St Mary's CofE Primary School: Pupil Premium Strategy Statement (2019 - 2021)

School Overview

Metric	Data
School name	St Mary's CofE Primary School (B29)
Pupils in school	420
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£138,860
Academic year or years covered by statement	September 2019 – July 2021
Publish date	December 2019
Review date	September 2020
Statement authorised by	Stuart Smith
Pupil premium lead	Katherine Evans
Governor lead	Jing Wang

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+5.4
Writing	+2.9
Maths	+4.8

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	63%
Achieving high standard at KS2	6%

Overall aims of the strategy

Area of Focus	Intended Outcome
Curriculum Development and Provision.	The school has a curriculum which meets the needs of all learners; supports high academic achievement amongst all groups and is effective in promoting the personal development of all pupils.
Standards of achievement at each transition point.	Standards of achievement for disadvantaged pupils increase at the end of each key stage as a result of high quality classroom provision; an engaging and challenging curriculum and effective relationships with families.
Barriers to learning these priorities address.	Provision of a curriculum that does not provide the right balance between academic rigour, accessibility and building aspiration and engagement by unlocking new areas of study and knowledge.
	Staff in school not having a comprehensive understanding the broader context underpinning the lives of disadvantaged learners: their interests; level of support received outside school and activities which have the potential to enhance learning which takes place in the classroom.
Projected spending	£138,860

Teaching priorities for current academic year

Aim	Target	Target date
Standards increase at the end of each key stage due to a structured reading curriculum which promotes an enjoyment of reading and provides all pupils with the skills to access a more challenging curriculum.	Standards of achievement for disadvantaged pupils are at least in line with the national averages at the end of each statutory assessment point.	July 2020
The 'Reading for Pleasure' project enables an effective reading community to be developed and embedded.	Standards target met as specified above. The school is a vibrant and effective reading community.	July 2020
Teaching staff are provided with high quality CPD in order to support ongoing work in the school's Reading; Curriculum and Equity First priorities for this academic year.	These school development priorities for the current academic year are being addressed successfully by the July 2020 midpoint review.	July 2021
Teachers are provided with effective professional development through the school's Joint Practice Development (JPD) model which is linked to appraisal arrangements and career support and development.	All teachers are successful in meeting the relevant standards expected for their career stage; their appraisal objectives and as a result, capacity for support is increased across the school.	September 2020
Barriers to learning these priorities address.	The risk of inconsistency in approach to teaching in key areas of development across the school. Pupils will have a clear and progressive journey from year to year.	
Projected spending	£35,000	

Targeted academic support for the current academic year

Aim	Activity
Learners have the key knowledge, skills and learning behaviours in place in readiness for the next key stage.	Provide additional teaching support in Year 6 to ensure disadvantaged pupils are 'secondary ready' by the time they leave the school. Provide additional teaching support for children with barriers to language acquisition across the school. Provide additional teaching assistant support for learners in EYFS to ensure they make a rapid transition into school and are subsequently ready for transition to National Curriculum study in Year 1.
Learners have the right level of support to address gaps in their learning.	Establish small group interventions for disadvantaged pupils falling behind age-related expectations with a particular focus on Years 2 and 3.
Barriers to learning these priorities address	Children entering year groups where successful transition from one key stage to another is critical but they are underprepared for the demands which follow.
Projected spending	£75,000

Wider strategies for current academic year

Aim	Activity
Learners have the right support services so they can access classroom provision and engage with it effectively.	-Maintenance of the current family support and pupil mentoring service. -Continued engagement with professionals external to the school to access advice, support and CPD for staff (e.g. Beacon Behaviour Support; Educational Psychology; Pupil and School Support).
Learners attend school regularly and families work in partnership with school to support this	-Attendance of disadvantaged pupils is monitored by AHT and Attendance lead with plans put in place to support good attendance when this is not the case. -Maintenance of family support worker in providing help and guidance to families of pupils who are causing concern.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£25,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Planning new curriculum – changes to planning style and expectation across curriculum	Medium term planning for new projects supported and guided by DHT/AHT as both CPD for teaching teams and quality assurance.
	Values learning to promote deeper engagement – this represents a change in planning style and emphasis	Termly learning walks at beginning of new projects to monitor children's engagement with, and understanding of, project values.
	Building teacher knowledge of reading skills to ensure planning for progression through all aspects of fluency and comprehension.	VIPERS introduced into KS1 and KS2, supported by ongoing programme of CPD delivered by English leader. SLT monitoring and feedback.
	Ensuring sufficient curriculum time is dedicated to reading for skills progress and to reading for pleasure.	Termly review of timetables with DHT/AHT to adapt in response to challenges and protect reading time. R4P protected time (30 mins daily) Reading for pleasure Friday session
	Building on existing practice in Maths to prioritise progress in reasoning and problem solving skills in all aspects of Maths teaching. Adapting planning and lesson structures to allow time for retrieval of prior learning.	Staff INSET and regular monitoring by Maths leader and SLT to maintain this expectation. Maths assessment and expectation documents written to exemplify reasoning and PS at 'expected standard' Introduction of 5 a day starters Retrieval practice INSET (Spring Term)
Targeted support	Ensuring the most efficient management of the planning, organisation and delivery of targeted academic interventions.	Targeted deployment of TA support depending on cohort need. Pupil progress meetings x3 yearly to address implementation and impact of interventions. New online assessment system will enable teachers and subject leaders to easily

	Teachers' familiarity and confidence with tools used to track progress of SEN children.	identify under-attaining children and target support/intervention.
		Dedicated staff INSET time x 1 termly to using SEN ToolKit Tracker and analysing rates of progress. SENCO observing regularly in class
	Building teacher skill and knowledge to deliver quality first teaching that meets the range of the needs in their classes.	CPD delivered addressing: attachment, dyslexia
	Deepening staff knowledge of individual children to better understand their barriers and the steps needed to overcome these.	Equity First case study children chosen in Autumn term to be tracked throughout the year (attainment and learning behaviours). INSET time dedicated to this.
Wider strategies	Overcoming barriers to parental engagement and attendance in school.	Priority parents' evenings appointments Maintenance of family support worker in providing help and guidance to families of pupils who are causing concern.
	Raising attendance for children with regular absence/lateness	Attendance of disadvantaged pupils is monitored by AHT and Attendance lead with plans put in place to support good attendance when this is not the case. Access to learning mentor support for children identified as needing emotional or social intervention.

Review: last year's aims and outcomes

Aim	Outcome
Staffing to support small group and 1:1 teaching. This also enables prompt action to be taken where there are pastoral concerns because the adults know the children well.	KS2 progress outcomes 2019: Reading: +5.4 Writing: +3.3 Maths: +5.5
Purchase of early reading and phonics materials for use in EYFS and KS1. Participation in Beanstalk Volunteer Reader scheme to support targeted pupils with individual reading tuition.	EYFS: Average progress of disadvantaged pupils in Reading 2018-19 matched progress of their non-disadvantaged peers. 71% (5/7) disadvantaged children passed the Y1 phonics screening test. Impact of Beanstalk reader: improved attainment in reading by 1 step for y4 child and 2 steps for y5 child.
AHT release time for work scrutiny and pupil conferencing. Cover for pastoral and pupil progress meetings every term between school leaders and teachers.	Work scrutiny and analysis of teacher feedback from 'Equity first' JPD focus cycle showed sustained or improved 'learning behaviours' scores for 92% of focus pupils tracked through the year (22/24) representing successful impact of classroom strategies implemented to raise their engagement. Teachers appraisal reflections show: "children are now more willing to participate in class discussions" (Y5) "developed confidence when reading texts and answering questions" (Y1) "Children are engaged/want to write and are proud of their work" (EYFS) "Giving individuals specific jobs has encouraged them to contribute" (Y4)