

Pupil premium strategy statement (primary)

1. Summary information					
School	St. Mary's Primary School				
Academic Year	2020-2021	Total PP budget	£41,660	Date of most recent PP Review	Oct 2020
Total number of pupils	200	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Feb 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	51.9%	67.6%
% making progress in reading	66.7%	80.6%
% making progress in writing	59.3%	76.4%
% making progress in maths	59.3%	74.6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low attainment in a core subject
B.	Confidence and resilience
C.	Poor oral language skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental aspirations

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children will make good if not better progress in all subject areas.	Target Tracker – at least 6 steps progress for the year
B.	PP children will build on their confidence and resilience.	More uptake leading whole school assemblies/liturgies/performances. PP children to volunteer for lunchtime supervision roles. Leading Route to Resilience characteristics to the school
C.	Enjoyment and attainment in reading leads to improved progress in reading and writing.	All children are enthusiastic about reading and the uptake on reading at home is improved significantly.

D.	Interventions in Writing and Maths put in place to ensure differences in attainment are reduced between PP and non PP children.	Maths and Writing progress and attainment are measured half termly and PP children show improved attainment and progress.
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5. Planned expenditure

Academic year	2020-2021
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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?
PP children make good if not better progress in all subject areas.	Quality first teaching. Interventions where required (catch-up reading; place value maths support). Data analysis of progress and on track to achieve ARE	EEF – Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.	Termly learning walks, focussing on quality first teaching and engagement and progress of PP children within the lesson (depending on COVID-19 risk assessment procedures). (Cover for catch-up meetings – covered by other Y6 teacher - £350)	DHT/English Subject Lead Maths Lead Curriculum Leads SENCo	February 2021
PP children’s engagement in reading is improved, with enjoyment of reading evident when speaking to them about books.	Whole school approach to investing in a rich reading culture throughout the school. Accelerated Reader bought to enhance reading experience for PP children. Book banding carried out in KS2 to monitor reading levels. CPD in Shared Reading model to teaching staff. Parents kept informed of developments in reading and notes sent home in reading journals which are monitored by class teachers weekly. Budget spent on new reading material for the school library, classrooms and home readers. Investment in whole class book sets to link to Lancashire planning model.	Ofsted Inspection Framework 2019 (deep dives into reading in every inspection)	Pupil interviews carried out termly Termly learning walks with a focus on the teaching of reading in all classes (COVID-19 risk assessment dependent). New reading material purchased for each class. (£2000) Enrichment opportunities for children provided relating to language (poetry workshops, book fairs, World Book Day events, Pantomime, writing workshops, parents workshops – COVID-19 dependent) (£2300) Accelerated Reader purchased to book band all books in library and KS2 with online reading activities for pupils (£4998 – COVID budget)	DHT/English Subject Lead/HT	February 2021
Total budgeted cost					£4650

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?
PP children who receive intervention make better progress as a result of the interventions (at least 6 steps Target Tracker progress for the year)	Quality intervention led by experienced PP teaching assistant. Good liaison between the class teacher and the intervention lead to address gaps in learning. Meetings with SENDCo and CT on pupil progress. Analysis of data on a half termly basis. £12,016 (Qualified Teacher support) Timetabling and review of groupings/1:1 sessions half termly. Regular feedback to CTs £14,971 (TA support)	EEF - Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.	Regular tracking of PP children's data (half termly) in relation to intervention received. Regular meetings between class teacher and intervention lead to ensure progress is good and gaps in learning are addressed.	DHT/PP Lead	February 2021
Early parent/PP lead meetings to ensure good attendance and behaviour and to outline the learning needs of the child.	Meetings by phone in October/November 2020 outline the use of PP funding and how it will be tailored to the learning needs of the child.	EEF - Taking an evidence-informed approach to Pupil Premium spending can help schools to: <ul style="list-style-type: none"> • Compare how similar challenges have been tackled in other schools • Understand the strength of evidence behind alternative approaches • Consider the likely cost-effectiveness of a range of approaches 	Parents are regularly updated on their child's progress and invited to contact school to catch up on how their child is progressing. Tracking of attendance and behaviour and this reported to parents termly.	DHT/PP Lead	February 2021
Total budgeted cost					£26,987
iii. 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?
Parents become more involved in their child's education, with aspirations for their child's future in mind.	Due to COVID-19 social distancing procedures, parents are informed about their child's education by phone, Class Dojo and the school website. Blended	EEF - Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	Termly updates on their child's attainment and progress. Information and help through the school website and Class Dojo to support parents who struggle to help their child with homework (reading)	HT/DHT/PP Lead	1 x afternoon per month looking at attendance and progress data. Arranging meetings with parents

	learning on class pages on the school website guide parents in what to help their children learn if the child has to isolate due to Coronavirus infections.	Parents' aspirations also appear to be important for pupil outcomes	Parents who do not attend curriculum evenings/parents' evenings are contacted by phone, email or Class Dojo to arrange a convenient time to speak to the class teacher.		regarding concerns with attendance and progress. <i>(£900)</i>
Improving confidence and resilience	Forest School (adventure learning) on site to engage children in nature and using problem solving skills. (£4800) Route to Resilience and becoming an Anti-Bullying Diana Award Ambassador.	EEF - Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Pupil interviews conducted to get children's opinions on Forest School. Data analysis of impact of Forest School on progress.	HT/DHT/PP Lead	Termly
Total budgeted cost					£5,700

Total Expenditure £37,337

£4,323 left to spend