



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

<b>Total number on PPG register</b>	<b>24</b>	<b>Total funding for KS1/2 (including LAC/Post-LAC)</b>	<b>£32,590</b>	<b>Total funding across whole school, including EYs</b>	<b>£33,146</b>
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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.



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) •
- Academic Support (for example interventions and one-to-one support)
- Pastoral 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)

<u>Teaching</u>					Approx. contribution from Pupil Premium Grant:
<b>Rationale:</b> 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
<b>Staffing &amp; recruitment:</b>					

Deployment of staff planned to support level of social and emotional needs in class	<p>Additional ELSA trained TA employed in a year group with a high level of need.</p> <p>More experienced staff paired with less experienced to provide ongoing support for <i>planning, reflection and analysis of pupil need</i></p> <p><i>SENCo supporting key children in building resilience &amp; developing learning behaviours.</i></p>	Lesson observations, observation of coaching sessions, monitoring of planning and book looks, behaviour log, teacher voice.	<p><b>ELSA Training</b> <b>£440</b></p> <p><b>ELSA TA</b> <b>£3,140</b> <b>(4hrs p.w)</b></p> <p><b>Afternoon TA support</b> <b>Yr1 £1,200</b></p>	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	Due to a second period of school closure Jan-Mar 2021 we saw an increased need for social and emotional support when children returned to school. We therefore increased the ELSA provision from the original 4 hours to 6 hours per week. In addition, some pupils particularly struggled to return to school and additional TA support was put in place
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			<p><b>SENCO/ Inclusion</b> <b>£2,750</b></p>		
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<b>Professional development:</b>					
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 &amp; Loss, Supporting Mental Wellbeing</p> <p>ELSA whole staff briefings held half termly</p> <p>Training from virtual school on supporting CLA children</p>	Lesson observations/ learning walks, behaviour logs, pupil voice, teacher voice	<p><b>Educare Training Module</b></p> <p><b>£1,000</b></p> <p><b>£204</b></p> <p><b>£764</b></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)	This was revisited in staff meetings following a second period of school closure in 2021. Re-establishing a sense of community and belonging was prioritised as pupils returned to school. However, the impact of school closure and the ongoing concerns around the pandemic are still evident in our children and families and will need ongoing support through the coming years.
Develop expertise in supporting transition from EYFS to KS1 to	EYFS lead & Y1 teacher attend Julie Fisher	learning walks, book looks, pupil voice, parent voice, teacher	<p><b>£60</b></p> <p><b>Place to Learn £335</b></p>	PPG pupils engaged and in task in class	X EYFS/Y1 children attended during school closure and

continue the child	training Support from AfC Early	voice		Pupil behaviour managed effectively	were effectively supported in school to make good progress. When school reopened the KS1 team worked very effectively to support children and based on teacher assessments, all children made progress. In partnership with parents during school closure & return in March, some additional/ SEN needs were identified and strategies begun to be put in place to support going forward into Y2
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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.		<b>£1,800</b>	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	<b>SENCO Training £6,000</b>  <b>Cover to deliver NELI sessions £510</b>	TAs report more confidence in leading interventions Pupils showing accelerated progress from their starting points	NELI training completed and programme started, however, due to school closures the programme started later than originally planned and therefore was not finished by end of academic year. The group will therefore continue in Y1 and a new group identified in R 2021

### Targeted Academic Support

**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

**Approx.  
contribution from  
Pupil Premium  
Grant:**



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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.

<b>Action</b> <i>What do we want to happen?</i>	<b>Implementation</b> <i>(how, who and when?)</i>	<b>Measuring impact</b> <i>(what we are going to look at)</i>	<b>Approx cost</b>	<b>Impact</b> <i>(How we will recognise success)</i>	<b>Evaluation notes</b>
<b>Interventions:</b>					

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	<b>½ day p.w x 12 weeks £1,080 (Zen)</b>	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	‘Booster groups’ were planned for Spring term, but unable to take place due to school closure. CT offered pupils opportunity to stay on live lesson calls during closure in order to pick up on misconceptions and offer small group/ 1:1 support. On return to school adaptations were made to KS2 timetable to allow opportunity for CT to work with smaller groups at a time
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 developing decoding skills for reading & writing.	Close the attainment gap between disadvantaged and non-disadvantaged pupils.	<b>½ day p.w x 12 weeks £1,080 (Zen)</b>	Data analysis shows gaps closing  Phonics screening scores improve from Autumn term baseline	Parents, pupils & teachers reported use of phonically decodable books as supportive and successful in building children’s early reading skills and confidence. Going forward, the school is looking to invest in a whole school SSP programme to ensure that all

					<p>children have a solid grasp of phonics in EY/KS1</p> <p>Y2 phonics screening check -</p> <p>Teacher assessment on EoY1 phonics scores</p>
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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.		<b>Bug Club phonics books- £200</b>		
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	<b>NELI Training £390</b>  <b>NELI programme £680</b>	Language screening carried out before and after program of intervention shows improvement in children's language & early literacy skills	NELI programme not completed by end of year due to delays caused by school closure. Assessments show initial improvement in language development &



programme will  
continue in Y1

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<b>Wider Strategies</b> <b>Rationale:</b> 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.					<b>Approx. contribution from Pupil Premium Grant:</b>
<b>Action</b> <i>What do we want to happen?</i>	<b>Implementation</b> <i>(how, who and when?)</i>	<b>Measuring impact</b> <i>(what we are going to look at)</i>	<b>Approx cost</b>	<b>Impact</b> <i>(How we will recognise success)</i>	<b>Evaluation notes</b>
<b>Enrichment:</b>					
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	<b>£3,080 (20 wks)</b>	Skills & behaviours developed in clubs linked back to classroom (eg perseverance, self confidence, teamwork)	Due to COVID restrictions the range of clubs offered was reduced, however take up was good
<b>Wellbeing/attendance:</b>					

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		targets met by each pupil pupils engaging better in class after end of sessions behaviour logs reduced	Following school closure in Jan an additional need was identified on return to school and therefore the number of hours of ELSA support offered within school was increased by 2 hours per week.
Attendance and	% time prioritised to	engagement of families	<b>£2,650-</b>	Attendance level	CT contacted all families weekly during school closure and technical support given to access online learning. The majority of pupils returned to good levels of attendance when schools reopened in March 2021, however, the period of closure and ongoing anxieties linked to the pandemic made a return to good attendance challenging for a small proportion of PPG pupils



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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%	
<b>Family Support:</b>					

Families are able to access remote learning where necessary	<p>Remote learning device survey in Autumn term</p> <p>Teachers maintain regular contact with families during periods of remote learning</p> <p>Video tutorials shared with children and families</p> <p>Devices loaned or acquired from DfE allocation/ local charities and distributed as required</p>	Children accessing remote learning offer and making progress in their learning.	<p><b>Blended Learning training cost &amp; setup £220 (1/6th)</b></p> <p><b>£50- SBM</b></p>	Increased engagement in remote learning	<p>Families were surveyed during the Autumn term to ascertain access to devices in the event of school closures. When schools closed in Jan 2021, the school loaned devices as well as demonstrating how to access Google classroom on different devices (eg Playstation/ X-Box) via video tutorials. Pupils who were still struggling to access were invited to attend school for a few sessions with the specific aim of supporting them to access from home.</p>
Families feel confident	All staff are supported to	Families engage with	<b>PPG lead</b>	Parental feedback	<p>Parental feedback has been generally positive with parents expressing that they felt very supported during school closure.</p>



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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.	<b>£5,500</b>	Parents feel increased confidence in supporting their child's learning and development	
<b>Total expenditure: £34,703</b>					