



St Mary's C of E Primary School and Nursery

Pupil Premium Strategy and Expenditure 2019/2020

REVIEW JULY 2020

The calculation of Pupil Premium Grant (PPG) received by St Mary's Primary School is based on the number of children on roll in the January census of each year who are either known to have been eligible for free school meals at any time within the last six years (Ever 6 FSM) or who are looked after (LAC) or who have been adopted from care or have left care (Post LAC), or who are the children of armed service personnel (Ever 5 FSM).

At St Mary's Primary School, the PPG allocation for 2019/2020 is £44'760 for the academic year. This is calculated across two financial years as follows: September 2019 to March 2020. This is based on 28 pupils eligible under the Ever 6 FSM category, 3 pupils categorised as Post Looked After Care (Post LAC) and 1 child who is LAC for whom funding is received termly, from the Autumn Term 2019 onwards.

The term 'PPG' is used throughout this document to refer to children in the categories Ever 6 FSM, Post LAC and LAC for whom the school receives funding through the Pupil Premium Grant.

At St Mary's Primary School, we are committed to ensuring that each pupil receives the very best education allowing them to reach their full potential both academically and socially. Our 'learning to learn' culture ensures that we have the highest expectations of the children and that we continually strive to ensure that attainment gaps are diminished and no pupil is left behind. We believe that children achieve most when they are engaged in a broad and rich curriculum including access to wider opportunities both in and out of school and when their families are actively involved in their learning. When deciding how to spend the PPG we look at the potential barriers to learning faced by disadvantaged pupils in the context of our school. The reasons for underachievement are many and varied and could include: reduced access to wider learning, recreational and enrichment opportunities within and beyond the curriculum; a lower level of support at home; attendance and punctuality difficulties; social and emotional difficulties due to complex family situations. Our overall We believe that children achieve most highly when they are engaged in a broad and rich curriculum including access to wider opportunities both in and out of school and when their families are actively involved in their learning.

Our overall aim in using PPG is to extend opportunity and to narrow the attainment and achievement gap between those entitled to PPG and those not. We ensure that:

- A high profile is given to Pupil Premium pupils
- All staff are accountable for the progress of Pupil Premium pupils

In determining the approaches and activities for pupil premium expenditure 2019/2020, we evaluated the success of previous programmes and built upon existing good practice.

KEY OBJECTIVES OF PPG 2019/2020:

1. **Learning and the Curriculum:** to narrow the gap between PPG pupils and non-PPG pupils through a comprehensive level of support and targeted intervention to improve outcomes and progress of PPG pupils
2. **Enrichment within and beyond the Curriculum:** to improve participation in a wide range of learning and enrichment activities leading to a more positive view of learning and improved attainment and progress for PPG pupils
3. **Parents and Families:** to increase parental engagement and support for learning; to improve access to learning by increasing attendance and improving punctuality of PPG pupils
4. **Social and Emotional Support:** to provide an enhance level of support for pupils experiencing challenges in learning or who are hard to reach so they can access their learning more effectively

KEY ACTIONS 2019/2020 linked to priority aims:

Learning and the Curriculum

- Provide a range of interventions to accelerate progress and improve attainment
- Provide a robust maths scheme of work to support planning and execution of maths lessons across the school
- Offer additional targeted support for pupils' learning to accelerate progress and improve attainment

Enrichment Within and Beyond the Curriculum

- Continue to offer enriched curriculum opportunities- subsidised clubs, subsidised visits, visitors and residential trips for targeted pupils

Support for Parents and Families

- Provide effective Family Support and flexible responses to family need
- Improve attendance and punctuality to maximise access to learning

Social and Emotional Support

- Continue to offer ELSA support for targeted pupils
- Offer additional targeted support for vulnerable pupils including support during play-times.

Pupil Premium Grant Allocation 2019/2020: £44'760

Action	Desired Outcome	Implementation	PPG contribution	Impact and evaluation – July 2020
Member of staff trained and delivering ELSA support for pupils.	Children are supported to cope with their social and emotional difficulties and thereby able to achieve alongside their peers and/or make good progress.	Targeted pupils for ELSA support will be identified in collaboration with the class teachers, SENDco and Senior Leadership Team.	£2955	<ul style="list-style-type: none"> • ELSA provision was reviewed and refined by the DHT during the year to ensure that all staff knew the processes and that all pupils who required support could access it in a timely manner. This is restricted by the capacity of ELSA staff (1) • Post intervention teacher feedback noted positive improvements in pupils' emotional presentation who accessed ELSA provision.
Additional member of staff being trained as an ELSA during the academic year 2019-20	Further capacity will enable a wider number of pupils to access the ELSA provision. PPG pupils able to access curriculum as emotional needs are being met.	Training to be attended by LSA during the academic year of 2019-20.	£1100	<ul style="list-style-type: none"> • Pupil feedback suggests that they enjoyed their ELSA sessions and looked forward to them each week • Going forward, we would like to ensure that the targets which are being given to pupils for 2020-2021 are measurable and that we are measuring impact directly against these. • We would also like to consider whether we have the best model of ELSA in place (to suit our current pupil needs) and what improvements could be made to ensure it is an effective use of funding going forward to 2020-2021.
Attendance and punctuality of pupils to be supported by PPG Leader and Office Administrator.	Support from PPG Leader (DHT) to monitor/ reduce persistent absentees and improve/maintain punctuality of PPG pupils.	% time prioritised to working with individual families and EWO to improve attendance and punctuality. Weekly monitoring of all PPG attendance and punctuality.	£4000	<p><u>Attendance:</u> Over 95% attendance = 33% of PPG pupils 90% and over attendance = 63% PPG pupils Below 90% attendance (Persistent absentees) = 38% PPG pupils</p> <ul style="list-style-type: none"> • There are 9 pupils who are regarded as PA. All these pupils are known to the SLT as being priority for targeted support in the year 2020-21 from our attendance officer and SLT team. <p><u>Punctuality:</u></p> <ul style="list-style-type: none"> • 11 pupils with no late sessions before/after the register has closed. (46% of all PPG pupils)

				<ul style="list-style-type: none"> • 19 pupils have 10 or less than 10 late sessions before/after the register has closed. (79%) • 4 pupils have had 14 or more late sessions before or after the register has closed. These pupils are a focus for 2019-20. (17%)
Reflection space at lunchtime.	Pupils experiencing challenge to interact positively at play-time will improve their social and their ability to self-regulate. Children are supported to cope with their social and emotional difficulties and thereby able to achieve alongside their peers and/or make good progress	Lunchtime Supervisor has been employed for a total of 5 hours to run an indoor lunchtime club for those children who require additional support at lunch times. This club enables children to receive supervised activities in a safe and caring environment and helps to develop social skills whilst providing emotional support.	£3192	<p><i>The reflection space has certainly provided an alternative space for our pupils who find lunchtime play overwhelming or challenging. However, as a SLT we would like to explore;</i></p> <p>a) <i>Whether this provision meets the needs of our pupils at this time</i></p> <p>b) <i>The possibilities of how this provision could be structured differently this year for 2020-2021.</i></p>
Learning Support Assistants employed to support pupils daily in class.	PPG pupils able to access curriculum as emotional needs are being met. Support given in lessons to ensure that attainment gap continues to narrow for these pupils.	LSA staff to work closely with class teachers to ensure that needs of targeted pupils are met and that they are well supported. LSA staff to support targeted pupils in class to enable them to access the curriculum in line with their starting points, ensuring that their next steps are built upon.	£20'000	<p><i>Benefits of running flexible daily interventions have meant that:</i></p> <ul style="list-style-type: none"> • <i>Teachers aware of pupils who require intervention on a daily/weekly basis. (Data grids highlight those not making expected progress)</i> • <i>As teachers provide the resources/worksheets/guidance for the sessions this means they have a good knowledge of what is happening in each intervention and can follow this up with the LSA</i> • <i>Intervention work is based on current learning that the class have done that week/previous week/week coming up which means consolidation or pre-learning can take place</i> • <i>Pupils are ready to move onto the next stage of learning dependent on what they have covered in their sessions – it is meaningful and relates directly to their current learning in class.</i>
Learning Support Assistants to provide additional specific support to targeted pupils.	Close the attainment gap between disadvantaged and non-disadvantaged pupils.	Teaching Assistants to support targeted pupils with reading, writing and maths daily. Interventions to address specific gaps in knowledge identified on a daily/weekly basis by class teachers.	£4000	

				<ul style="list-style-type: none"> • <i>Intervention impact can be easily identified in pupil books rather than the work being kept separately</i> • <i>Different children are taken at different times in the week so they don't miss the same learning each time</i> • <i>Work links directly in with class learning so the skills are transferable straight away and teachers are able to access if the intervention is having immediate impact or if something needs to change.</i> • <i>Teachers can be flexible with the support as sometimes it may be more appropriate for the LSA to stay in the class and support a group who may just need a boost or additional support with a particular lesson which otherwise they may not have been able to access.</i>
Third Space maths tuition to be funded to support and embed basic maths skills.	Pupils are able to access additional maths tuition to close the attainment gap of disadvantaged and non-disadvantaged pupils in KS2.	Online tuition weekly to be accessed by targeted pupils.	TBC	<i>The implementation of Third Space maths tuition certainly enabled most pupils to improve their basic maths skills however pupil feedback this year suggests that they prefer input from their class teacher as opposed to a remote teacher. This provision therefore will be reviewed this year as to whether we will continue in 2020-21.</i>
Power Maths scheme purchased.	All pupils are well planned for in maths lessons. Misconceptions are well supported by all staff.	Staff will use the incremental planning and resources to support pupils' progress in maths.	TBC	<p><i>The purchase and implementation of this maths scheme has benefitted our school in the following ways:</i></p> <ul style="list-style-type: none"> • <i>Staff are well equipped to teach lessons which are well planned and structured</i> • <i>Misconceptions are clearly highlighted in the planning process and gaps therefore addressed quickly for our PPG pupils</i> • <i>Maths teaching observed since using the schemes planning and resources has greatly improved therefore raising the overall quality of maths teaching within the school</i> • <i>Clear steps in learning which are defined in the scheme's planning has enabled teachers to</i>

				<i>ensure that differentiation is appropriately matched to all PPG pupils.</i>
Subsidising curriculum enrichment to enable PPG pupils to attend residential trips.	Pupils are able to attend the trip and thereby given them experiences they may not otherwise have.	PP pupils are able to access the trip at a reduced cost.	£1100	<i>Unfortunately, all residential visits were cancelled this year due to COVID 19 pandemic.</i>
Funding for PPG pupils to attend clubs.	Pupils are able to pursue their interests and take part in activities they may not otherwise be able to take part in.	All PP are offered at least one club per term for free.	£105 per child per year. £3360	<ul style="list-style-type: none"> • <i>All pupils accessing this fund were able to attend clubs that they may otherwise not had access to due to financially.</i> • <i>Feedback from club leaders was extremely positive about the engagement of our PPG pupils.</i> • <i>Parents/carers of pupils commented how the clubs had given their children wider opportunities to engage in extra curricula activities.</i> • <i>Pupils were able to gain cultural capital by experiencing clubs they hadn't taken part in before.</i>