

# St Mary's 2020-21 Pupil premium strategy statement

1. Summary information					
<b>School</b>	St Mary's Primary C of E Primary School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	Funding £58,490	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	453	<b>Number of pupils eligible for PP</b>	51	<b>Date for next internal review of this strategy</b>	July 2021

2. Areas of focus (for pupils eligible for PP)	
<b>In-school areas of focus</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	High level of deprivation - IDACI rating
<b>B.</b>	Raising language and communication skills
<b>C.</b>	High proportion of PP + SEND, EAL, SEMH
<b>E.</b>	Significant emotional and mental health difficulties affecting academic achievement, including the impact of the coronavirus pandemic
<b>External areas of focus</b> ( <i>issues which also require action outside school</i> )	
<b>D.</b>	Engaging a higher proportion of PP families and providing them with timely, targeted support where needed and necessary (e.g. HSLW and Nurture Liaison Lead support).

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b>Diminished Attainment Gap Between Those Eligible for PP and non-PP</b> Ensure children eligible for PP make accelerated progress so that they achieve at least in line with their peers. This should be achieved through both high-quality Wave 1 teaching and through targeted interventions where appropriate.	Appropriate targets set for PP pupils. All PP pupils make accelerated progress; reach age related expectations and achieve their individual progress targets.
<b>B.</b>	<b>Development of Children's Emotional Resilience &amp; Positive Learning Behaviours</b> Support pupils social, emotional and mental health needs to enable them to enjoy and participate at school in order to achieve academically.	Children who are eligible for PP develop their social emotional learning to improve participation and enjoyment in school as well as overall attainment.
<b>C.</b>	<b>Resources Available for Children to be Successful in School</b>	All pupils have the equipment and broad range of experiences in school to ensure they can be successful in their learning, both in school and at home in times of remote learning.

4. Planned expenditure					
Academic year	2020-21				
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?
<p><b>Consistent high-quality wave-1 teaching ensuring all pupils make accelerated progress</b></p> <p><b>Diminished attainment gap between those eligible for PP and Non-PP by supporting the removal of any barriers to learning.</b></p>	<p>Differentiation and scaffolding will be effective in all lessons so different starting points are appropriate for all learners. Structure of lessons reflects the needs of learners and adults are deployed effectively.</p> <p>Staffing:            2 x ELSA part-time            1 x HSLW part-time            1 x support for Young Carers provision            Nurture Liaison Lead part time            Government Pilot 'Language and Literacy' programme. 20 x weeks of small group intervention in Early Years aimed at improving children's spoken narrative and oracy.            Quality Wave 1 teaching</p>	<p>Gap still exists between National and school disadvantaged for both progress and attainment.  <i>In 2019, the gap nationally was 20% (51% vs 71%).</i></p>	<p>Monitoring schedule</p> <p>Pupil progress meetings</p> <p>Monitoring of CPOMS</p>	JC/TH	Half Termly
<b>Total budgeted cost</b>					£41,227*
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?

<p><b>To ensure children understand and regulate their own emotions, learn to respect others around them and develop their personal resilience.</b></p> <p><b>To develop their emotional wellbeing and their ability to manage better at school – socially, emotionally and academically</b></p>	<p>ELSA (Emotional Literacy Support Assistant) to provide 1:1 support for pupils with emotional needs.</p> <p>1 x Nurture Liaison Lead part time Nurture Liaison Lead to provide nurture sessions for pupils and support identified families as well as the school community with nurture/ wellbeing strategies.</p> <p>Daily meditation and mindfulness sessions with all pupils (in school and remotely).</p>	<p>High proportion of disadvantaged pupils with SEMH issues and referrals to CAMHS / Children's Services.</p>	<p>Constant tracking of pupils' wellbeing through ongoing observations, ELSA assessment and pupil progress meetings.</p> <p>Pupil voice/ parental feedback</p>	<p>TH</p>	<p>July 2021</p>
<b>Total budgeted cost</b>					<b>*See above</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>
<p><b>To improve engagement of many of our PP families. Parents are able to access a wide range of services within the school and local area</b></p> <p><b>To improve 'well-being' of our pupils and improve relationships between families and the school</b></p>	<p>HSLW (Home School Link Worker) to provide early intervention for parents signposting support and guidance in times of change and stress.</p> <p>Nurture Liaison Lead to provide targeted nurture support to improve pupil wellbeing, resilience and behaviour.</p> <p>Funding towards Matthew Hackney Foundation counselling for selected pupils.</p>	<p>High proportion of disadvantaged pupils with SEMH issues and referrals to CAMHS / Children's Services.</p>	<p>Constant tracking and evaluation of pupils and families' engagement and wellbeing.</p> <p>CPOMS tracking</p> <p>Half-termly meeting with key stakeholders – SLT, HSLW, NLL</p>	<p>JC/TH</p>	<p>July 2021</p>
<b>Total budgeted cost</b>					<b>*See above</b>

<p><b>To ensure all disadvantaged to participate in extended curriculum and enrichment opportunities</b> <i>Funding for trips is available for when COVID restrictions are eased.</i></p> <p><b>To ensure a greater proportion of disadvantaged students access extra-curricular activities</b> <i>Funding for extra-curricular activities is available for when COVID restrictions are eased.</i></p>	<p>Financial support for curriculum resources/residential visits/day trips/events/uniform in association with Byfleet United Charities on application Uniform - £20 voucher per PP pupil Trips - £15 per term per PP pupil Stationary - £2 per term per PP pupil</p> <p>Access to extended day provision</p> <p>Extensive club list now on offer (in non-lockdown times)</p> <p>Friendship club/lunchtime provision</p>	<p>Prior % of disadvantage group attending visits/trips is low compared with non-disadvantaged</p> <p>Lower attendance of disadvantaged group in the past.</p>	<p>Tracking of pupil premium group attendance on trips/visits/events</p> <p>Tracking of pupil premium group attending clubs</p>	<p>KS</p>	<p>July 2021</p>
<b>Total budgeted cost</b>					<b>£911.44 + BUC</b>
<b>Total budgeted cost</b>					<b>£1,090</b>
<p><b>To ensure children have access to technology that will support and further their learning (in school ad during lockdown)</b></p>	<p>Amazon Fire tablet per PP pupil</p> <p>Chromebooks to support learning</p>	<p>Lower percentage of PP pupils accessing online learning platforms (e.g. TTRS, Mathletics)</p>	<p>Tracking of pupil premium group accessing app</p> <p>Tracking of PP children attending extended day provision</p> <p>Pupil voice/ parental feedback</p>	<p>JC/TH</p>	<p>July 2021</p>
<b>Total budgeted cost</b>					<b>£16,351.56</b>
<p><b>Total projected expenditure for 2020/2021: £58,490</b> <b>Total left in budget: £0</b></p>					

## 5. Additional detail

**What does St Mary's Primary do to ensure we use the most effective ways to support disadvantaged pupils' achievement?**

**Based on – 'Supporting the attainment of disadvantaged pupils' Nov 2015 DfE briefing**

NFER conducted research which found that 'schools which are more successful in promoting high attainment have a number of things in common' and identified seven building block of success:

### Whole-school ethos of attainment for all

- All teachers are aware of Pupil Premium children in their class. In planning there is clear differentiation and challenge for the different ability groups. This highlights the importance throughout the school that ALL pupils achieve.
- Progress and wellbeing of Pupil Premium children is tracked in Pupil Progress Meetings held half termly.
- Parent Meetings inform parents of progress but also address the particular needs and signpost support within school.
- Pupil Premium children are highlighted on planning to ensure all pupils are catered for.

### Addressing behaviour and attendance

- Learning behaviours and attitudes for learning are developed through 'St Mary's Learner' which has age appropriate expectations for each attitude/behaviour.
- At St Mary's Primary School, we use the Pupil Premium funding to provide extra curriculum activities for disadvantaged pupils who may otherwise not get to enjoy these experiences. This includes Residential Trips.
- The school has employed a Home School Link Worker (HSLW) to provide support for young people and their families. The HSLW also signposts to social and emotional support for the children in these families. The HSLW supports with attendance and transition through the stages.
- The school has two trained Emotional Literacy Support Assistants (ELSA). In years R-6 for children who experience difficulty expressing their emotional needs and require support for their social development.
- Half termly School Support Team meetings (SST) with HT, DHT, SENCo, ELSA and HSLW are carried out where the school discusses particular needs of individual pupils and the support we can provide. Records of the support from the different teams in school are recorded for each pupil discussed.
- Attendance is regularly monitored by the HT, HSLW and the Attendance Officer who is a member of the admin staff and action taken for poor attendance and attendance is also reported to governors.
- Attendance is monitored with the Educational Welfare Officer on a termly basis. Action is taken following these meetings where needed.
- Termly attendance letters alert parents to address any falling attendance issues and encourage their children to attend school regularly.

- We identify which of our children are Young Carers and raise awareness for support for their learning, emotional, social and practical needs.
- The school's Behaviour Policy ensures that any difficulties are supported and dealt with and records of behaviour are kept up to date on CPOMS to allow us to identify children who need support.
- Positive behaviour strategies such as the Behaviour Ladder, Silver and Gold awards, stars, star of the week and 'Dojo' points motivate all children to demonstrate positive behaviour and attitudes.
- A focus of the 2020-21 school development plan is continuing to improve quality first teaching for all pupils, including Pupil Premium children.
- TAF support meetings are also held within the school to support the families.

#### High quality teaching for all

- The quality of Teaching and Learning is regularly monitored by the SLT.
- Observations are regularly undertaken and targets set to ensure that all teaching is at least good. This includes formal observations, Drop Ins and Learning Walks
- Book scrutinies and planning/feedback scrutinies are carried out termly by members of the SLT.
- Planning and differentiation including challenge is a focus with high expectations for all.
- CPD is targeted and on SDP to improve teaching across the school.

#### Meeting individual learning needs

- Data is analysed by members of the SLT and discussed with class teachers at pupil progress meetings.
- Interventions are planned where progress is not as expected. Pupils are chosen for these groups at the Pupil Progress Meetings based on recent data and also in discussion with the class teacher.
- Case studies are created for set Pupil Premium pupils not making progress as expected.
- Booster groups are held in Year 2 and Year 6 for pupils to ensure accelerated progress.
- All additional SEN support/ intervention is targeted and individual pupils are discussed at termly pupil progress meetings. Pupils have individual targets for their SEN interventions and progress is assessed against a baseline.
- Vulnerable group's overview is updated at half termly Pupil Progress meetings to ensure whole child's needs are met including parental engagement, attendance, family support, behavior for learning and barriers to learning addressed.
- Target children have completed one page profiles so that the pupils own view about how best to support them is taken into consideration.
- Financial support is given for school trips and swimming for pupil premium pupils.

#### Deploying staff effectively

- Additional support staff are allocated in particular year groups where the need arises. All adults are given targets for supporting particular children.
- Additional teachers are also allocated to provide the support where it is needed – currently there is one full time Teachers and two part-time teachers - employed 5 mornings a week to support across the school.
- TAs carry out interventions with identified children across the school.

#### Data driven and responding to evidence

- Baseline information is gathered at the earliest opportunity so that we can begin to offer the best provision immediately in Reception and on entry elsewhere.
- Staff appraisals include PP attainments and progress targets – based on prior attainment.
- Half termly Pupil Progress Meetings are held where individuals and groups are identified. Data is analysed; progress discussed, targets are set and intervention/support planned to ensure that opportunities are given for all pupil to achieve.
- Data analysis is also used to review curriculum areas, gaps are picked up and training organised to overcome this.
- Progress is always measured against individual previous starting points.
- The school uses teacher assessment as well as standardised scores to give a clear all-rounded overview of each child.
- Assessment for Learning is a focus in planning to ensure that feedback is always effective and time for reflection, self-assessment and response to feedback is regularly given.

#### Clear, responsive leadership

- Governors have a named governor responsible for Pupil Premium and the effective use of the funding.
- Members of the SLT are responsible for monitoring the progress and support of disadvantaged children and to ensure that the pupil premium funding is allocated effectively and is reviewed regularly.
- Teachers evaluate the impact of PP provision each half term and present outcomes at Pupil Progress meeting each half term.
- The Pupil Premium Report is on the website, which evaluates the impact of PP support.