



St Mary's C of E Primary School and Nursery PPG Strategy Statement 2020/21

Our vision:

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 all staff are accountable for them. We continually strive to ensure that progress accelerates, attainment gaps are diminished and no pupil is left behind.

When deciding how to spend the PPG we look at the inequalities faced by disadvantaged pupils in the context of our school. We believe that children do best when:

- they attend school punctually and regularly;
- they are engaged in a broad and rich curriculum including access to wider opportunities both in and out of school;
- they are supported to develop socially and emotionally;
- their families are supported and actively involved in their learning.

Our PPG numbers and funding allocation can be broken down as follows:

Number of Ever 6 FSM	19	Number of LAC or Post-LAC	3	Number of EYs (nursery) PPG	2
Ever 6 Funding	£25,555	Funding	£7,035	Funding	£556

Total number on PPG register	24	Total funding for KS1/2 (including LAC/Post-LAC)	£32,590	Total funding across whole school, including EYs	£33,146
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Data over past three years:

Analysis of data from the past three years shows that all pupils need to make accelerated progress as well as focussing on our PPG children. In the Early Years and Key Stage 1 support is needed for language development, phonics and reading whilst in Key Stage 2 there is a need to focus on progress as well as attainment in reading, writing and maths. In addition to this, our observations show that there is a need to focus on developing successful learning behaviours and resilience.

Interim Review of 2019-2020 (Full analysis to be completed in July 2021)

- *Changing to running flexible interventions last year meant that intervention work was based on the current learning happening in class that day/week and enabled consolidation or pre-learning to take place. Teachers had a good awareness of who required intervention on a daily/weekly basis and the impact of intervention work could be easily identified as it is all in pupil books, rather than being kept separately.*
- *All pupils accessing this fund were able to attend clubs that they may otherwise not have had access to due to finances. Feedback from club leaders was extremely positive about the engagement of our PPG pupils, pupils were able to gain cultural capital by experiencing clubs they hadn't taken part in before. Parents/carers of pupils commented how the clubs had given their children wider opportunities to engage in extracurricular activities.*
- *During school closure as a result of the Covid pandemic, 30% of PPG funded pupils accessed school based learning. Teachers maintained regular contact with all other children through weekly telephone calls and provided printed, paper based resources where necessary. Food vouchers or food boxes were offered to families and in some cases these were delivered to the house by staff where families were unable to collect them from school. All pupils were offered the opportunity to return to school in the summer term for the end of the school year and this was taken up by 90% of PPG funded pupils*

In determining the approaches and activities for pupil premium expenditure 2020/2021, we evaluated the success of previous programmes and built upon existing good practice.

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of



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spending:

- Quality Teaching (for example professional development, recruitment and retention, and support for early career teachers)
- Targeted Academic Support (for example interventions and one-to-one support)
- Wider strategies (for example behaviour approaches, breakfast clubs, attendance)



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Pupil Premium Grant Allocation 2020/21:

(rounded to £33,000 for the purpose of planning)

Teaching					Approx. contribution from Pupil Premium Grant:
Rationale: We know that pupils learn best when they feel safe. Trauma informed research shows that staff training on how to support and respond to presenting behaviour can make a substantial difference to children's feelings of security, which then leads to them being able to engage with learning. (CYP mental health & Wellbeing taskforce 2015; Young Minds - Addressing Adversity 2017)					
Action <i>What do we want to happen?</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what we are going to look at)</i>	Approx cost	Impact <i>(How we will recognise success)</i>	Evaluation notes
Staffing & recruitment:					
Deployment of staff planned to support level of social and emotional needs in class	Additional ELSA trained TA employed in a year group with a high level of need. More experienced staff paired with less experienced to provide ongoing support <i>for planning, reflection and analysis of pupil need</i> <i>SENCo supporting key children in building resilience & developing learning behaviours.</i>	Lesson observations, observation of coaching sessions, monitoring of planning and book looks, behaviour log, teacher voice.	ELSA Training £440 ELSA TA £3,140 (4hrs p.w) Afternoon TA support Yr1 £1,200 (50%)	PPG pupils in class with fewer behaviour logs. Learning walks demonstrate less disruption to learning and % of PPG pupils on task; Newer teachers report increased confidence and knowledge by end of summer term	Mid-year update: ✓ End of year evaluation: ✓



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			SENCO/ Inclusion £2,750		
Professional development:					
Staff trained to use an attachment aware approach to pupils, to address social emotional needs in whole class settings and support knowledge of how to support new to looked after children, ELSA sharing expertise	<p>Educare training for all staff on - ACE's, Bereavement & Loss, Supporting Mental Wellbeing</p> <p>ELSA whole staff briefings held half termly</p> <p>Training from virtual school on supporting CLA</p>	Lesson observations/ learning walks, behaviour logs, pupil voice, teacher voice	<p>Educare Training Module £1,000</p> <p>£204</p> <p>£764</p>	Staff report more confidence in addressing social and emotional needs in class by Summer term; decrease in behaviour logs; pupils report feeling more secure and supported in class (compared to Autumn term)	<p>Mid-year update: ✓</p> <p>End of year evaluation: ✓</p>
Develop expertise in supporting transition from EYFS to KS1 to continue the child	EYFS lead & Y1 teacher attend Julie Fisher training Support from AfC Early	learning walks, book looks, pupil voice, parent voice, teacher voice	£60 Place to Learn £335	PPG pupils engaged and in task in class Pupil behaviour managed effectively	



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centred approach to teaching & learning	Years Advisory Teacher (HG) Place to Learn EYFS CPD training package for whole EYFS & Y1 staff EYFS lead to support Y1 teacher to monitor & reflect upon provision, adapting it as appropriate.		£1,800	All pupils making good progress from Autumn starting points by end of Summer Term	
Teaching assistants are trained to deliver high quality interventions on literacy and Maths and have time to liaise with class teachers on pupil progress and attainment	training delivered by SENCo and followed up through progress discussion & coaching. NELI training delivered online in Spring term	learning walks teacher and TA voice pupil voice intervention records data drop	SENCO Training £6,000 Cover to deliver NELI sessions £510	TAs report more confidence in leading interventions Pupils showing accelerated progress from their starting points	

<p align="center"><u>Targeted Academic Support</u></p> <p>Rationale: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged children' (EEF 2019) Research shows that it is more impactful for class teachers to lead on interventions with those who have most need of support, and that support within quality teaching has the most benefit. Therefore our 'in the moment' interventions take place</p>	<p>Approx. contribution from Pupil Premium Grant:</p>
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within the mainstream class as staff address gaps and misconceptions as they arise. Where targeted interventions take place outside of the classroom, we know that this works best when it is linked with the work being done in the mainstream class. These are therefore personalised and flexible.					
Action <i>What do we want to happen?</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what we are going to look at)</i>	Approx cost	Impact <i>(How we will recognise success)</i>	Evaluation notes
Interventions:					
Additional maths tuition for PPG pupils in KS2 who are not making accelerated progress from starting points and/or are not at expected.	provided by CT/Maths lead 2 times per week	book looks pupil voice teacher voice tutor records and feedback data drop every term	½ day p.w x 12 weeks £1,080 (Zen)	mainstream maths work shows impact of tuition regarding confidence in class, increased progress and attainment over time 65% of PPG pupils achieve expected PPG pupils show progress from starting points gap between PPG pupils and non PPG national decreasing	Mid-year update: ✓ End of year evaluation: ✓
PPG pupils who are not making accelerated progress and are below expected receive personalised intervention.	Teaching Assistants to support targeted pupils with reading, writing and maths. Phonics lead to support identified children in	Close the attainment gap between disadvantaged and non-disadvantaged pupils.	½ day p.w x 12 weeks £1,080 (Zen)	Data analysis shows gaps closing Phonics screening scores improve from Autumn term baseline	Mid-year update: ✓ End of year evaluation:



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Specific gaps in knowledge identified on a daily/weekly basis by class teachers.	Y1/Y2 with targeted small group work 2x weekly. Phonic readers purchased to support children.		Bug Club phonics books- £200		✓
Children starting school with lower communication and language development identified early and supported.	TA & CT trained to deliver Nuffield Early Language Intervention (NELI) - 20 week programme delivered through structured weekly sessions	Teacher observations of childrens language skills. Termly data drop Gap between disadvantaged & non-disadvantaged children closing	NELI Training £390 NELI programme £680	Language screening carried out before and after program of intervention shows improvement in children's language & early literacy skills	



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Wider Strategies Rationale: We know that pupils from disadvantaged backgrounds can need extra support to access enrichment activities which in turn help to develop their confidence, skills and cultural capital. These are all important for progress and attainment at school and for future success. We also know that pupils who miss school fall behind and find it harder to catch up.					Approx. contribution from Pupil Premium Grant:
Action <i>What do we want to happen?</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what we are going to look at)</i>	Approx cost	Impact <i>(How we will recognise success)</i>	Evaluation notes
Enrichment:					
Funding for PPG pupils to attend clubs so that 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. Class Teachers liaise with club providers to get feedback.	observation of clubs club leader feedback pupil voice parent voice teacher voice	£3,080 (20 wks)	Skills & behaviours developed in clubs linked back to classroom (eg perseverance, self-confidence, teamwork)	Mid-year update: ✓ End of year evaluation: ✓
Wellbeing/attendance:					
Member of staff trained and delivering ELSA support for pupils.	Targeted pupils for ELSA support will be identified in collaboration with the class teachers, SENDco and Senior Leadership Team sessions last for 6 weeks, once a week, scheduled at x time in the day	reasons for referral recorded at start, targets set and evaluated at end of 6 sessions by ELSA teacher feedback on impact on learning behaviours in class pupil and parent voice		x% of targets met by each pupil pupils engaging better in class after end of sessions behaviour logs reduced	Mid-year update: ✓ End of year evaluation: ✓
Attendance and	% time prioritised to	engagement of families	£2,650-	Attendance level	



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punctuality of pupils to be supported by PPG Leader and Office Administrator.	work with and support individual families to improve attendance and punctuality. Weekly monitoring of all PPG attendance and punctuality. Phone calls home by SLT. Meetings with families where absence lateness is persistent. Referrals to EWO	in phone calls, meetings attendance and punctuality logs EWO referrals- success rate		improves by 20% for PPG pupils overall. number of PPG pupils on persistent list reduced punctuality improves to 90%	
Family Support:					
Families are able to access remote learning where necessary	Remote learning device survey in Autumn term Teachers maintain regular contact with families during periods of remote learning Video tutorials shared with children and families Devices loaned or acquired from DfE allocation/ local charities and distributed as required	Children accessing remote learning offer and making progress in their learning.	Blended Learning training cost & setup £220 (1/6th) £50- SBM	Increased engagement in remote learning	Mid-year update: ✓ End of year evaluation:
Families feel confident	All staff are supported to	Families engage with	PPG lead	Parental feedback	



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and comfortable to ask for and accept help from school when needed	understand the value of honest and respectful relationships with children and families through modelling & coaching by leadership team, direct discussion during INSET and specific training on supporting wellbeing Regular communication with families through weekly class newsletters, telephone calls, face-to-face meetings where possible (eg parents eve)	school in supporting their child's learning Parents and staff able to have open and supportive conversations to support children's learning and development Parents able to share when they need additional support so that school and family can work together to support children.	£5,500	Parents feel increased confidence in supporting their child's learning and development	
Total expenditure:					