

Pupil premium strategy statement at St Mary's C of E Primary

1. Summary information					
School	St Mary's C of E Primary				
Academic Year	2020-21	Total PP budget	£8128	Date of most recent PP Review	July 2020
Total number of pupils	115	Number of pupils eligible for PP	6	Date for next internal review of this	July 2021

2. Current attainment		
Data used from Spring Term due to Lockdown; 1 child identified as with SEND. 1 child new to school (funding will be available from April 21)	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving the expected standard or above in reading, writing & maths	33%	65%
% making a good level of progress in reading	33%	71%
% making a good level of progress in writing	33%	76%
% making a good level of progress in maths	67%	75%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers – please note this is a very small number of children

A.	Progress is similar to non PP pupils in maths
B.	Emotional barriers to learning compounded by lockdown; children engaged but not all attended/ were eligible to attend.

External barriers

C.	Y2 children attendance is not good; there has been some improvement since September but not yet in line with peers
D.	Homework is difficult in the home

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
---	--	------------------

A.	Pupils will continue to attain in line with their peers; targeted children will make accelerated	Pupils will be at ARE or above in July 2021
B.	Pupils will continue to make good progress	Pupils to make accelerated progress
C.	Pupils will be supported in emotional development and prepared for transition	Pupils are confident and enthusiastic learners.

5. 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?
Reading and Writing attainment in line with National, including at Greater Depth; child identified as having SEND to meet individual targets	Supplementary reading resources 1-1 and small group work Purchase of Chromebooks to support future remote learning	We want to invest some of the PP in longer term change which will benefit all pupils For families with more than one child, remote learning compromised by limited technology.	Coaching model used for staff; learning walks; Pupil voice	English lead	November and each half term thereafter
Total budgeted cost					£4700
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?
Emotional wellbeing improves	Nurture group with TA (ELSA); 1-1 time	Some children lacking in self-esteem some changes in behaviours since lockdown(variance in degree to which children engaged with home learning means some gaps widened; some children have awareness of this Some children presenting as angry/ finding it more difficult to control emotions than prior to lockdown	Attendance of ELSA network Pupil voice Dialogue with CT re. behaviours outcomes	Class Teacher/ ELSA TA	October 2020 and each half term/ term thereafter
Confidence in learning ability increased	1:1 and small group work with TA	Found that the PP pupil responded well to individual and small group support to develop confidence in own learning	It will be monitored regularly by the Head Teacher through discussion with the pupil and teacher and TA. Work scrutiny carried out to see progress and test outcomes and progress measures.	Class Teacher	October 2020 and each half term thereafter

Total budgeted cost					£3150
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?
Widen breadth of experiences provided irrespective of families ability to fund these	Educational visits and extra-curricular activities to include guitar lessons	To ensure all pupils have access to a rich, exciting and engaging curriculum	Social skills, independence and teamwork developed through participation in group activities. Talent, skills and effort celebrated	Head Teacher	Outcomes in July 2021
Total budgeted cost					£278
Total Expenditure					£8128

6. Review of expenditure					
Previous Academic Year		2019-20			
Total PP budget £13,500		8 PP Pupils			
i. Quality of teaching for all					
Desired outcome	Chosen action /	Estimated impact:.	Lessons learned		Cost
Reading attainment in line with National, including at Greater Depth	Staff training reading interventions Supplementary reading resources 1-1 and small group work	Progress was made during first part of year; all chd made at least 3 points progress from baseline by February, including acceleration of the 2 pupils with previous poor attendance. Training enabled Reading Lead to identify best practice in reading; knowledge sharing with wider staff limited by her absence and lockdown. Depth of questioning a challenge to ensure during lockdown either at home or with staff member not the usual Class teacher.	Strategies and interventions whilst in school were successful; phonics tracker enabling clear next steps for KS1 children identified. Changes to Teams will enable group and individual reading sessions with class teacher in event of bubble closure.		£6500 (further reading resources to be purchased Aut 20)
ii. Targeted support					
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned		Cost
Emotional wellbeing and friendships improve	Nurture group with TA (ELSA); 1-1 time	Fewer incidences of friendship issues. Parents report on positive impact of being in school. Children confident to welcome new pupils into cohorts.	The regular 1:1 work initially and later small group work enabled pupils to develop the skills and resilience needed to overcome barriers. Use of digital technology and home visits, including daily delivery of Free School Meals ensured wellbeing monitored and maintained. 2)Strategies were		

2) Confidence in learning ability increased	1:1 and small group work with TA	Staff report increased confidence and participation across the curriculum; children well motivated and eager to return to school either within or after lockdown period.	working well in period prior to lockdown. Digital technology, telephone calls and home visits ensured pupils' achievements continued to be celebrated	
				£6,100
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Widen breadth of experiences	Trips and extra – curricular activities	Social skills, independence and team work were developed through participation in group activities. Talents, skill and efforts celebrated in non-academic subjects, such as music and sport and this led to greater self –esteem. Visits beyond the classroom have extended their learning and given first hand experiences and developed knowledge.	All children have had experiences widened and opportunity to cement relationships in an off-site environment. Guitar lessons widen experiences and boost confidence; children able to perform to an audience.	£400
Total Expenditure				£13,000

7. Additional detail

Due to the very small number of PP children in school, great care must be taken to ensure their anonymity. Further detail with regard to PP children is presented each term to the Governing Body.

