



Pupil premium strategy statement

1. Summary information					
School	St. Mary's Primary School				
Academic Year	2020-2021	Total PP budget	£35,860	Date of most recent PP Review	07/12/20
Total number of pupils	213	Number of pupils eligible for PP	21	Date for next internal review of this strategy	22/3/21

2. Current attainment and progress (Based on Internal End of Autumn Term Assessment)			
KS2 Exit N=	Pupils eligible for PP (National average)		Pupils not eligible for PP national average
% achieving in reading, writing and maths	KS2 – 50%		KS2 – KS1 -
% making progress in reading	KS2 – 63%		KS2 – KS1 –
% making progress in writing	KS2 – 50%		KS2 – KS1 –
% making progress in maths	KS2 – 63%		KS2 – KS1 –

Note levels of significance esp. for maths. Therefore, progress outcomes are similar to 60% of other schools and average in each subject
 Comparing subjects and groups where there is greater statistical significance ie group numbers 6 or more would show that Middle PA group was greatest gap to national at -3.9, however the confidence interval is (-8.1 to +0.9)

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 levels of progress and attainment in Reading of PPP
B.	Year 6 (2020 - 2021) – low attaining cohort, many pupils with additional needs SEN/EAL/ High levels of deprivation 70% of these in the most deprive 40% of pupils nationally
C.	Through the use of new PHSE curriculum, further support the social and emotional needs of disadvantaged pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Overall attendance and punctuality of disadvantaged pupils

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress of all PP pupils is typical in reading	SLT, Governors & Trust monitor progress of all pupil groups Successful intervention will address gaps in learning/ knowledge ensuring progress is rapid within Year from individual's previous Key Stage results
B.	Year 6 cohort makes at least typical progress throughout the year across all subjects	Year 6 data shows a higher % of pupils making accelerated progress from their starting points
C.	Through the use of new PHSE curriculum, further support the social and emotional needs of disadvantaged pupils.	Disadvantaged children are more able to access their learning within school.
D.	Improve attendance rates & improve PA amongst disadvantaged	The attendance rate of PP pupils is inline with the attendance of PP pupils nationally The gap closes between school non-PPP attendance and that of PPP

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?
Progress of all PP pupils is typical in reading	Reading is key priority of school 20/21 New engaging texts Investment in new texts across school	Reading attainment and progress of PPP is weak across school. Many PP children don't have access to quality reading material at home.	Termly Reading assessments Half Termly Pupil Progress meetings focussing on PPP	JM Class Teachers	At each data collection point
Progress of Year 6 (2020 - 2021) disadvantaged pupils is at least typical	PP children have access to Qualified Teacher for core subjects each day in small group. Learning is matched closely their learning needs.	High number of PP in this cohort – many of whom have additional needs. (SEN) Small group of children will often need differentiated work that matches their learning level.	Termly Assessments Half Termly Pupil Progress meetings	JK MB	At each data collection point. £6,825

Through the use of new PSHE curriculum, further support the social and emotional needs of disadvantaged pupils.	<p>New PSHE Curriculum, that meets the needs of the pupils, is written and implemented.</p> <p>Children have access to full PSHE curriculum.</p> <p>Purchase and use CPOMS for safeguarding concerns.</p> <p>Weekly catch up with PP children in Year 6 for social and emotional needs.</p>	<p>As well as disadvantaged, many children have social and emotional needs.</p> <p>If social and emotional needs of children are met, children will be able to access learning more readily.</p> <p>Returning to school from a period of lockdown and many children not accessing school for months.</p>	<p>Monitoring of PSHE curriculum and evidence from sessions.</p> <p>Children have time and feel more confident discussing any social and emotional needs.</p>	<p>AB</p> <p>JM</p>	<p>£1,215</p> <p>£2,376</p> <p>£816</p> <p>Total - £4407</p>
Increase attendance rates of PP Pupil to at least National Average for these pupils Decrease PA for all	Rates of attendance are checked weekly by attendance team	Evidence from attendance reviews from 2019 – 2020 shows this to be an area to improve to become nearer inline with national figure	<p>Weekly monitoring of attendance of individual pupils</p> <p>Phone calls home</p> <p>1 to 1 support for parents from PT (where appropriate)</p>	SLT time + attendance officer	<p>Weekly tracking – see Excel document held in school</p> <p>£7100</p>
Total budgeted cost					
ii. 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?
Use staff effectively to assist with supporting additional needs	To ensure that documentation is up to date with restraints, gather evidence for TAC and C in N meetings Liaise with TA to best support pupils	Evidence needed for outside agencies and when gathering information for EHCP's etc	Regular meetings with SENCO and Headteacher	SLT CB EC	Half termly data collections £10,800
Total budgeted cost					£29, 132

6. Review of expenditure 2020-21**Previous Academic Year****i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches -

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

