TA.	£15,000		
	A & D	<ul style="list-style-type: none"> Booster Provision for 'borderline pupils in English and maths, also including spelling. 	Booster provision during Spring & Summer terms for children who are at risk of not achieving the expected standard at the end of Year 6. Led by teachers and TAs.	£23,800		

KS2	A,C, D & E	<ul style="list-style-type: none"> KS2 Support – Kaleidoscope 	Nurture Group support for children who require social, emotional and well-being support, led by teacher and TA.	£32,000	Via Boxall Profiling and termly evaluation of children’s levels of engagement	
Whole School	B	<ul style="list-style-type: none"> Investment in support for teachers and support staff – Instructional coaching. 	Develop and deepen pedagogical understanding about how children learn and develop by using range of teaching strategies	£5,000	Termly review of quality of teaching throughout the school.	
Whole School	C & E	<ul style="list-style-type: none"> Services from School Home Support Practitioner 	Improve poor attendance and punctuality to ensure that identified PP children are not persistently late and/or absence.	£21,500	Weekly analysis of attendance and punctuality figures.	
	Total			£253,532		

Strategy Review	Dec 2020	April 2021	July 2021
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