

St Mary's CE Academy Pupil Premium Strategy Statement 2020-2021

Pupil Premium funding is additional to main school funding & is seen by the Government as the best way to address inequalities between children eligible for free school meals (FSM) & those children who are not. Pupil Premium Funding is therefore used to tackle disadvantage in order to reach the pupils who need it most. Schools are currently funded the Pupil Premium for those families who are registered for FSM & includes any child who has been registered for FSM at any point during the past 6 years (Ever 6FSM). Each school decides how best to use the funding & is held accountable for how it has been used to support pupils from low income families.

School Overview:

School	St Mary's CE Academy
Number of Pupils	171
Proportion of disadvantaged pupils	50 children / 29%
Pupil premium allocation this academic year	£67,250 (est. at April 2020)
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	June 2021
Statement authorised by	Karole Sargent - Executive Headteacher
Pupil premium lead	Karole Sargent - Executive Headteacher
Governor lead	Anne Camm -Chair of Governors

Disadvantaged Pupil Progress Scores for Last Academic Year (7pupils - 2019)

Measure	Score
Reading	+2.28
Writing	+0.97
Maths	+0.02

Disadvantaged Pupil Attainment Scores Reaching (Expected+) Last Academic Year (7 pupils - 2019)

Measure	Age Expected & Above
Reading	86%
Writing	71%
Maths	86%

Possible in school barriers to the future attainment of some PP Pupils (to be addressed in school):

- They may have other challenges such as EAL, SEN, child protection issues, traumatic backgrounds, mental health issues or vulnerabilities which impact on outcomes.
- They may have poor oral language skills due to a lack of exposure to a wide vocabulary.
- They may not have parental help to support homework, reading at home or general encouragement to aspire.
- They may lack the benefits of wider experiences, resources & opportunities to learning which may impact on confidence or resilience.

Possible external barriers to the future attainment of some PP Pupils (to be addressed by other agencies either inside or outside of school):

- They may have poor attendance that requires support for the child &/or the parent.
- They may require pastoral support to help them overcome social, emotional & wellbeing barriers that impact on concentration & learning.
- They may require the help of external agencies for SEN, refugee status or Child Protection issues.

Objectives in spending PPG to narrow the gap in achievement between pupils eligible for PPG and their peer group:

- To provide additional support closely focused on need;
- To enhance learning opportunities, resources for participation & enrichment of the curriculum, particularly in Reading.
- To increase parental/carer engagement.

Process for monitoring impact:

- Full & detailed termly analysis of data for each child & all pupil groups by the Executive Headteacher (also Assessment Leader) which is fed back to staff & governors via a termly report.
- Pupil Progress meetings held termly with SLT (Executive Headteacher, Head of School, senior teachers) plus class teachers to monitor attainment & progress of all pupils & groups plus discuss needs & support.
- Annual ASP Analysis to judge end of Key Stage Outcomes against national figures.
- Annual reporting to Governors.

Overall Impact:

- See final outcomes for each cohort (p1, plus termly Progress & Attainment Reports & ASP Summary Reports).
- The outcomes of FSM pupils vary at different times depending on the children plus their individual needs & barriers to learning. Sometimes, our FSM children appear in multiple pupil groups such as SEND (Special Educational Needs & Disabilities) or EAL (English as an Additional Language) which then affects their academic outcomes.
- Where FSM pupils do not have SEN or EAL, they normally attain within the expected range or above in comparison to the national average.
- Most of our FSM pupils make good to outstanding progress.
- FSM pupils also show increased confidence as a result of targeted interventions, greater levels of support or access to extra-curricular activities.

Pupil Premium Website Content 2020-21

In 2011-12 the Government launched its Pupil Premium funding. This money is given to schools based on the numbers of pupils in the school who are eligible for Free School Meals (FSM). From 2012-13, it was expanded to include all children who have been eligible for FSM within the last 6 years.

At St Mary's, we are completely committed to the ideal of 'every child matters' & are driven by our values that focus on enhancing pupil achievement & well being, irrespective of their personal circumstances. In short, we want ALL of our children to do well & to thrive in their learning!

We seek to meet the needs of all of our pupils from through careful analysis of progress data on a termly basis & design intervention strategies where necessary to meet each pupil's needs. Whilst our school has traditionally received a low amount, Pupil Premium funding gives a method of further supporting some of our more disadvantaged pupils in order that we can 'close the gap' & ensure that they get the very best advantage from their time with us.

This year, our Pupil Premium allocation for 2020-21 is £67,250. This has been spent on continuing to employ an additional teacher to reduce class sizes in KS2; improving Reading & Phonics provision as well as developing a school library; providing high needs support for Pupil premium as well as EAL and SEN pupils; enabling enrichment opportunities so that none of our pupil premium children are further disadvantaged by not being able to fully take part in our vibrant curriculum.

Impact (For the full Impact Report, please click):

- ✓ The outcomes of FSM pupils vary at different times depending on the children & their individual needs. Sometimes, our FSM children appear in multiple pupil groups such as SEND (Special Educational Needs & Disabilities) which then affects their academic outcomes.
- ✓ Where FSM pupils do not have Special Educational Needs & Disabilities, they normally attain within the expected range or above in comparison to the national average.
- ✓ Most of our FSM pupils make good to outstanding progress.
- ✓ FSM pupils also show increased confidence as a result of targeted interventions, greater levels of support or access to extra-curricular activities.

Pupil Premium Strategy 2020-21

This plan should be read in conjunction with the other main school planning documents as it is not entirely exhaustive in underpinning the following key priorities.

Priority Areas - Success Criteria:				Evaluation Questions:	
<ul style="list-style-type: none"> ✓ All PP children are taught in single year group classes (with no mixing of year groups) in order that no child is further disadvantaged due to large pupil numbers. ✓ Individual barriers to learning are sufficiently overcome for PP pupils through targeted support & intervention. ✓ All PP pupils attain at least in line with ARE & some above. ✓ All PP pupils make at least expected progress & some above. ✓ All PP pupils are able to read to at least age expected levels due to being immersed in quality Reading books & experiences. ✓ All PP pupils have every opportunity to achieve in line with their peers through quality first teaching & a curriculum which is rich in learning experiences. ✓ All PP children have high aspirations for themselves because of the high aspirations that all staff have for them. ✓ No PP child is held back in their learning journey by a lack of parental support. 				<p>How well are PP doing? How does this compare to non-PP pupils? What does 'high aspirations' mean in practice to all staff? What enrichment opportunities have PP children enjoyed that they might not otherwise been able to? What has the effect been? What has the feedback been from pupils? Parents?</p>	
Priority Areas:	Actions	Who	When	Monitoring	Costings
<p>All PP children are taught in single year group classes (with no mixing of year groups) in order that no child is further disadvantaged due to large pupil numbers.</p> <p>Individual barriers to learning are sufficiently overcome for PP pupils through targeted support & intervention.</p> <p>All PP pupils attain at least in line with ARE & some above.</p> <p>All PP pupils make at least expected progress & some above.</p> <p>All PP pupils are able to read to at least age expected levels due to being immersed in quality Reading books & experiences.</p>	Continue to employ an additional teacher for the second year in order to move from mixed year groups (classes of 35+ in Y4 to Y6).	SLT	Sept 20	Accelerating Pupil Progress Action Plan	£32,987 M2 Salary (incl. on costs)
	All teaching staff produce an Accelerating Pupil Progress Action Plan showing their targeting, support & interventions plus high aspirations for their identified PP pupils.	All staff	Termly	Intervention /support evidence	
	Interventions / 1:1 / individual reading / booster classes / general support are delivered according to the needs of the child in regular timetabled slots.	All staff	Ongoing	Data Analysis	
	TA support is deployed for interventions / pre & post teaching & in class support as necessary.	All staff + TAs	Ongoing	PP Tracking Data	
	Progress data is analysed & tracked termly & provides PP outcomes in comparison to non-PP pupils.	KS	Termly	Pupil Progress meeting proformas	£6883 – 1/10 th of KM Salary, half a day a week costing towards boosters.
	PP children are specifically tracked in order to highlight any issues on progress so that support can be given.	KS	Termly	Pupil Progress & Attainment Analysis Reports	
	The ASP Online is analysed & a summary produced highlighting the outcomes of PP pupils against National averages.	KS	Nov 20	ASP Analysis Summary	
	Pupil Progress meetings are held with SLT with a deliberate focus on the progress & attainment of PP children.	SLT + staff	Termly	SEND Intervention Maps	
	The SENCo plans support with class teachers for those children who are PP & SEND.	SR KM + staff	Termly	M&E Cycle + findings	
	The SENCo ensures that Intervention Maps are updated to ensure that children who are PP & SEN are sufficiently supported to make progress.	SR KM + staff	Termly	SEN records	
			Interventions Map / records	Cover costs x 6 days (RB/KH) - £1200	
			Discussions with children & staff		
			Reading & Phonics results	SENCo time x 3 days per term £1780	
			Reading & Phonics observations		

	PP pupils are targeted by staff to develop positivity, confidence, resilience, organisational skills, etc. according to need through general encouragement up to specific interventions.	All Staff	Ongoing	Library set up	
	PP pupils are targeted as necessary to be supported in their mental health & wellbeing according to need through general encouragement up to specific interventions.	Staff + KM	Ongoing	Book audit & Resource lists	
	Reading is reviewed for all year groups including development of skills, progression & texts in order to develop quality provision throughout each year group.	KM, KS + staff	Summer 20	Reading & Phonics Progression Grids	
	Phonics teaching is reviewed for FS, KS1 & KS2 including development of skills, progression & reading texts in order to develop quality provision throughout each year group. Training facilitated & resources bought as necessary.	KM, KS, KH, JL, CA		Reading focus events planning	Phonics / Reading resources - £4020
	Decodable books are bought to back up Phonics teaching plus quality texts for guided reading, shared reading to raise the status of reading in school.	KM, KH, JL			
	A St Mary's library is developed in order to further raise the status of Reading as well as establish the enjoyment of books.	KM			Library development including books- £15,000
	Quality reading experiences are further developed through class visits to the library as well as special days & focus times which celebrate reading.	Km + staff			
All PP pupils have every opportunity to achieve in line with their peers through quality first teaching & a curriculum which is rich in learning experiences.	Ongoing monitoring of teaching & learning through observations, book scrutiny, pupil interviews etc. to ensure quality first teaching which meets the needs of PP children.	KS KM	Ongoing	M&E Cycle & activities	
	New Curriculum to be put in place with ongoing review to ensure that it meets the needs of all of our children resulting in successful attainment & progress, preparing them for the next step in their learning journey & inspires them for the future.	KS KM	September 20 & Ongoing	M&E Feedback & outcomes reporting	
	Programme of extra-curricular activities to be put in place with ongoing review to ensure that it meets the needs of all of our children resulting in an inspiring experiences as well as the development of gifts & talents.	KS KM	Ongoing	Curriculum documentation & outcomes	
	Visits, residential, before & after school care, clubs funded for the PP pupils as necessary.	SLT	Ongoing	Programme of extra-curricular activities	
	Resources including uniform & books, etc. funded for the PP pupils as necessary	SLT	Ongoing	Visits, residential lists & planning	Uniform, Visits, residential & clubs / hardship fund – £3,250
			Itemised records of allocations		

To ensure equality of opportunity for PP pupils in order that they can experience wider opportunities.	Trips & residential are paid for through the PP budget in order to ensure wider opportunities & experiences as well as equality of access to PP children.	SLT	Ongoing		
	Children are targeted for participation in after school clubs in order to give wider opportunities & experiences as well as equality of access to PP children.	SLT	Ongoing		
No PP child is held back in their learning journey by a lack of parental support.	Attendance figures are monitored in order to identify any issues for PP pupils. Meetings with parents take place as necessary in order to support to improve.	SLT	Ongoing	Attendance figures	
	Parent Workshops are held & parents of PP pupils are specifically targeted for attendance.	All staff	Ongoing	Attendance figures for parent events	
	Attendance at parents' evenings / parent workshops is monitored to ensure that parents of PP pupils attend.	CW + All staff	Ongoing	Records of meetings, SEN & CP records	£2130 CW Hourly rate £11.21 1 hour a day 38 weeks.
	Targeted conversations are held with parents / carers as necessary in order to signpost help, support, the intervention of other agencies, etc.	SLT All staff	Ongoing		
Total Cost: £67,250.00					

How the Pupil Premium is calculated for our School:

Total FS & KS1: 14 pupils Total KS2: 36 pupils Total = 50 Pupil Premium Pupils	PPG Rate 2020-21	Number of children
Children who are Pupil Premium / Free School Meals	£1,345	X50 = £67,250
Children no longer FSM but are Pupil Premium as defined as Ever 6 (eligible for FSM since 2010)		
Children who are Pupil Premium & defined as no longer LAC due to being Adopted	£2,345	X0 =£0
Service Children	£310	X0 =£0
	Estimated total at April 20	= £67,250

Final Review of the Pupil Premium Plan 2020-21

Success Criteria	Final Outcome						Evaluation	
	Pupil Premium Outcomes by end of 2021	READING		WRITING		MATHS		
		Attainment ARE+	Progress Against NA (())	Attainment ARE+	Progress Against NA (())	Attainment ARE+	Progress Against NA (())	
<p>All PP pupils make at least expected progress & some above.</p> <p>All PP pupils attain at least in line with ARE & some above.</p> <p>All PP pupils are able to read to at least age expected levels due to being immersed in quality Reading books & experiences.</p>	Y1 (6)	83%	+0.83	50%	+0.33	67%	+0.17	Partially met due to COVID Pandemic related factors as well as ongoing external barriers for some children.
	Y2 (10)	50%	+0.3	30%	-0.2	50%	+0.2	
	Y3 (8)	38%	+0.63	25%	+0.63	38%	+0.75	
	Y4 (11)	64%	+0.45	55%	+0.73	73%	+0.55	
	Y5 (8)	75%	+0.5	63%	+0.38	63%	+0.38	
	Y6 (13)	93%	+0.46	77%	+0.38	77%	+0.62	
All PP children are taught in single year group classes (with no mixing of year groups) in order that no child is further disadvantaged due to large pupil numbers.	All children were taught in single year groups with no mixing of year groups so that no child is further disadvantaged due to classes with large pupil numbers.						Target met.	
All PP children have high aspirations for themselves because of the high aspirations that all staff have for them.	Our children have very high aspirations supported by our curriculum & enrichment activities.						Target met.	
Individual barriers to learning are sufficiently overcome for PP pupils through targeted support & intervention.	Interventions & Closing the Gap Plans have been well planned & consistent resulting in good results for most pupils.						Target met.	
All PP pupils have every opportunity to achieve in line with their peers through quality first teaching & a curriculum which is rich in learning experiences.	Equality of opportunity as well as targeted interventions & enrichment have ensured that disadvantaged pupils have been able to experience a full curriculum & extra-curricular offer.						Target met.	
No PP child is held back in their learning journey by a lack of parental support.	Every opportunity to target school places for vulnerable pupils as well as ensure that access to online learning has been able to take place.						Partially met due to COVID Pandemic related factors as well as ongoing external barriers for some children.	