

St Mary's CE Primary School

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	St Mary's CE Primary School and Nursery
Pupils in school	198
Proportion of disadvantaged pupils	3%
Pupil premium allocation this academic year	8,070.00
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Lynne Osborne – Head Teacher
Pupil premium lead	Lynne Osborne – Head Teacher
Governor lead	David White

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Due to COVID 19 no standard assessments were undertaken so no progress score available.
Writing	Due to COVID 19 no standard assessments were undertaken so no progress score available.
Maths	Due to COVID 19 no standard assessments were undertaken so no progress score available.

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	83%.
Achieving high standard at KS2	50%

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores by end of KS1 or KS2.	July 2021
Progress in Writing	Achieve national average progress scores by end of KS1 or KS2.	July 2021
Progress in Mathematics	Achieve national average progress scores by end of KS1 or KS2.	July 2021
Phonics	Exceed national average in Phonics Screening Check	June 2021
Other	Support in place to improve attendance of any disadvantaged whose attendance below 95%	July 2021

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	<ul style="list-style-type: none"> High expectations for all PPG children supported by Quality First Teaching, targeted HLTA intervention programmes, pre-teaching, 'spot' interventions and SLT support
Priority 2	<ul style="list-style-type: none"> Implementation of whole school approach to maths focusing on Concrete, Pictorial, Abstract, Approach and using HFL Essentials Maths resources
Barriers to learning these priorities address	<ul style="list-style-type: none"> Lack of parental support Limited vocabulary/higher order vocabulary Lack of self-belief and poor Growth Mindset
Projected spending	<ul style="list-style-type: none"> HFL Advisory support to develop consistent approach to maths delivery - £500 Additional funding for TAs to provided targeted interventions in maths and reading - £3,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Support funding ICT devices to support home/school learning especially in light of COVID-19
Priority 2	<p>Children with social emotional needs are supported to become more resilient through whole school approach to mental health and wellbeing and through additional personal identified targeted support including but not limited to: Protective behaviour interventions , outside professional agency support , in house Learning Mentor</p> <p>Strong partnership working with home/ school including working with outside professionals including Parent support work (DSSN) to support parents with home life pressures ways to support child with home learning emotional wellbeing support</p>
Priority 3	Improved physical and emotional health in line with the revised D Fe RSE guidance
Priority 4	Children experience a range of enrichment activities and cultural capital experiences including attending school trips, residential, extra-curricular music/clubs
Barriers to learning these priorities address	<p>Children not able to recognise and manage their feelings and equipped with self-regulation strategies which affects behaviour for learning</p> <p>Children not equipped with social skills to support them when dealing with conflict / resolution with peers</p> <p>Parents are supported with presenting home life challenges which negatively impact on child's emotional well-being and focus to learn</p> <p>Parents own understanding / limited skills to support with child's home learning</p> <p>Parents not being able to financially support their child to take part in enrichment learning experiences – negatively impacts on them not having first hand experiences to draw upon within their learning</p> <p>Children not having equal opportunities as their peers</p> <p>Low self-esteem / self –worth / resilience</p>

	Poor attendance due to Covid concerns
Projected spending	Learning Mentor Support £1,500 IT Device expenditure £1,000 Sports TA to work with identified children on resilience, team sports and self-belief – £1,500 Trips and activities that develop ‘cultural capital’ £600

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Children struggling to regulate emotions due to personal social and emotional contributing factors impacting on them from events in playground/home life Children struggling to access learning due to EAL status	Personal meet greet by teaching staff – building trusting relationships , opportunities available for child to talk at start of day if required –setting up to be in a positive place to learn Teaching Assistant support in all year groups in the mornings to support teaching of English and Maths Children accessing of Core subjects in the morning – implement pre-teaching / same day catch up Monitoring impact through Learning walks/ Book scrutiny / Pupil / Parent voice / Half termly Pupil Progress Pre-teaching of core vocabulary and over-learning of concepts
Targeted support	Interventions take place in class or at an appropriate time so that children are not taken out of core class teaching. Awareness that interventions must not be allowed to impact on children’s self-esteem and cannot obviously ‘target’ particular group	SENDCo and HT prioritise and schedule targeted TA interventions Growth Mindset work within year groups. Specific and timely intervention programme reviewed half-termly. JIGSAW PHSE resource bought and implemented
Wider strategies	Build positive relationships with Parents and enable them to access a wider range of support services Parenting support to develop their capacity to cope with home life challenges	Member of SLT always on playground to be accessible to parents HT Open Door policy Targeted sharing of DSPL resources

	Diverse role models within school to develop these children's ambitions for the future and enlighten them as to the range of possibilities	Whole school curriculum review and development to reflect diversity of life within modern Britain
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Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Evidence from a range of in school sources appeared to indicate progress in line with their peers for this group of students. No formal assessment data available in 2020.
Progress in Mathematics	Evidence from a range of in school sources appeared to indicate progress in line with their peers for this group of students. No formal assessment data available in 2020.
Phonics	Evidence from a range of in school sources appeared to indicate progress in line with peers for this student. No formal assessment data available in 2020.
Other	Pupil well-being was a focus with learning mentor and Sports TA being used to good effect. Increased evidence and recognition of positive behaviour.