



Pupil Premium Strategy

1. Summary information					
School	St Mary's Church of England Primary School and Nursery, Old Road, Writhlington				
Academic Year	2020-2021	Total PP budget	£72,630	Date of most recent PP Review	October 2020
Total number of pupils	143	Number of pupils eligible for PP	45 - 31%	Date for next internal review of this strategy	October 2021
Principles					
<p>This strategy has been planned in the Autumn Term 2020, after lengthy school closures due to COVID-19. Some of the provision we would like to offer our pupils, is at present, not able to take place and adaptations are regularly being made due to evolving lockdown restrictions.</p> <p>As schools were closed, no formal assessments (Phonics Screen and SATs) took place in Key Stage 1 and 2, so the data presented below is from the DfE 2018-2019 school analysis.</p> <ul style="list-style-type: none"> - The staff at St Mary's know that best way to raise attainment in disadvantaged pupils is to provide high quality teaching experiences known as 'quality first teaching'. - Reading remains a key and priority area of the curriculum with the biggest gap in attainment between disadvantaged and non-disadvantaged pupils. - Most children make good or accelerated progress in our school in reading, writing and maths. - We are aiming for accelerated progress so that disadvantaged children catch up and keep up with non-disadvantaged pupils. - 51% of the children in receipt of pupil premium have SEND. - Analysis of last year's assessment data (spring 2020) and 'entry' assessment data from October 2020 have been utilised to formulate this plan. 					

Data from 2018/2019 – no data from 2019/2020 due to school closures

	<i>Pupils eligible for PP (National Average)</i>	<i>Pupils eligible for PP 2018-2019</i>	<i>Pupils not eligible for PP</i>	<i>Pupils Eligible for PP with no SEND</i>	<i>Pupils Eligible for PP with SEND</i>
		10 pupils 48%	11 pupils 52%	7 pupils	3 pupils
% achieving in reading, writing and maths	65%	30%	55%	43%	0%
Progress in reading	0.32	-7.03 (-2.72 School)	1.21		
Progress in writing	0.27	-1.18 (0.72 School)	-0.31		
Progress in maths	0.37	-3.00 (-1.28 School)	0.28		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Historically, children have entered the reception year with below par language and social skills. The EYFS profile shows particular weaknesses in Listening and Attention, Managing Feelings and Behaviours, Literacy and Mathematics. This year, on entry, it has been noted that there are a higher proportion of children requiring speech and language support. <i>Source: EYFS profile data; entry data; SEND analysis</i>	
B.	Poor attainment in reading and oral language skills. A number of pupils in the PP cohort have a limited vocabulary compared to their peers. This prevents them from reading fluently and comprehending text by the end of KS2. <i>Source: Ofsted 2019, Outcomes in reading over the past 4 years</i>	
C.	Some of our children lack resilience and 'learning stamina', which has potentially been exacerbated by school closures this year. This often presents itself in some children as not always managing their feelings well, low self-esteem and a lack of ability to tackle challenges effectively. This can also present itself as a lack of 'language for learning' which becomes evident in that some pupils are unable to explain their thought processes and talk about what they are learning. <i>Source: Ofsted 2019</i>	
External barriers		
D.	Absenteeism from school.	
E.	Some children do not have access to learning support at home, for example, access to books/support for reading and vocabulary development. Some children have limited exposure to wider educational experiences that broaden their horizons, which has been made more challenging under current COVID-19 restrictions.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged children in both KS1 and KS2 will develop rich oral language and reading skills. <i>End of topic assessments and knowledge organisers, and curriculum assessments throughout the year. Accelerated Reader and book band trackers will also measure progress and attainment, alongside a whole school reading cohort overview. INSIGHT</i>	Children in receipt of pupil premium will make good and accelerated progress against learning targets, narrowing the gap in attainment of non-disadvantaged pupils (unless they have a specific Special Educational need or disability). Reading attainment will be more in line with national averages.
B.	Children in receipt of pupil premium will have improved attendance, particularly those who are persistently absent from school. <i>Attendance tracking document and SIMS</i>	Reduce the number of persistent absences among pupils eligible for PP. Attendance of those in receipt of PPG will be in line with non-PPG pupils.
C.	Disadvantaged pupils will develop more resilience and stamina, and take a more engaged ownership of their learning and progress. <i>INSIGHT Questionnaires</i>	Disadvantaged children will be engaged and ready to learn. They will make good or accelerated progress in their learning each term for reading, writing and maths at the end of each assessment point.
D.	Children's learning will be supported at home so that knowledge and understanding is consolidated particularly with reading. <i>Monitoring of reading records, registers for parent/teacher consultations and parent/carer questionnaires. Accelerated Reader INSIGHT</i>	Pupils in receipt of pupil premium will be supported at home, particularly with reading. 100% of parents/carers of pupil premium children to attend parent/teacher consultations (remotely due to social distancing guidelines).

4. Planned expenditure					
Academic year		2020/2021			
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?
A. Disadvantaged children in both KS1 and KS2 will develop rich oral language and reading skills.	Strategically planning a 'vocabulary rich' curriculum across the school – use of 'knowledge organisers' across the school from KS1 upwards.	The EEF toolkit research stipulates that 'Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom' and that 'use of purposeful, curriculum-focused, dialogue and interaction' can enable 5 months of additional progress. There are a wide range of approaches to improve rich oral language and the <i>Improving Literacy in Key Stage 1 Guidance Report</i> summarises that 'planning the teaching of vocabulary' is key.	Subject leaders to monitor knowledge organisers in line with curriculum mapping. Subject leaders to monitor end of topic assessments through book scrutinies and data drops on INSIGHT.	Subject Leaders	October 2021
	Whole Class Reading across the school (Ashley Booth Reading Curriculum across KS2), Accelerated Reader for KS1 (where appropriate) and KS2	The EEF toolkit states that 'reading books aloud and discussing them...structured questioning to develop reading comprehension...[and] pupils articulating their ideas verbally before they start writing' are a few of a wide range of strategies that can enable children to make up to 5 months of progress. The EEF toolkit states that the use of Accelerated Reader can make up to 5 months' progress for children in receipt of FSM. Further research from the EEF is due to be published soon.	Overview of purchasing of high quality texts. Progress to be monitored by class teachers and the reading lead. Monitoring of high quality teaching and learning through book scrutinies, learning walks and data tracking and analysis.	Lisa Martin Reading Lead	

<p>B. Children in receipt of pupil premium will have improved attendance, particularly those who are persistently absent from school.</p>	<p>Clear strategy - clear strategy on persistent absenteeism.</p>	<p>Children who attend less sessions than their peers will not benefit from quality teaching and learning opportunities – we cannot improve attainment if children are not attending school. The DfE (2012) states that ‘without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers’.</p>	<p>There will be a regular and clear monitoring for persistent absenteeism. Policy with clear intervention strategy with support from CMES Officer. Regularly meet with parents/carers of children who are not meeting the school’s attendance thresholds.</p>	<p>Headteacher</p>	<p>October 2021</p>
<p>C. Disadvantaged pupils will develop more resilience and stamina, and take a more engaged ownership of their learning and progress.</p>	<p>Small class sizes with high ratios of staff:pupils enabling for high quality feedback, individualised instruction (supplementing whole class teaching) and teaching of self-regulation from highly skilled adults.</p>	<p>There is a wealth of evidence that concludes that smaller class sizes can facilitate 3 months’ additional progress, that individualised instruction (when used as a supplement to usual class teaching rather than a standard replacement) can also enable pupils to make up to 3 months’ additional progress and that children who are taught the skills to self-regulate increase motivation and have ‘consistently high levels of impact, with children making an average of 7 months’ additional progress. The EEF states that ‘Teachers asking challenging questions—guiding pupils with oral feedback, prompting dialogue, and scaffolding productive ‘exploratory’ talk where appropriate—is an ideal way to share and develop effective learning’ Metacognition and self-regulated learning Guidance Report 2019.</p>	<p>CPD for Deputy Headteacher – Teaching Walkthrus – Tom Sherrington Introduction of coaching strategies and focus for teaching and learning walks to ensure quality first teaching. Staff meetings and CPD for teachers.</p>	<p>Deputy Headteacher</p>	<p>October 2021</p>

D. Children's learning will be supported at home so that knowledge and understanding is consolidated particularly with reading.	Structured conversations with those parents who are not recording in reading records, not attending remote parent/teacher consultations, or not engaging with children's home learning (if and when necessary).	Parental engagement with home learning is more important now than it ever has been. The EEF states that this can make 3 months' progress. Extensive research produced by the DfE notes that 'Parental engagement must be planned for and embedded in a whole school strategy' (2011).	CPD – Positive Parental Engagement (17.11.2020) Communication needs audit – SLT meetings Homework overviews	Deputy Headteacher	October 2021
Total budgeted cost					£46,500
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?
A. Accelerated progress in reading for children not meeting age-related expectations. Phonic screen pass score more in line with national average for year 1 pupils.	Booster reading sessions with Teaching Assistants and Teachers	EEF states that 'there is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes'.	Tracking on INSIGHT. Recording of booster reading sessions and evaluations of impact Training and monitoring of TAs to ensure sessions are high quality and adding value to children's vocabulary and reading assessments. Phonic assessment score tracking.	Reading Lead	October 2021

A, C, D. Rapid progress towards individual learning targets	<p>Monitoring of interventions, including those with SEND and My Plans. Input from Speech and Language Therapist and TA allocated to speech and language intervention Refining targets to met/not met</p> <p>Teaching Assistants to run interventions under guidance of class teachers</p>	<p>Ofsted (2013) indicates that successful schools 'used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked'.</p> <p>The EEF states that 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months [progress] on average'.</p>	Tracking on INSIGHT. Intervention formats uniform across each year group and analysed regularly to monitor impact on progress and attainment. Intervention files monitored by SENDCo and SLT.	SENDCo, SLT and Class Teachers	October 2021
					£22,500
111. 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?
C. Improved health and well-being in pupils who attend our school	Purchase of 'Jigsaw' – the mindful approach to PSHE.	Research carried out by Sheffield Hallam University (2016) stated that, 'Jigsaw contributes to pupils' emotional literacy. Pupils' scores in the emotional literacy measure were above expectations...Interviews and survey comments revealed that teachers felt that Jigsaw had enabled pupils to become more aware of their emotions, particularly stress and anger, and then develop tools to manage these emotions more effectively. This had in some cases led to improvements in	Assessment and tracking of progress through the PSHE units. Pupil questionnaires.	Class Teachers	October 2021

		pupil behaviour in and out of class. In addition, pupils were said to have gained the confidence to speak openly in class about matters that were important to them, aiding in their communication skills'.			
A, C. Improved well-being of the most vulnerable and disadvantaged pupils attending our school	Completion of ELSA training and utilising an ELSA practitioner to support pupils weekly with intervention.	The UK Government state that 'School closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap'. Research indicates that emotional learning programmes led to positive outcomes'. The EEF also states that social and emotional learning can have an impact of four months' additional progress. More, now than ever, our most vulnerable pupils need additional well-being support.	ELSA practitioner to record impact of ELSA support sessions, overseen by the SENDCo.	SENDCo	October 2021
Total budgeted cost					£4,000